Determinants of International Students’ Academic Performance with Cross Culture Adoption: A Study of Pakistani Students in Chinese Universities

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Abstract

The purpose of this was study was to investigate the relationship between cross culture adoption and students’ performance. This study also examined the impact of between cross culture adoption and students’ performance. Literature review concludes that researcher have identified the relationship among variables with strong support of findings of previous studies. Theoretical framework provides strong relationship among variables with evidence of theories. Hypotheses were developed with literature evidence. Population of this research was used current students of Pakistani national who are studying in Chinese universities. This study was used stratified and sample random sampling. Survey was used to collect primary data with research instrument (five point likert scale) from students and 435 sample size was to be used. Research model was evaluated with correlation and regression and to be used to identify the relationship of variables. This study result indicates negative significant impact of between cross culture adoption on students’ performance and researcher accept hypothesis. This study provides empirical evidence for future research.

Keywords: Academic Performance, Pakistani Students, Chinese Universities.
Introduction

Higher education in a multicultural environment has become in many countries an important phenomenon. Industry and Higher Education, led by the US, UK, Australia, Canada and New Zealand countries have received an increasing number of international students in the past two decades. According to a recent study by the British Council in collaboration with universities in the UK, Australia IDF Education and China students of global flows increase 2.1 million to about 5.8 million in 2020, about 45% of international students (Böhme, 2004). In 2003 (2.6 million) elected to study previous goal in five major English-speaking countries. Asian countries like China, India and Malaysia dominate the demand for education abroad. The United Kingdom, in an attempt to restore its accreditation as a world-class provider of education and training and to obtain, said a formal international education policy to attract foreign students. Developed government and the British Council have a program known as "Education UK Brand" in 1999. In addition to the aggressive marketing strategies, the former Prime Minister Tony Blair has proposed a four-point program in 1999, to increase its share of the market is from 16 percent to 25 percent in 2005, the number of foreign students (including EU students) from about 122,000 in 1996 to 318,000 in 2006 increased, the number is estimated at more than 800,000 in 2020 (Taylor, 2005). Foreign students accounted for 13.4% of the total population of British universities (IES) according to statistics, in 2006, most of which (12%) were from China (Taylor 2005), it is expected that demand for Pakistani students increased by 50% per year compared to a growth rate of 10% of non-EU foreign students. The importance of international students at universities that receive generally recognized. In addition to the financial contribution to the development of universities, international students ask different students at home for several courses (such as mathematics and art) helps universities to keep a wide range of topics. Enriched educational experience in international customers are from different cultural backgrounds. The increasing use of foreign students has "inevitably" become and international students are no longer an "additional option" for the universities (Ivor Crewe, President of Universities UK, quoted in Taylor 2005). Therefore, how to improve the experience of studying international students, a strategic issue by most universities in the light of increasing competition with one another faced.

Statement of the Problem

The problem is related with the impacts of the culture on foreigner students’ performance especially on adoption of new culture because the purpose of the new cultural adoption to improve the education of students and their development in study but there is a problem of glass ceiling of culture and lack of interest to understand the new culture (Mohamed, 2011).

Research Objectives

This study aims to identify the most important factors, especially those affecting the culture associated with academic performance of international students. The major part of the Pakistani students, special attention to this cohort. The differences between the Pakistani and other international students compared to their learning and the most important predictors of school success. The results of the analysis show the importance of higher education environments better awareness of cultural diversity of increasing international students to support learning experience and improve competitiveness on the international market for higher education.

1. To identify the impact of cross cultural adoption on foreigner students performance.

Research Questions

1. What is the impact of cross cultural adoption on foreigner students’ performance?
Significance of the Study

The study refers to importance of cultural adoption for foreigner students especially for Pakistani students as well as for whole society. This study refers that how many issues are faced by a student who want to learn in another country. Students adopt the new culture and they not get proper information which they want because of they do not know how to survive in a new culture in proper way. This study will be helpful for the students educational institutions those are facilitating the foreigner students. The study will be helpful for the society which have the week cultural communication facilities and they can improve their cultural communication skill.

Literature Review

Academic Performance

Academic performance of students in higher education has been in the last 30 years of intensive research (Head, 1990). A number of predictors of performance have been developed as part of the quality assurance framework (Yorke 1991). Some studies, such as McKenzie and Schweitzer (2001) grouped these factors in more academic, psychosocial, cognitive and demographic categories. As for school factors prior academic performance is a key for predicting other academic performance of pupils to higher levels of study element. A number of studies have a dominant role in predicting the results of the students (Schweitzer 2001) shown to play. It was influencing skills and study habits academic performance reported (Hughes 1992). Learning strategies and approaches in relation well documented on school performance. For example, Watkins and Hattie (1981) used the study process Biggs Questionnaire (SPQ) (Biggs, 1987), while Sadler-Smith (1996) and Duff, Boyle, Dunleavy and Ferguson (2004) revised to use the "methods inventory study "(Razi), to study the relationship above. These studies have shown that learning approaches had some predictive value for success in school. Learning strategies, specific strategies appear in the article are classified and learning in general. general learning strategies metacognitive include, such as planning, monitoring and evaluation of their own knowledge of a cognitive strategy, including the integration of new basic knowledge of materials and resource management strategies such as resistance effort strategies, peer learning and assistance in finding (Blumenfeld, 1990), with specific strategies compared in this respect more attention pointed to the general learning strategies, especially strategies for resource management, the different degrees of correlation to academic success that it has been paid. For example Pintrich (1986) found strive the only direct predictor of addiction results from all previous general strategies. However, the reverse test also described in the literature, such as the study of plants and others (2005) showed a negative relationship between the total amount of study time and the weighted average shown. It is therefore interesting to examine these questions inconclusive recent study. With regard to the psychosocial dimension, the social integration of the higher education system, financial situation, motivation, social and emotional support and mental health to influence the success of the students in the universities, to a certain extent (Gerdes 1994). Among the above, the motivation variable, the most commonly used in studies of academic performance personality. For example Nois et al (2005) found that the pursuit of success and the extent to which students seriously correlated through their study significantly with academic achievement. However, it was found that fear negative academic performance of students (Hartnett et al 2004) relate to four cognitive evaluation studies, parts are in two divided: self-efficacy and attributional. Self-efficacy, ie Auto students to successfully initiate designated levels (Pajares, 1996), was beliefs about their ability to perform certain tasks and found a positive relationship with degrees (McKenzie, 2001). Attributional an individual refers to "the general tendency of a single causal explanations to be generated by similar events" (Yee, 2004). It was noted that the pessimistic attribution style has a negative impact on academic performance (Barrett 1987). Similarly, helpless attributional poor performance lead (Peterson and Barrett 1987). Some recent studies put the two categories together cognitive assessment student performance and a relationship between low levels of self-efficacy and unable attributional style (Cassady, 2004) explore been found. The relationship between demographic characteristics of students (such as gender and age) and their academic success in
various empirical studies vary. For example, although most of these studies have a male advantage in the performance of students in certain subjects such as the economy (Anderson, 1994) suggested that some studies n 'not affect gender (Rhein, 1989) and another find female advantage in the same subject (Williams, 1992). What the effect of age, have conflicting results also published. For example, Clark and Ramsay (1990) a negative relationship between age and academic performance while McInnis et al (1995) that adult learners are found to achieve rather better results. Among the abovementioned various predictors, there are probably some interaction with each other and thus the effect of a factor in academic performance may be indirectly through others. Proof can find Duff et al (2004) to see which examines the relationship between personalities, approach to learning and academic performance. Their results suggest that the learning approach was a subset of the personality and closely correlated with school performance. As this study on the direct effects of some key factors concentrates, it is necessary to all aspects mentioned in the analysis above.

Cross Culture Issues

International and intercultural problems increased proportion of students with foreign students in higher education has stimulated students' learning interest of intercultural studies in connection with the. The cultural dimension has several academic performance models allows the divergence of academic achievement among students in the country and to explore international students. Culture includes such things as "the acquired knowledge, habits, learned behaviors, attitudes, values, expectations, rituals and rules, a sense of identity and history" (Webb and Lee 2000). Cognitive theorists believe that culture is not as physical objects, or observable behavior, but "Cosmology" a group (Goffman, 1974) or as understood the experience and (Robinson, 1985) classified. Language is an important tool, cultural differences (Webb and Lee 2000) to identify. For international students whose native language is not English, their English skills plays a crucial role in the successful their studies in English language teaching. A number of studies evidence to support this argument (Wardlow, 1999). Apart from the language, there are many other factors that specifically connected for culture with school behavior and performance. For example, a number of studies have suggested that the effort 5 and hard work to resist are in Pakistani culture highlighted (Hau and Šalili 1996) and Pakistani students write their performance during their effort capacity (Salili, 1991). Much literature on intercultural comparisons between the Western Asian students (including Pakistani) and (mainly from America, Australia and the United Kingdom) supported the idea that "Asian students have difficulty adapting to an educational environment that it has been and independent learning less supervision and guidance of the teacher." (Smith and Smith, 1999). There were some observations from Asia (presented by the Pakistani) the behavior of the rest of the class students. They tend to be less willing to answer questions to participate in group discussions, or class discussion and an increased aversion or. However, Hong Kong search results by Watkins and Biggs (1996) is contrary to the perception of Asian students as passive Lerner and memory. They showed that Pakistani students to take more than their Western counterparts neck deep learning. Classroom performance will not reflect the approach to learning to reflect. Classroom performance effect on academic achievement is worthy of further investigation. To learn another dimension of the problem In addition to the general behavior of the divergence between Western and Pakistani students is that foreign students face a number of obstacles that student’s home. For example, it has often been noted that international students, especially in the Far East may face culture shock and the difficulties of cultural adaptation in the western world. Robertson et al (2000) found that the references most frequently used for international students (Far East) have the sense of isolation of local partners (Australia), Nostalgia, and the need for social activities. The stress is often seen abroad by students and is to have been found at a higher level compared with students of Origin (Burns, 1991). Foreign students who are under pressure more to succeed and families with less competent academic skills (Robertson, 2000). According to Searle and Ward (1990), intercultural setting is a function of psychological / emotional adjustment and socio-cultural adaptation. The first is with the social support they receive associated, and that depends on cultural knowledge and cultural identity. It was noted that communication practices with friends and spouse were useful to relieve stress (Misra, 2003) and facilitate support intercultural setting. The preference for a tutor inter was involved in the student life among international research students.
compared to their national counterparts in the United States (Rose 2005) found. This finding underscores the social barriers of many foreign students faced and state social support as a backup strategy (Jacob and Greggo 2001). In addition to the impact of general social culture, foreign students can also suffer "academic culture shock." Gilbert (2000) argues that the university culture shock is a subset of the culture shock, and "is a case of consistent pattern of higher education in the country of origin of the students and the host country." academic culture shock is the learning environment of a school, including the educational system, reading style, evaluation, The relationship between students and teachers, and so on directly related foreign students from Asian countries, which experience a study with the education systems of countries of origin was, can feel a significant difference when they begin their studies at a university. West While there are a lot of literature on multiculturalism in the context of learning more education is, most of these studies on intercultural adaptation have focused to compare learning strategies, teaching methods and the impact of factors culture (as the relationship of the family) on the school behavior of foreigners to a nationality or ethnic group of students, most Asians, in a Western educational institution (Wardlow 1999). The essential difference is that little research to find the variation of foreign students from different countries and cultures (Hartnett, 2004) has been studied. The researchers for more detailed classification of the students mentioned that would allow to create specific differences between and among students, and this will improve our understanding of the dynamic behavior through learning cultures (Rose, 2005). This is particularly relevant to cater for the higher education in business and management of the growing diversity of the class (Turnet 2006).

**Literature Purpose**

This study to make a contribution to this sub region search. In particular, this study aims to examine how some studies and culture-related factors affect academic achievement of international students. The distribution of nationality between the topics, special attention to the dominant cohort, ie Pakistani students, as compared to other counties, since it gives students. This allows us to identify the heterogeneity between the two groups of students in their response to different predictors of performance. Based on previous research, several key assumptions are proposed. Each category contains a number of individual comments.

1) English skills is a predictor of academic achievement of international students.
2) Other factors such as academic learning preference, effort and learning environment affect academic performance.
3) Psychosocial factors such as social communication and the perceived importance and value of the study a significant association with the academic success of the students intended.
4) The most important predictor’s assessments Pakistani students from those of other students International are not significantly different.
5) Identified key predictors no different for other international students are predictors power to influence the Pakistani students.

**Hypothesis**

H1. There is a positive significant relationship between cross culture adoption and student performance.

**Research Methodology**

**Research Philosophy**

The present dissertation philosophy is positivism (basic research), subsequently the realism is objective and individuals can effortlessly recognize this authenticity. Consequently signs can be exploited to pronounce and elucidate this objective study (Nightingale, 2012). In contemporary study variables are used to pronounce and enlighten the objective reality.
Research Approach

The contemporary approach of paper is deductive. Meanwhile the opinions are coherent from universal evidences. Which moreover are acknowledged or assumed to be identified in progress: in the direction of a more convinced and unambiguous supposition.

Nature of Research

The nature of research of this particular paper is explanatory in nature, as it does not only anticipate not only to designate statistics and physiognomies about population, but moderately enlighten when, how and why such singularities seemed or transpired.

Selection of the Subjects

The themes used in this study were foreigner students registered in undergraduate and graduate courses at a major research universities in the China during the 2016. The specificity of the education was preferred since an accurate distinctiveness is normally not conventional (Jason Chein, 2010). The data were collected in classes such as: Marketing, Psychology, business education classes.

Procedures for Data Collection

The process for data gathering was in obedience with guidelines for the protecting the human rights of respondents. Once the etiquette for the research had been permitted by the stratum universities, the scholar communicated faculty who furnished their authorization to gather data in their tutorial and organized a data assortment time.

The scholar attained at the tutorial at the approved upon time, familiarized the study to the apprentices, clarified that the answers are entirely unspecified, and disseminated the survey. While the scholar lingered in the lecture theater to reply any queries that might ascend, a box or large wrapper positioned away from the scholar was made accessible to the apprentices in which they were to place their finalized surveys. The students were well-versed that they would “lumber” the surveys in the wrapper upon accomplishment. Once the final student had left the classroom, the scholar recovered the packet.

Sample

Present research was accompanied in an outsized universities in Pakistan. Data were unruffled from 435 students, 93.1% of them were international students, half of which were Pakistani nationals. A sample of 178 international students consented to participate in the study. So the representability of the sample was fairly satisfactory.

Quantitative Approach

In this study we use the quantitative approach because data is large and for this approach large sample is also required. The imperative cause to usage the reckonable approach is that it eliminates the biasness. This investigation also sieve out the peripheral influences and if it is glowing premeditated it can afford dispassionate and the authentic consequences (Daniel, 2011).

Research Design

This is the research gathered data via inspection with a feedback form. Survey research practice was used to pucker the statistics from sample of people since survey has an improvement of gathering the evidence quickly, it is not only less expensive but also efficiency and accuracy is achieved by the means of gathering
the information from the population. So it is easy to find out the significant results in cross cultural adoption. We use the questionnaire for the collection of data so it will be

Data Collection Method

This study was used the Stratified sampling so it will be the probability sampling technique. Because the culture, lifestyle, peers’ interaction, social class varies within each university selected for study purposes. On such bases stratum was developed and select equal respondents from each stratum.

Instrumentation

This study use questionnaire as research instrument for the purpose of the collection of the data by conducting surveys in different areas. All the questionnaire selected from other literature in the terms of, to fit for this research study. This questionnaire contains five parts. Researcher used the 5 point lakert scale for the respondents to select only one option within five items. Items include 1: strongly disagree 2: disagree 3: neutral 4: agree 5: strongly agree. All the questions are designed in English language.

Data Analysis Method

S.P.S.S (Statistical Package for Social Sciences) version 16 is used for the purpose of the data analysis. Descriptive statistics and inferential statistics are calculated for the purpose of the analysis of the data. Personal information of the users is depicted by percentage. Mean and standard deviation were calculated of the dimensions of product attributes.

Reliability of the questionnaire items are reviews by Cronbach Alpha test. Correlation analysis are used to check how much the dimensions of student learn are correlated with one each other. Regression analysis are used for the purpose of to calculate what percentage occurs in students learning due to its dimensions and what percentage rise to student engagement due to students learning namely conceptual organization, compulsory education, literature view.

Data Analyses

Results of Reliability Analysis

Reliability analysis are used to performed of the elements of the student learn namely conceptual organization, compulsory education, literature review and student engagement. It is compulsory to check the reliability before the analysis of data. Results of reliability analysis are shown in the table. The overall reliability of the compulsory education and student engagement is 0.905 by using 20 items. Reliability results show that the research instrument is valid for the purpose of the collection of the data because it is, to meet the standards and fulfill the acceptable criteria.

Reliability statistics

<table>
<thead>
<tr>
<th>Reliability Statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cronbach's Alpha</td>
</tr>
<tr>
<td>.905</td>
</tr>
</tbody>
</table>

Correlation Table

The correlation table is showing the results of relationships. Before correlation analysis it was finalized whether Pearson correlation co-efficient was meaningful for the data or Kendall’s tau- b correlation co-efficient or spearman correlation co-efficient. Results of the scatter plot indicated that linear relationship
was found among the cross cultural adoption and student performance. So Pearson correlation co-efficient was calculated.

<table>
<thead>
<tr>
<th></th>
<th>Student Performance</th>
<th>Cross Cultural Adoption</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Correlation</td>
<td>1</td>
<td>.649**</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.000</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>67</td>
<td>67</td>
</tr>
<tr>
<td>Cross Cultural Adoption</td>
<td>Sig. (2-tailed)</td>
<td>.000</td>
</tr>
<tr>
<td>N</td>
<td>67</td>
<td>67</td>
</tr>
</tbody>
</table>

**Results of Correlation Analysis**

Results of the correlation analysis are shown in the form of table. This correlation table indicate the how much dimensions of cross cultural adoption are calculated with one another, how much student performance have relationship with cultural adoption. The cultural adoption has significant relationship with student performance at the value 0.000 which is less than 0.05.

**Regression Table**

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Regression</td>
<td>19.974</td>
<td>3</td>
<td>6.658</td>
<td>22.104</td>
</tr>
<tr>
<td></td>
<td>Residual</td>
<td>62.653</td>
<td>208</td>
<td>.301</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>82.627</td>
<td>211</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Model Summary**

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.687a</td>
<td>.472</td>
<td>.456</td>
<td>.48584</td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), cross cultural adoption

**ANOVA**

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>Df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Regression</td>
<td>13.523</td>
<td>2</td>
<td>6.762</td>
<td>28.646</td>
</tr>
<tr>
<td></td>
<td>Residual</td>
<td>15.107</td>
<td>64</td>
<td>.236</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>28.630</td>
<td>66</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Dependent Variable: student performance  
b. Predictors: (Constant), cross cultural adoption

**Results of Regression Analysis**

Before regression analysis, Durbin-Watson test was applied to observe whether there was autocorrelation among the variables or not. Result of the regression analysis indicated a positive relationship (F=22.104, P < 0.05) among independent variable named cross culture adoption and dependent variable named as student performance.
performance. The culture adoption is significant independent variable with beta co-efficient of 0.301, student performance, with 0.271.

Conclusion

This study identify the impact of academic and cross cultural factors on students’ performance of foreigner students of Chinese universities. It has been found that the cultural change have a significance impact on students’ performance for their success and in communication with compatriots. It was noted that the cross cultural adoption has a significant association with academic performance of students, as well as its showing positive effects. Some other factors related to the overseas students are also have a positive impact on performance. Therefore it’s suggested that the foreigner students who have never studied other countries before likely to have higher performance in their current studies with the help of adoption of new culture. This study find out the Pakistani students have the ability to adopt the new culture and show better performance in education.

Limitations of Research

Stratified sampling technique was adopted for sampling purpose because it will make us to reach maximum numbers of people. This sampling technique was the most appropriate tool to gather data by the help of the questionnaire. Researcher try to use other sampling technique for more generalizability of research results.

Due to time constraints only 435 respondents were approached to get response from them. This research can be made more generalized by getting responses from large sample sizes. For healthier research results, data can be collected from more than two cities as researcher collected the data only from two cities of province Punjab of Pakistan.

Furthermore research on non-institutional components that effect on understudies' readiness and capacity to connect with, for instance, wellbeing, childcare, family backing and group obligations.

References


