

The Influence of Acculturation on the Sense of Gain of International Students in China: Perspective from Indonesia Students

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Abstract: Before the outbreak, statistical data from 2016 revealed that China was the third most significant global destination for international students by hosting 442,773 individuals. By 2018, this number had risen to 492,185, representing a 10.49 % increase from the previous year. Indonesia is notably among the top ten countries contributing to this demographic, with its students comprising 3.06% of the international student body in Chinese universities. The divergent cultural norms and academic expectations between China and Indonesia are anticipated to engender a unique form of acculturative stress among these international students. In the context of the perceived sense of gain among international students, certain scholars posit that these individuals are more predisposed to developing proficient mastery skills, which means that the sense of gain often facilitates the acquisition of new knowledge, thereby establishing a positive feedback loop associated with factors pertinent to college students' acculturation or cross-cultural adaptation. This study examines the influence of acculturation on the sense of gain experienced by Indonesian international students. This paper investigates how Indonesian international students' sense of gain was impacted by acculturation. For the sense of gain or satisfaction factor, the author will employ four variables in this study: satisfaction, psychological, social, and local culture. The data was analyzed using SPSS 26, which indicates that every independent variable is positive.

Keywords: acculturation; cross-cultural adaptability; sense of gain; Indonesia international students

1. Introduction

Beginning in early 2020, the COVID-19 epidemic has significantly influenced the evolution of higher education in several ways, including the transition from in-person to online instruction, the postponement of athletic events, and the emergence of a "new normal" in higher education [1]. The epidemic has significantly diminished international student mobility but has also changed. Higher education now faces several issues related to teaching, learning, research cooperation, and institutional governance.

Many students worldwide study abroad to further their education and enhance their lives. Before the rise of COVID-19, more than 400,000 overseas students studied in China during the 2003–2017 school year. These international students from around the globe encounter various challenges when acclimating to the culture of their new country, particularly in the initial years of their stay. International students may find it challenging or frightening to develop a sense of accomplishment in a new cultural setting since they live far from their home countries in China and because of the many obstacles posed by cultural differences. As a result, when

international students move from one culture to another, they may encounter particular difficulties that locals cannot even fathom [2,3].

“Uprooting disorder” refers to the recognized psychological symptoms of alienation, loneliness, nostalgia, despair, and helplessness that international students encounter as a result of migrating. International students face various emotional challenges, cultural shock, and cultural differences, such as cuisine, climate, language, communication methods, values, customs, speed of life, etc. [4].

The data report from the Indonesian Embassy in China indicates that 14,233 Indonesian students are enrolled in educational institutions in China. Indonesian overseas students in China may encounter distinct acculturation pressures owing to the divergent cultural norms and academic expectations of Indonesian and Chinese societies [5].

Upon entering a new country, international students must confront many adjustment challenges within an unfamiliar social and academic context. These issues may encompass challenges in language and communication, housing and accommodation difficulties, adaptation to diverse cuisines and flavors, climatic variations, and obstacles in forming social connections. The academic achievement of overseas students may be influenced by their capacity to manage these challenges. It is logical to expect kids with superior adjustment abilities to exhibit more extraordinary academic achievement than their less adaptable counterparts. Cultural adjustment is crucial for completing overseas students’ educational programs [6].

At the Central Leading Group for Comprehensively Deepening Reform’s tenth meeting, the term “sense of gain” was first proposed. It was once again stressed in the report of the 19th National Congress of the Communist Party of China to “ensure that all the people have a greater sense of gain in the joint construction and shared development.” In recent years, the word “sense of gain” has come to mean contentment, happiness, and security. People’s wants, fulfillment, and life experiences are frequently evaluated using happiness, a sense of security, and satisfaction. The sensation of gain plays a vital role in the development of society and people. Nonetheless, there is a shortage of studies on the perception of gain.

A comprehensive analysis of the cross-cultural communication experiences of Indonesian students in China highlights the challenges in adapting to the local culture, including language barriers and differences in social norms. It also highlights the strategies they employ to cope with cultural shock and the importance of language skills and cultural intelligence in cultural adaptation [7]. Understanding the cross-cultural adaptation elements that might contribute to international students’ sense of gain is necessary because they are integral to the institution [8].

To assist international students in completing their academic programs, higher education institutions should be aware of the challenges they confront. Thus, this paper investigates how cultural adaptation and international students’ sense of gain, particularly for Indonesian students, are affected. International students’ perception of gain was significantly correlated with cultural adjustment. In light of the importance of research on Indonesian international students mentioned above, I aim to examine potential elements that may influence the acculturation of international students about their sense of gain. The outcome or dependent variable will be Satisfaction or Sense of Gain. The author will examine four factors in the present study: (a) Psychological dimension, (b) Social life dimension, (c) Local culture Dimension, and (d) Satisfaction (Sense of Gain) Dimension. The research questions and hypotheses concentrated on the influence of each element on the result variable.

Research Question

Do acculturation factors (Psychological, Social Life, and Local Culture) influence Indonesian students’ Sense of Gain?

Hypothesis:

1. It is predicted that the psychological variable’s acculturation factor has significantly influenced Indonesian students’ Sense of Gain. *h1a*
2. It is predicted that the social life variable’s acculturation factor has significantly influenced Indonesian students’ Sense of Gain. *h1b*
3. It is predicted that the local culture variable’s acculturation factor has significantly influenced Indonesian

students' Sense of Gain. *h1c*

2. Review of Literature

2.1. *Acculturation or Cross-Cultural Adaptation*

At first, acculturation was thought to be a one-dimensional process exclusive to migrants. It was believed that those entering the new culture would reject their personal views and embrace those of the new society [9]. The process that occurs when two or more cultures come into contact for an extended time is called acculturation [10, 11]. Acculturation does not imply that a person would instantly abandon their cultural background, values, beliefs, and customs. Although not always evident, acculturation can be recognized as a visible process. Contact between two or more cultural groups and their members may be described as a twofold cultural and psychological transformation [12].

International students pursuing education in China successfully integrate into the culture. However, acculturation may have beneficial or destructive repercussions, depending on the culture being altered. In the normative framework, political domination indicates that one cultural group is complacent in a position of superiority and suggests that a group is in a position of power [13]. Acculturation may be more difficult since international students are followers rather than creators of cultural norms. Therefore, they must adhere to social standards rather than establish them. For instance, international students who have been educated differently their entire lives may find that the teaching methods of the new culture are very different. This is a process that international students must go through [14].

Psychological adjustment and sociocultural adjustment are two essential aspects of cross-cultural adaptation. The perceived levels of contentment and happiness are called psychological adjustment. Several elements will impact psychological adjustment, including pressure, local friends, life changes, attitude toward contacts with local friends, and other personal traits [15]. On the other hand, social learning theory serves as the foundation for sociocultural adjustment elements. Thus, they incorporate evaluations based on the models and foundations of interactions, including duration of residency, cross-cultural contact, cultural distance, and prior cross-cultural experiences [16].

The connection between the sense of gain and cross-cultural adaption of international students, the linguistic proficiency gained via studying overseas, and how they influence one another. Studying and researching health and emotions, relationships with others, local culture, and financial circumstances are among the elements of the scale [17].

2.2. *Sense of Gain or Satisfaction*

The sense of gain represents people's desire for a better existence and incorporates the idea of being people-centered. The feeling of acquisition is comparable to some of the most often used concepts in foreign social governance, such as subjective quality of life and well-being. The term sense of acquisition describes the favorable psychological reactions people experience due to acquisition [18]. A sense of acquisition is both tangible and intangible, spiritual and material. For me, the sense of acquisition stresses a genuine acquisition based on being and alludes to the long-lasting happiness that comes from achieving the material and spiritual level [19].

However, in foreign studies, related vocabulary concepts describe the sense of gains, such as quality of life or life satisfaction and subjective happiness (subjective well-being), and other ideas similar to the meaning of the sense of gain that refer to cross-cultural adaptation in psychological adjustment. Life satisfaction is the overall evaluation of the quality of life in their fields, such as family and social environment, within a certain period according to their standards. Subjective happiness is a cognitive evaluation of people's life satisfaction. These concepts related to the sense of gain can inspire the definition of the sense of acquisition concept.

The sensation of meeting one's wants is the sense of acquisition intimately tied to human needs on several levels. Other groups have different demands because of the circumstances and peculiarities of the group. The criteria fluctuate. Therefore, the sensation of acquisition varies even when the same group is present at various

periods. Happiness requires hard work and active engagement; it does not appear out of nowhere or be bestowed by others [20].

The sensation of acquisition may frequently encourage the acquisition of new knowledge and create a positive feedback loop since some research suggests that students with a sense of gain are more likely to have a pleasant learning experience. Students feel they have gained more knowledge and skills, can reach their full potential, respect and develop their personalities, have a strong sense of social responsibility and good moral character, have harmonious interpersonal relationships, a healthy mind, and nature, and are generally satisfied with their university education. Students' subjective psychological perception of their learning information and skills is the primary source of their sense of gain when seen through the lens of their educational experience [21].

According to an analysis of a survey on students' sense of gain at private universities, the term "student sense of gain" refers to the time spent studying because the educational services the institution offers satisfy the needs of the students' lives and studies. The opportunity to participate was acquired, and the students received recognition for their accomplishments, which resulted in a positive, all-encompassing psychological feeling [22].

3. Research Methodology

This section describes the research strategy employed to investigate the experiences of Indonesian international students. It covers the participants, materials, data collection procedures, operationalization, and theoretical framework.

3.1. Participants

Respondents were international students currently studying in China and international students who had some semesters in China before the outbreak cause the students cannot continue their studies in China or take classes with the online method but have some direct experiences while studying in China. They must know the initial introduction to university life in China

3.2. Materials

The materials used in this research were a small-scale questionnaire. The questionnaire was divided into Part A and Part B. Part A contained the respondent's data. The respondents provided demographic characteristics information, including their age, gender, major, religion, status, etc. Part B is divided into four sections: Section A related to respondent experiences in studying and researching while in universities or respondent or sense of gain (Satisfaction Dimension), section B on health and emotional situation issues (Psychological Dimension), and section C related to respondent social life concerns (Social Dimension), section D on adaptation experience to local culture issues (Local Culture Dimension). The Likert Scale employed a 1–5 point system with the following designations: 1 = Strongly Disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly Agree. These were intended to appeal to psychological adjustment, acculturation adaption, and sense of gain. The Likert scale permitted a nuanced answer and could have implied that extremes are acceptable, particularly in societies that place a higher value on harmony than criticism. The questionnaire's main goal was to gather data for an analysis of how cross-cultural adaptation, or acculturation, affects Indonesian international students' sense of gain.

3.3. Data Collection Procedure

Chain referrals were initially employed to increase student involvement in the electronic survey forms. I invited my close friends who fulfill all the prerequisites for Indonesian international students, both undergraduate and graduate, to participate and connect with their friends who were also Indonesian international students. The focus group comprises international undergraduate and postgraduate students from Indonesia who are now enrolled full-time at universities in China. To guarantee the integrity of the data, each international student was required to fulfill particular criteria for participation. Students now in China or who have previously studied in China may reside on-campus or off-campus to participate, and 40 replies were gathered from the

computerized questionnaires and using SPSS 26 to do the analysis data.

3.4. Operationalization

To assess stress related to food norms among students who have studied or are currently studying on campus, I inquired about the availability of their cultural cuisines both on- and off-campus, their preferences for the available food alternatives, and their desire to experience the local cuisine. To assess language skills, I inquired whether the participant felt at ease conversing in Mandarin with native speakers, comprehending course subjects, grasping slang, and requesting a self-assessment of their Mandarin proficiency level. I inquired if the participants understood the region's social norms, nonverbal cues, and modes of interaction according to these norms. These inquiries provide a solid foundation for comprehending the students' perceptions of their acculturation.

3.5. Theoretical Framework

Description:

x1 = Psychological Dimension

x2 = Social Life Dimension

x3 = Local Culture Dimension

y = Satisfaction (Sense of Gain)

4. Results and Analysis

4.1. Data Analysis

Forty students participated in the poll over three weeks. Table 1 displays the demographic details of the pupils. The original sample included 72.5% undergraduate students and 27.5% graduate students. The participants' average age was 23. Ninety percent of the students were unmarried, and the majority (55%) were female. In contrast, most students have 45% HSK IV competency in linguistic proficiency (HSK).

An online questionnaire was used as the survey method in this qualitative investigation. Four categories are included in the questionnaire: psychological, social life, local culture, and satisfaction (or feeling of gaining something). Every dimension has a few components. This survey was completed by all international students,

Table 1. Surveyed International Students' Demographic Details.

Characteristics		Number	Percentage
Gender	Female	22	55.0
	Male	18	45.0
Age	17–25 years old	31	77.5
	25–35 years old	9	22.5
Degree Category	Undergraduate	29	72.5
	Postgraduate	11	27.5
Marital Status	Single	36	90.0
	Engaged	3	7.5
Language Proficiency	Married-With Childre	1	2.5
	HSK I	1	2.5
Language Proficiency	HSK III	1	2.5
	HSK IV	18	45.0
	HSK V	16	40.0
	No	4	10.0

Source: Processed data.

with a 100% return rate (N = 40). Several conclusions may be drawn from the four aspects noticed after distributing the questionnaire. Table 2 lists the dimensions: psychological, social life, local culture, and satisfaction.

Table 2. Dimensions and items of the adaptation.

No.	Dimensions	Items	1	2	3	4	5
1		I have been happy since the first time I studied in China.	1	2	5	14	18
2		I feel satisfied with my study in China.	1	0	6	12	21
3		I am satisfied with my current situation.	7	1	13	16	3
4	Satisfaction Dimension	I am satisfied with the result of my study.	2	2	10	17	9
5		I understand the study easily.	1	4	16	13	6
6		I have precise pursuits or goals for the future.	1	2	12	18	7
7		I am very satisfied with the teaching activities arranged by the school.	1	5	13	12	9
8		I am satisfied with the teaching staff of my university.	1	2	12	19	6
9		I have had good health since the first time I came to China.	1	1	7	12	19
10	Psychological Dimension	I have had good health recently.	1	1	7	14	17
11		I do not feel anxious about the weather.	1	2	8	21	8
12		I have a stable mood.	1	2	14	16	7
13		I do not often feel homesick.	4	4	9	13	10
14		I can concentrate well when doing something.	3	0	10	19	8
15		I can sleep well.	1	5	7	11	16
16		I am confident about my future	2	1	16	13	8
17		I have many local friends.	2	4	16	10	8
18		I have many friends from other countries.	2	4	8	19	7
19		I often get along with many local friends.	4	4	17	9	6
20	Social Dimention	I do not have difficulty communicating with local people.	1	3	11	16	9
21		I can communicate well with the lecturers.	1	1	12	17	9
22		I like to join many campus activities.	1	2	14	16	7
23		I like how Chinese people have a good way of making friends.	1	0	13	20	6
24		I prefer to make friends with students from the same country.	2	7	17	9	5
25		I understand and can integrate Chinese culture into my life.	0	0	12	17	11
26		Although I am a foreigner, I have integrated into the local life.	1	0	9	22	8
27		I can easily participate in Chinese cultural activities.	1	2	6	21	10
28	Local Culture Dimention	Chinese people are friendly, even to a foreigner like me.	1	1	10	17	11
29		I eat Chinese food more often than my country's food daily.	2	4	8	15	11
30		I like to eat Chinese food on or off campus.	2	1	7	13	17
31		I like the climate in the city where I live.	3	3	7	17	10
32		I can adapt well to the weather and season in China.	1	1	10	15	13

Source: Processed data.

The participants expressed satisfaction with their education in China and the classroom learning experience. Of all the respondents, 16 concur that they are delighted with their recent research. Nonetheless, from the start of the survey, 18 respondents were content. 13 also said they could comprehend the lecture during the learning process. Nevertheless, 17 respondents expressed satisfaction with their research's outcome.

The participant's perception of a sense of happiness or sense of gain from their research may be influenced by a few things. Lecturers generally understand overseas students' issues and are patient while instructing them. Due to their varied educational backgrounds, local and international students also have distinct learning standards. Additionally, they are frequently included in group discussions by local students in the same class. However, because students must adjust to the Indonesian educational system, few have been content from the start of their studies.

Participants in the psychological component, which comes next, show little signs of anxiousness. They stated that their health has been generally excellent lately despite the differing seasons in China and Indonesia, especially when they first moved to China. They can convert China's four seasons—autumn, spring, winter, and summer—into two distinct seasons: dry and wet. This might be a result of Indonesian seasons being milder than Chinese ones. In contrast, only one responder disclosed mentally that they experience mood swings. Additionally, they seldom experience homesickness.

The participants mentioned similar issues about the social life factor. They can readily join in the everyday discourse with local pupils despite not indicating any problem interacting with locals. Since overseas students have acquired Mandarin and English, there are no issues with any language.

This study also noted a local cultural feature due to the cultural variations between China and Indonesia. According to 17 respondents, they can comprehend and incorporate Indonesian culture into everyday life. The friendliness of Chinese people is one cause. This makes it easier for them to fit in with Chinese culture. They frequently participate in Chinese cultural events.

A questionnaire with a Likert scale score of 1–5 is used to gather data. Test the research tool using reliability (Cronbach alpha) and validity (product-moment Pearson correlation) tests. The multicollinearity, autocorrelation, heteroscedasticity, and normalcy tests were all employed in the traditional assumption test. Using multiple linear regression analysis, the hypothesis is being tested concurrently. Using the following formula, this study examines how the independent variables—psychological, social life, and local culture—affect the dependent variable or sense of gain

$$Y = a + b_1X_1 + b_2X_2 + b_3X_3 + e$$

Description:

Y = Sense of Gain

A = Constant

X₁, X₂, X₃ = Psychological, social life and local culture

b_{1,2,3} = Regression coefficient

e = Error

Data was analyzed using the Statistical Package for Social Sciences (SPSS-26). The product-moment Pearson correlation validity test is valid since the research instrument is practicable when the p-value is less than 0.05. Cronbach's alpha score > 0.60 indicates reliability for the psychological variable (0.828), social life variable (0.811), local culture variable (0.883), and satisfaction variable (0.867).

Hypothesis testing is now possible because all of the classic assumption tests—the multicollinearity, autocorrelation, heteroscedasticity, and normalcy tests are passed.

4.2. Test Results

Beta Test

The values for the psychological, social life and local culture dimensions are 0.272, 0.576, and 0.232, respectively, while constant (a) in column B of the coefficient table is -2.125. To write the regression/equation model (as shown in Table 3). The perception of gain is primarily influenced by social life, which is the largest. Following hypothesis testing, the following regression equation was created for this study model:

$$Y = a + b_1X_1 + b_2X_2 + b_3X_3 + e$$

$$Y = -2.125 + 0.272 X_1 + 0.576 X_2 + 0.232 X_3 + 2.954 \text{ (e = from Std. Error)}$$

Table 3. Multiple Linear Regression Test Results.

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	-2.125	3.108		-0.683	0.499		
Psychological imention	0.272	0.109	0.264	2.507	0.017	0.609	1.642
Social Life Dimention	0.576	0.119	0.525	4.843	0.000	0.575	1.739
Local Culture Dimention	0.232	0.101	0.234	2.299	0.027	0.653	1.531

^aDependent Variable: Satisfaction (Sense of Gain) Dimention. Source: Processed data.

The regression coefficient's value does not show the algebraic sign, whether it is positive or negative. Nevertheless, it indicates the relationship's direction or, to put it more clearly, how the independent variable affects the dependent variable. When the B value is positive, the value of the dependent variable is positively impacted by the independent variable. Conversely, the negative B value indicates that the independent variable has a negative impact on the dependent variable's value.

The negative constant value of -2.125 indicates the independent variable's detrimental influence. If the independent variable rises or influences one unit, the Sense of Gain variable will fall or be satisfied.

For every unit increase in the psychological variable regression coefficient of 0.272, the sense of gain will rise by 0.272, or 27.2%. Similarly, the local culture and social life variables will increase by 23.2% and 57.6%, respectively.

Measuring Multicollinearity

The VIF value must be less than 10, and the tolerance value with the provisions must be greater than 0.1. Based on the results, the regression model does not contain multicollinearity. The VIF and all independent variables, including tolerance, meet these requirements.

t Test

The psychological variable t has a value of 2.507 and a significance level of 0.017, which is less than 0.050. This indicates a substantial influence on the sense of gain; hence, h1a is supported.

The Social Life variable t has a value of 4.843 and a significance level of 0.000, less than 0.050, indicating a significant partial effect on the perception of gain; hence, h1b is supported.

The local Culture variable t has a value of 2.299, with a significance level of 0.027, which is less than 0.050. This indicates a substantial partial or individual effect on the sensation of gain; hence, h1c is supported.

Table 4 above explains the coefficient of determination resulting from squaring R and the correlation value (R) size, which is 0.870. It also shows the proportion of effect that the independent variable has on the dependent variable. According to the result, the independent variable has a 75.7% impact on the dependent variable, with a coefficient of determination (R²) of 0.757. In contrast, various factors affect the remaining 24.3%.

Table 4. R Square Value Results.

Model	R	R Square	Adjusted R Square	Std. Error of The Estimate
1	0.870 ^a	0.757	0.737	2.95405

^aDependent Variable: Satisfaction (Sense of Gain) Dimention. ^b Predictors: (Constant), Local Culture Dimention, Psychological Dimention, Social Life Dimention. Source: Processed data.

Describe if the independent factors have a substantial impact on the dependent variable. The results show that the regression model may be used to forecast that the Sense of Gain variable has an influence (H1

supported) with the computed $F = 37,389$ at a significance/probability threshold of $0.000 < 0.050$ (as shown in Table 5).

Table 5. F Test Results.

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	978.824	3	326.275	37.389	0.000 ^b
Residual	314.151	36	8.726		
Total	1292.975	39			

^a Predictors: (Constant), Local Culture Dimention, Psychological Dimention, Social Life Dimention. ^b Dependent Variable: Satisfaction (Sense of Gain) Dimention. Source: Processed data.

5. Conclusion and Suggestions

5.1. Conclusion

Based on the results and analysis, international students' sense of gain about the social life component is the greatest of the three aspects this study examined. The primary causes are the frequency with which overseas students get along with local students and the gap in their socialization. The regional cultural dimension, on the other hand, receives the lowest adaption score. The native language, traditional performances, cuisine, and other aspects of Chinese culture are all included in this dimension.

All higher education institutions are often required to focus on the primary goal of globalization, which is to make international students feel welcome at their schools due to the process. The results indicated that the rate of cultural adaption for overseas students is modest and improving with time. The different learning atmosphere, the teacher's uncooperative demeanor, the unclear teaching methods, and the administrative staff's lack of focus are all issues for international students. The study's findings also showed that international students are satisfied with the general university atmosphere and the excellent behavior of Indonesian students, both of which are crucial for assuring their cultural adjustment. The correlation coefficient's results showed a strong link between international students' sense of gain or satisfaction and their level of cultural adaption.

5.2. Limitations

Additionally, because this study only included a limited sample of Indonesia international students, it might not be able to represent the experiences of international students among Indonesian students accurately.

5.3. Suggestions

The influence of acculturation on the sense of gain of Indonesian international students in China has significant implications for higher education institutions and policymakers. Here are some key considerations:

1. Cultural Adaptation Programs

Institutions can implement orientation programs that focus on helping international students understand and navigate cultural and academic differences. Tailoring these programs to address common cultural gaps, particularly between Indonesian and Chinese cultural norms, may ease students' transition and improve their sense of belonging and academic confidence. These programs should include language training, cultural workshops, and social integration activities to facilitate smoother acculturation. Universities can collaborate with student organizations, cultural centers, and local communities to offer a range of cultural experiences and support networks.

2. Support Services

Psychological Support: Psychological adjustment is a key factor influencing students' sense of gain, so universities might consider expanding mental health services with culturally sensitive counseling. Employing counselors familiar with Indonesian students' specific challenges could help alleviate acculturative stress, promoting well-being and academic success.

Academic Support: Providing academic advising and tutoring services tailored to Indonesian students' needs can enhance their academic performance and sense of achievement.

3. Social or Community Building

Fostering interaction between international and local students through structured activities, such as language exchange programs, peer mentorships, and social events, encouraging the formation of international student organizations and clubs, organizing cultural events and festivals can celebrate their country heritage while promoting cultural exchange and understanding among students from different backgrounds may significantly impact students' social satisfaction. These interactions can reduce isolation, help international students build support networks, and encourage smoother cultural adaptation, all contributing to an enhanced sense of gain.

4. Funding for Support Services

Policymakers may need to consider financial support for universities to develop targeted programs for international students, such as language and culture immersion classes or scholarships that incentivize participation in cultural adaptation initiatives. Adequate funding would enable universities to build robust support systems essential for student satisfaction and academic success.

5. Policies on Intercultural Competence Development

Encouraging universities to adopt frameworks that promote intercultural competence within their curriculums could prepare students for cross-cultural academic environments. This emphasis on intercultural skills could benefit international and domestic students, fostering a mutually respectful and inclusive campus culture.

6. Evaluation of Acculturation Outcomes

Developing policies that require universities to monitor and report on acculturation outcomes for international students could enhance the accountability and effectiveness of these programs. Such data would provide insights into areas needing improvement and help policymakers and institutions assess the overall impact on students' academic and personal growth.

Since acculturation is a significant predictor of a greater sense of gain for international students, combined efforts may be undertaken to reduce adjustment-related concerns for these students. Future research must also observe more samples to gauge the sensation of benefit experienced by overseas students.

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Conflicts of Interest

The author declares no conflict of interest.

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