MANAGMENT GUIDELINES OF CROSS–CULTUEAL
INTEGRATION FOR INTERNATIONAL STUDENT
IN GUANGXI

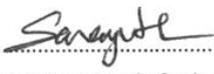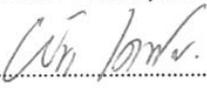XU JIEZHI

Thesis Title   Management guidelines of cross-cultural integration for international student in Guangxi

Author   Mr.Xu Jiezhi

Thesis Committee

.... Chairperson
(Associate Professor Dr.Niran Sutheeniran)

.... Committee
(Assistant Professor Dr.Sarayuth Sethakajorn)

.... Committee
(Assistant Professor Dr.Patchara Dechhome)

Accepted by Bansomdejchaopraya Rajabhat University in Partial Fulfillment of the Requirements for the Degree of Doctor of Philosophy in Educational Administration
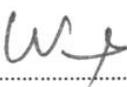
.... Dean of Graduate School
(Assistant Professor Dr. Nukul Sarawong)

.... President
(Assistant Professor Dr. Kanakorn Sawangcharoen)

Defense Committee

.... Chairperson
(Associate Professor Dr.Sanrudee Deepu)

.... Committee
(Associate Professor Dr.Achara Niyamabha)

.... Committee
(Associate Professor Dr.Wisut Wichitputchraporn)

Thesis	Management guidelines of cross–cultural integration for international student in Guangxi
Author	Xu Jiezhi
Program	Educational Administration
Major Advisor	Assistant Professor Dr.Luxana Keyuraphan
Co-advisor	Associate Professor Dr.Niran Sutheeniran
Co-advisor	Assistant Professor Dr.Patchara Dechhome
Academic Year	2024

ABSTRACT

The objectives of this research were: 1) to study the current situation of cross-cultural integration for international student in Guangxi, 2) to develop the management guidelines of cross-cultural integration for international student in Guangxi, and 3) to evaluate the suitability and feasibility of management guidelines of cross-cultural integration for international student in Guangxi. The sample were 242 university staff involved in international student programs and services from 10 universities in Guangxi. Research instruments include: 1) questionnaire, 2) structured interview, and 3) evaluation form. Data analysis by using percentage, mean, standard deviation and content analysis.

The research results found that: 1) The current situation of cross-cultural integration for international students in Guangxi was at a high level. 2) Management guidelines of cross-cultural integration for international student in Guangxi included regular cultural sensitivity training, strengthened language courses, diverse social integration activities, and streamlined administrative processes. 3) The suitability and feasibility of management guidelines of cross-cultural integration for international student in Guangxi was at a highest level.

Keywords: Guidelines, International Student, Cross–Cultural Integration, Educational Administration

ชื่อเรื่อง	แนวทางการบริหารจัดการการบูรณาการข้ามวัฒนธรรม สำหรับนักศึกษาต่างชาติในมณฑลกวางสี
ชื่อผู้วิจัย	สวี่ เจี๋ยจื้อ
สาขาวิชา	การบริหารการศึกษา
อาจารย์ที่ปรึกษาหลัก	ผู้ช่วยศาสตราจารย์ ดร.ลักษณา เกยุราพันธ์
อาจารย์ที่ปรึกษาร่วม	รองศาสตราจารย์ ดร.นิรันดร์ สุธีนิรันดร์
อาจารย์ที่ปรึกษาร่วม	ผู้ช่วยศาสตราจารย์ ดร.พัชรา เดชโฮม
ปีการศึกษา	2567

บทคัดย่อ

     การวิจัยครั้งนี้มีวัตถุประสงค์ 1) เพื่อศึกษาสภาพปัจจุบันของการบูรณาการข้ามวัฒนธรรม สำหรับนักศึกษาต่างชาติในมณฑลกวางสี 2) เพื่อพัฒนาแนวทางการบริหารจัดการการบูรณาการข้าม วัฒนธรรมสำหรับนักศึกษาต่างชาติในมณฑลกวางสี และ 3) เพื่อประเมินความเหมาะสมและความ เป็นไปได้ของแนวทางการบริหารจัดการการบูรณาการข้ามวัฒนธรรมสำหรับนักศึกษาต่างชาติใน มณฑลกวางสี กลุ่มตัวอย่าง ได้แก่ เจ้าหน้าที่มหาวิทยาลัยในโครงการการบริการนักศึกษาต่างชาติ จำนวน 242 คน เครื่องมือที่ใช้ในการวิจัย ได้แก่ 1) แบบสอบถาม 2) แบบสัมภาษณ์แบบมีโครงสร้าง และ แบบประเมินผล สถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ ค่าร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบน มาตรฐาน และการวิเคราะห์เนื้อหา

     ผลการวิจัยพบว่า 1) สถานสภาพปัจจุบันของการบูรณาการข้ามวัฒนธรรมสำหรับนักศึกษา ต่างชาติในมณฑลกวางสี โดยภาพรวมอยู่ในระดับสูง 2) แนวทางการบริหารจัดการการบูรณาการข้าม วัฒนธรรมสำหรับนักศึกษาต่างชาติในมณฑลกวางสี ได้แก่ การอบรมความแวดไวทางวัฒนธรรมอย่าง สม่ำเสมอ ส่งเสริมหลักสูตรด้านภาษา ส่งเสริมกิจกรรมบูรณาการทางสังคมที่หลากหลาย และ เสริมสร้างกระบวนการบริหารจัดการที่คล่องตัว 3) ผลการประเมินความเหมาะสมและความเป็นไปได้ ของแนวทางการบริหารจัดการการบูรณาการข้ามวัฒนธรรมสำหรับนักศึกษาต่างชาติในมณฑลกวางสี อยู่ในระดับสูงสุด

     คำสำคัญ: แนวทาง นักศึกษาต่างชาติ การบูรณาการข้ามวัฒนธรรม การบริหารการศึกษา

Acknowledgements

Life is long, and time is fleeting and the three years of doctoral study have passed by in a blink of an eye. The campus learning and life at Bansomdejchaopraya Rajabhat University have made me less arrogant and impulsive, more growth and rigor, and more thoughts and precipitation.

Firstly, the writing process studied in this article is also a summary and extraction of my three-year doctoral study experience. During this process, I discovered some shortcomings in my daily learning, which were addressed by my mentor, Associate Professor Dr.Niran Sutheeniran patiently guided and provided valuable academic guidance. With a grateful heart, I would like to express my sincerest gratitude to him.

Secondly, I would like to express my gratitude to the teachers of Bansomdejchaopraya Rajabhat University and the staff of Haibo Education Management Group for their help and support during my studies. In addition, we would like to express our special thanks to Assistant Professor Dr.Patchara Dechhome has provided valuable feedback and patient guidance for this study. I would like to express my gratitude to Miss Natchaya Pukkaewsri for her tireless efforts in providing translation assistance during every search for a supervisor to discuss academic research and revise the paper.

Once again, I would like to express my gratitude to my parents and my wife Han Xiaohan for providing me with the greatest understanding and support while I was busy with research, taking on more family responsibilities, and allowing me to fully devote myself to academic work. At the same time, I would like to thank my fellow international students, especially Huang Yu, Song Jingjing and Liu Zhenghui, for their support and companionship along the way.

In the future, I will continue to work hard to live up to everyone's expectations, apply what I have learned to practice, and contribute my own strength to social development and academic progress.

Finally, I would like to express my sincere gratitude to all the teachers who took the time out of their busy schedules to review this research and provide valuable feedback!

Xu Jiezhi

Contents

Contents (Continued)

List of Figures

List of Tables

List of Tables (Continued)

Chapter 1

Introduction

Rationale

With the deepening of globalization, the internationalization of educational administration has become a common trend in higher education in various countries around the world. As one of the sending countries of international students in the world, China has received an increasing number of international students in recent years.

As an important province in southwest China, Guangxi has a variety of landforms, including Guilin landscape with karst landforms, vast Beibu Gulf waters, and abundant tropical and subtropical forest resources. These natural environments not only contribute to the unique natural landscape of Guangxi, but also have a far-reaching impact on the local cultural and economic development.

Guangxi not only has unique natural scenery and resources, but is also one of the important cultural, economic and educational centers in southern China. More importantly, Guangxi is one of the areas inhabited by ethnic minorities in China, there are 12 major ethnic minorities such as Zhuang, Yao, Miao and Dong, and the population of ethnic minorities accounts for about 38% of the total population of the region, they are have lived for generations, forming a rich and colorful national culture. These ethnic cultures have their own characteristics in language, diet, festivals, costumes, architecture and so on, forming a more complex and diverse learning and living environment. Such diversity attracts a large number of international students to study, not only provides them with a rich cross-cultural exchange environment, Learn Chinese language and culture, and experience the unique atmosphere of multi-ethnic and multi-cultural blending, the unique geographical and natural landscape of Guangxi also helps foreign students to broaden their horizons.

In recent years, the number of international students accepted by Guangxi has increased significantly. According to statistics, as of 2022, there are about 7248 international students in higher education institutions in Guangxi. This data reflects

the remarkable achievements of Guangxi in attracting international students. The cross-cultural exchange environment in Guangxi has attracted a large number of international students to study, these international students come from different countries, regions and cultural backgrounds, forming a diversified and cross-cultural learning environment.

In this cross-cultural context, the cross-cultural integration for international students has become an important issue, particularly in multicultural and ethnically diverse regions like Guangxi, China, necessitates a nuanced understanding of cross-cultural educational dynamics. Guangxi's unique geographical location and rich ethnic cultural customs and living habits present both challenges and opportunities for universities in Guangxi to educational administration of international students. In the process of cross-cultural integration for international students, they face challenges and obstacles from language, culture, academic habits, social habits, etc. Despite the region's distinct characteristics, current strategies in Guangxi's universities often overlook these elements, leading to inadequate cultural integration and communication among student groups. Effective cross-cultural integration management is of great significance to improving the learning experience of international students and promoting academic exchanges and cultural exchanges.

The adaptation and integration for international students in Chinese universities have been increasingly scrutinized in recent years. Emphasize the intercultural educational administration perspective in this context, particularly highlighting the adaptation challenges faced by foreign students in Chinese universities, including China Three Gorges University (Ping et al., 2019). This study underscores the importance of understanding the unique cultural and social dynamics at play in regions like Guangxi, which have a significant impact on international students' experiences.

The issue is further compounded by the lack of tailored educational approaches. Educational institutions in minority areas like Guangxi often grapple with the challenge of aligning their teaching methods and curriculum to meet the diverse needs of their international student body. Discuss the need for a whole-of-university approach in supporting diverse student groups, including indigenous students

(Uink et al., 2019). This approach is particularly relevant in the context of Guangxi, where educational strategies need to be more inclusive and sensitive to the cultural nuances of the region.

Moreover, Highlight the effectiveness of cross-course design and international exchange in enhancing students' cross-cultural understanding, a strategy that could be highly beneficial in the context of Guangxi universities (Bolderman et al., 2020). Similarly, Explores the practices in China's new high-level universities, including the Dongguan University of Technology, in educational administration international development and student diversity, offering insights that could be adapted to the context of Guangxi (Liu, 2020).

In addressing the gap in cultural understanding and communication, it is crucial to consider the perspectives of both the international students and the local university communities. Emphasize the importance of studying higher education internationalization through new methods and approaches, suggesting a need for innovative strategies in educational administration in international students in minority areas like Guangxi (Xu and Zhang, 2021).

The adaptation and adjustment of international students in a new cultural setting are complex processes that involve multiple factors. Explored the effect of support from lecturers and host country nationals on the cross-cultural integration for international students, highlighting the significance of social support networks in the adaptation process (Chan, Yaakob, and Pinjaman, 2021). This aspect is particularly pertinent in Guangxi, where the cultural and social environment is distinctly different from what many international students might be accustomed to.

Furthermore, the bilingual learning strategies discussed could be instrumental in supporting the educational needs of international students in Guangxi (Ashton-Hay et al., 2021). The integration of language support like bilingual teaching methods can help international students eliminate language barriers and fostering a more inclusive learning environment, thus enhancing the academic experience of international students.

The research on the influx of international students in Russia also sheds light on the pros and cons of increasing international student populations, providing a comparative perspective that could inform the strategies of educational administration in Guangxi universities (Dekhnich et al., 2021). Additionally, Delve into the cross-cultural integration and educational administration of international students in China, with a focus on African students at Zhejiang Normal University (Di et al., 2022). Their findings offer valuable insights into the challenges and strategies of cross-cultural integration that could be relevant to the context of Guangxi.

The role of cultural sensitivity in educational administration of internation students, as discussed is also critical in the context of Guangxi by (Gibson and White, 2019). Their work on using patients as teachers of cultural sensitivity in pharmacy education illustrates the importance of incorporating cultural understanding into educational curricula.

Cross-cultural integration involves many aspects, including cultural sensitivity, language support, social integration and administrative support. These factors interact and influence each other, jointly affecting the cross-cultural adaptation and integration for international students. The research aims to dissect the complexities of cross-cultural integration of internation students in the context of universities in Guangxi, which are situated in a region characterized by its ethnic diversity and distinct cultural identity. These research on explore the current state, potential improvements, and the feasibility of management guidelines for cross-cultural integration, particularly for international students in minority areas like Guangxi, becoming one of the key factors to promote the educational administration of international students in universities and promote the early realization of high-quality development in education. Therefore, research cross-cultural integration management guidelines for international students in Guangxi will not only help internation students solve the current problems faced by cross-cultural integration, but also provide effective support for promoting the learning, life and development of international students.

In conclusion, against this background provides valuable reference for this study to preliminarily determine the research direction and focus on the research focus. This research aims to deeply explore the current situation and management guidelines of cross-cultural integration for international students in Guangxi, in order to provide theoretical and practical support for improving the cross-cultural integration capabilities of international students and promoting international educational administration exchanges and cooperation.

Research Questions

1. What is the current situation of cross-cultural integration for international student in Guangxi?

2. What are the management guidelines of cross-cultural integration for international student in Guangxi?

3. Are the management guidelines of cross-cultural integration for international student in Guangxi suitable and feasible?

Objectives

1. To study the current situation of cross-cultural integration for international student in Guangxi.

2. To develop the management guidelines of cross-cultural integration for international student in Guangxi.

3. To evaluate the suitability and feasibility of management guidelines of cross-cultural integration for international student in Guangxi.

Scope of the Research

Population and the Sample Group

Population

The population of this phase were 621 university staff involved in international student programs and services from 10 universities in Guangxi.

Sample Group

According to Krejcie and Morgan's sampling table (1970), the sample group of this phase was 242 university staff involved in international student programs and services from 10 universities in Guangxi. By using stratified sampling and simple random sampling were also used by drawing from Guangxi universities.

The sample group will be selected to represent a wide range of universities and administrative roles related to the management of international students. The selection criteria will ensure a diverse representation from central, eastern, southern, western, and northern universities in Guangxi, focusing on:

1. University staff involved in curriculum development, delivery and management for international students.

2. University administrators involved in international student services, including cultural sensitivity programs, language support services, social integration efforts, and administrative support services.

3. Leads and decision-makes involved in formulating and implementing policies for Cross-Cultural Integration for international students.

The Interviewee

The research will encompass 10 universities identified across the five regions of Guangxi, ensuring that a balanced and comprehensive perspective is achieved regarding the management strategies and practices for Cross-Cultural Integration for international students.

The interviewees in this research were 10 administrators who have direct involvement or influence over policies and strategies for managing international student from universities in Guangxi. The qualifications of interviewees are as follows :

1. Ensuring a mix of positions including deans, department heads, and program coordinators, to cover a broad spectrum of perspectives in universities in Guangxi;

2. The regional distribution of colleges and universities should be more reasonable and balanced; 3) The tenure of the administrators shall not be less than 3 years, and the distribution of the administrators individual characteristics such as gender, age, education background and tenure shall be reasonable.

The Experts

The leads and decision-makes for evaluation of the adaptability and feasibility of management guideline of cross–cultural integration for international student in Guangxi were 9 exports involved in educational administration, international education, and cross-cultural integration, along with high-level administrators from universities in Guangxi. The qualifications of the experts are as follows: 1) including academic scholars in international education, university administrators with experience in policy implementation, and professionals from international student support services. 2) at least 5 years of work experience in high-level administrator in public universities, 3) have extensive experience in managing international students, 4) graduated with doctor's degree.

The Variable

Management guidelines of cross–cultural integration for international student in Guangxi: 1) Cultural sensitivity; 2) Language support; 3) Social integration; 4) Administrative support.

Advantages

1. Enhanced understanding in education administration of cross-cultural integration for internation students. This research will provide an in-depth analysis of the cross-cultural dynamics at play in the context of Guangxi's universities. The study's focus on a region characterized by its ethnic diversity offers valuable insights into how educational administration institutions can effectively manage internation students, it will be instrumental in understanding the implications of cultural diversity in education administration.

2. Development of culturally sensitive management guidelines. One of the primary advantages of this research is the potential to develop and recommend management guidelines that are culturally sensitive and tailored to the unique needs of international students in minority areas like Guangxi, it will contribute to more inclusive and effective educational administration practice.

3. Contribution to policy and educational administration practice. The findings of this research are expected to be valuable for policymakers and educational practitioners. The study will offer practical recommendations that can be integrated into educational policies and practices, enhancing the academic and social experiences of international students.

4. Promotion of international education administration and exchange. By identifying and addressing the challenges faced by international students in minority areas like Guangxi, the research can contribute to the promotion of international education administration and exchange. Help universities in Guangxi and similar regions to become more attractive and accommodating destinations for international students.

5. Improve the overall living and learning environment for international students. This study will enable international students to benefit from a more inclusive and diverse campus environment, reduce unnecessary cultural conflicts, overcome language barriers, confidently engage in academic and daily communication, establish cross-cultural friendships, and ultimately enhance their overall quality of study abroad life and learning experience, promoting their cross-cultural integration and success.

6. Building a foundation for future research. This research will contribute to the academic literature on cross-cultural integration and international student educational administration, providing a foundation for future studies in this area. The comprehensive analysis of the situation in Guangxi's universities can serve as a case study for universities in other minority regions, broadening the scope of research in cross-cultural integration.

7. Informing international educational administration collaborations. The findings of this research can inform and enhance international educational administration collaborations. By understanding the effective management guidelines for international students cross-cultural, universities in Guangxi and beyond can engage in more fruitful and mutually beneficial educational partnerships.

Definition of Terms

      1. The cross-cultural integration refers to the processes and outcomes whereby individuals from different cultural backgrounds navigate and reconcile cultural differences to achieve mutual understanding and cohesion in new environments. This is more important for international students who need to adapt the educational and social systems of minority areas like Guangxi. Cross-cultural integration encompasses various dimensions, including cultural sensitivity, language support, social integration, and administrative support, each contributing to the overall success of international students in navigating their new cultural settings.

      2. Cultural sensitivity refers to the awareness, understanding, and recognition of cultural differences and similarities among people from different countries. Understanding and comprehending different cultural characteristics is crucial for international educators to effectively manage international students, affecting their ability and confidence in handling cross-cultural affairs. At the same time, it is also crucial for international students to adapt to different cultural and educational environments. By encouraging and promoting cross-cultural communication and cooperation, regularly providing sufficient cultural training courses and resources to teachers and students, improving their cross-cultural awareness, creating a cross-cultural integration environment with cultural diversity and inclusiveness, it significantly affects the environmental adaptation and academic success of international students, helping them integrate into the local society, recognize, communicate and understand the culture of the new environment, and better adapt to local learning and life.

      3. Language support refers to providing language training and specialized resources to help international students improve their language skills, which is the key to their academic success and cross-cultural integration. Because of language barriers, international students may face challenges in adapting to new academic and social environments, and even affect their academic research and course learning, so providing language support is very necessary. The characteristics of an effective language support program are to create a language learning atmosphere based on the language needs of international students, and to provide more targeted training

courses and learning resources that can meet their language needs, so that they can fully participate in the academic community, recognize, communicate and understand the culture of the new environment, and better adapt to local study and life.

4. **Social integration** refers to the process through which international students can integrate well into the local community, engaging with local students and the wider community, become part of the social fabric of their host country. This cross-cultural integration is pivotal for their academic success and personal development. Through various diverse and inclusive social integration activities, international students feel connected and supported, and improve their happiness and satisfaction in the host country. Social integration can include mentorship programs, social events, and clubs that encourage interaction between international and domestic students, helping international students integrate with the local community, which can recognize, communicate and understand the culture of the new environment, and better adapt to study and life in local.

5. **Administrative Support** refers to the structured assistance provided by educational institutions to address the specific needs of international students, which can enhance the learning and living experience of international students and help them integrate more quickly. This support can range from orientation programs to counseling services, aimed at facilitating students' adjustment and success in their new educational environment. Provide additional effective administrative support is critical for enhancing the educational experience of international students and ensuring cross-cultural integration, helping them to recognize, communicate and understand the culture of the new environment, establish and integrate with the local community, and better adapt to life in local.

6. **International students** refers to individuals who move to a country different from their own for the purpose of tertiary education. In this research, it refers to internation students who come to minority areas like Guangxi to receive higher education. These internation students bring diverse cultural perspectives to their host institutions, enriching the educational experience for all students. However, they may also face unique challenges related to cross-cultural integration, such as

cultural sensitivity, language barriers, and social integration, underscoring the importance of targeted administrative support mechanisms.

       7. University staff refers to personnel involved in all aspects of internal management and services of the university, including but not limited to teachers, administrative staff, project coordinators, deans, department chairs, etc. University staff play an important role in international student programs and services. They are responsible for course development, delivery, international student services, etc., and are committed to providing support and management for international students. Their scope of work involves culturally sensitive programs, language support services, social integration efforts, administrative support services, etc., aiming to promote the academic and social success of international students and promote intercultural integration.

       8. University in Guangxi refers to higher education institutions located in the Guangxi region of China, characterized by their diverse student populations and commitment to international education. Universities in Guangxi are tasked with not only providing quality education but also facilitating cross-cultural integration and support for international students, considering the region's unique cultural and historical context.

Research Framework

       The researchers analyzed and synthesized the literature, concepts, and research related to cross-cultural integration management, combined with the research of experts and scholars such as Bai L., & Wang, Y. X. (2021), Gibson C. M. & White A. (2019), Ashton-Hay et al. (2021), and Bolderman, L., et al. (2020), and used the following four characteristics: 1) cultural sensitivity, 2) language support, 3) social integration, and 4) administrative support as variables for the study of management guidelines of cross –cultural integration for international student in Guangxi.

Cross – Cultural Integration for International Student in Guangxi
1. Cultural sensitivity
2. Language support
3. Social integration
4. Administrative Support

Management Guidelines of Cross – Cultural Integration for International Student in Guangxi.
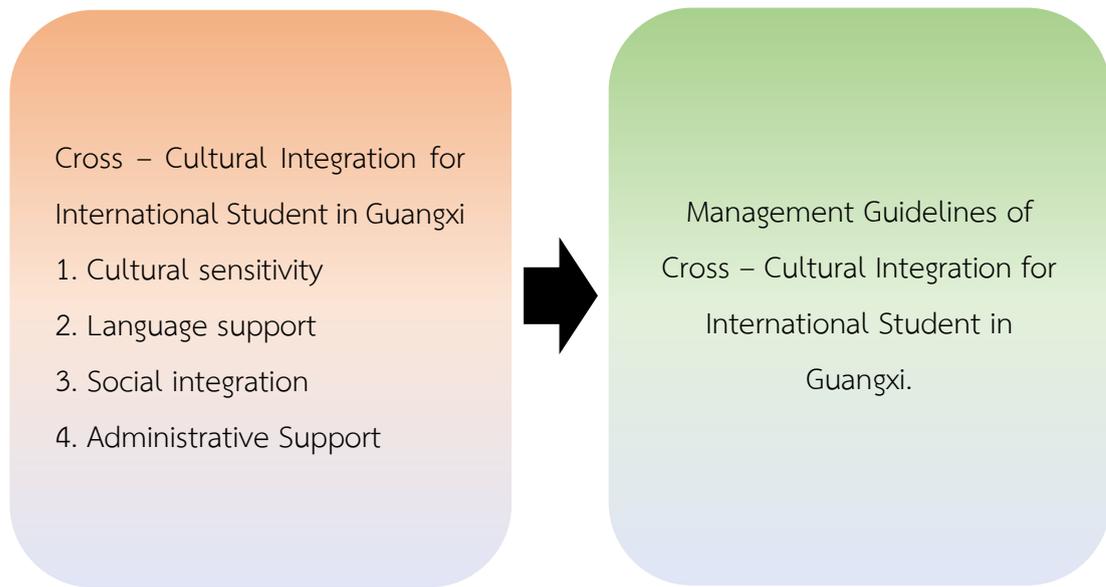
Figure 1.1 Research Framework

Chapter 2

Literature Review

The research in improving the management guideline of cross-cultural integration for international student in Guangxi, the researcher was analyzed documents, concepts, theories, and researches related to the management guideline of cross-cultural integration for international student as follows:

1. Concept of educational administration

2. Concept of cross-cultural integration

3. Context of university in Guangxi

4. Related Research

The details are as follows:

Concept of Educational Administration

Educational administration plays a pivotal role in shaping the learning environment and outcomes of educational institutions. It involves the application of theories and practices to manage and lead schools and universities effectively. The theoretical frameworks underpinning educational administration are vast and varied, reflecting the complexity of educational systems and the diversity of student needs. Ashton-Hay et al. (2021, p.256) emphasize the importance of bilingual learning strategies in supporting Chinese EAL business students, highlighting the administrative challenges and opportunities in addressing language diversity in educational settings. This perspective is supported by Liu (2020, p.28), who discusses the practice of China's new high-level universities of science and engineering in international development, showcasing the administrative efforts to integrate international perspectives into the educational curriculum.

Bai and Wang (2021, p.632) further contribute to this discourse by examining the interactions between international students and their host university teachers, both in-class and out-of-class. Their findings underscore the need for effective educational administration that fosters communication and interaction, which are

crucial for academic success and cross-cultural integration. Similarly, Di et al. (2022, p.741) explore the cross-cultural adaptation and educational management of international students in China, emphasizing the administrative strategies that facilitate cultural integration and learning.

In the field of educational administration, understanding and managing the diverse and complex needs of international students and incorporating various educational theories and practices is critical for creating an effective learning environment. This essay draws on a range of scholarly contributions to explore the challenges and strategies involved in educational administration, focusing on language diversity, cross-cultural integration, and the role of educational leadership in fostering academic success and cultural sensitivity.

Educational administration plays a crucial role in addressing the needs of a diverse student body, particularly in settings with significant numbers of international students. Ashton-Hay et al. (2021, p.256) emphasize the importance of bilingual learning strategies for Chinese EAL business students, illustrating the challenges educational administrators face in accommodating language diversity. This is supported by Liu (2020, p.18), who believe that the efforts of China's new high-level universities of science and engineering to integrate international perspectives into their curriculums, showcasing the pivotal role of administrative leadership in promoting international development within educational institutions.

Bai and Wang (2021, p.632) further the discourse by examining the interactions between international students and their host university teachers, noting the necessity of effective educational administration to foster communication and interaction, essential components for academic success and cross-cultural integration. This perspective is echoed by Di et al. (2022, p.741), who investigate the cross-cultural adaptation and educational management of international students in China, emphasizing the administrative strategies that facilitate cultural integration and learning.

The complexities of educational administration in the context of cultural diversity are further explored by various researchers. AlMarwani (2021) discusses the integration of Information and Communication Technologies (ICT) in a postgraduate TESOL program as a means of human capital investment, suggesting the potential of technology to support learning in diverse educational settings. Baklanov and Zhdanov (2020, p.45) focus on cultural universals as a means of assimilating common human values in foreign language learning, highlighting the importance of educational administration in promoting universal values through language education.

Bekerman (2020, p.106) warns of the dangers of cultural racism in intercultural education, underscoring the responsibility of educational administrators to cultivate an environment that respects cultural diversity and promotes intercultural understanding. This is complemented by the work of Bolderman et al. (2020, p.489), who describe the implementation of a cross-course design for online international exchange in geography courses, offering a model for how educational administrators can leverage technology to facilitate cross-cultural educational experiences.

Chen (2001, p.13) and Hu (2011) provide insights into the specific context of Guangxi, discussing the geographical and cultural aspects that influence educational administration in the region. These contributions are vital for understanding the unique challenges and opportunities presented by the educational landscape in Guangxi, especially in the management of cross-cultural integration for international students.

Cross-cultural integration within educational administration contexts involves creating an inclusive environment that respects and celebrates cultural diversity. This concept is critical for international students who navigate the challenges of adapting to a new cultural and academic environment. Bekerman (2020, p.106) believe that the dangers of 'cultural racism' in intercultural education, arguing for the need for educational policies and practices that promote cultural sensitivity and inclusivity.

The components of cross-cultural integration—cultural sensitivity, language support, social integration, and administrative support—are interconnected and vital for the success of international students. Gibson and White (2019, p.8) discuss the

role of cultural sensitivity in pharmacy education, illustrating the broader applicability of this concept in fostering an inclusive educational environment. Language support, as discussed by Ashton-Hay et al. (2021, p.256), is essential for non-native speakers to fully participate in academic and social life.

The university context in Guangxi is unique due to its cultural heritage and the diversity of its student population. Understanding this context is essential for developing effective educational administration and cross-cultural integration strategies. Ping et al. (2019, p.4434) provide insight into the intercultural management perspectives of foreign students' adaptation in Chinese universities, including those in Guangxi, offering valuable lessons on the importance of contextualized educational administration.

The intricate tapestry of educational administration is foundational to enhancing cross-cultural integration within academic institutions, a process significantly influenced by policies, leadership, and institutional support that collectively foster an inclusive environment conducive to the integration for international students. The development of effective policies plays a critical role in creating such an atmosphere. This approach is complemented by initiatives like those discussed by Rahmawati et al. (2020, p.2465), where the integration of ethnopedagogy in science learning aims to enhance student engagement and cultural awareness, thereby advocating for educational policies embedded with cultural sensitivity.

In parallel, Davis et al. (2021, p.238) believe that the style and approach of leadership within educational realms profoundly impact efforts towards cross-cultural integration. The initiative highlighted by them, which involves an intensive diversity, equity, and inclusion orientation curriculum in undergraduate medical education, exemplifies a leadership style that prioritizes inclusivity and cultural understanding among a diverse student population. Such leadership practices underscore the potential of fostering an environment that celebrates cultural diversity, thereby enhancing the educational experience for all students, particularly those coming from various international backgrounds.

Moreover, the structural support systems established by institutions are pivotal to the successful assimilation and integration for international students. Studies like those by Chan, Yaakob, and Pinjaman (2021, p.973) explore the significant effects of lecturer and host country national support on international students' cross-cultural adjustment, emphasizing the essential role of academic and social networks. This sentiment is echoed by Di et al. (2022, p.741), who investigate the educational management of international students in China, revealing how institutional support mechanisms are crucial in aiding students' adaptation to new cultural and academic landscapes.

Bolderman et al. (2020, p.489) and Okumura (2020, p.289) have introduced cross-course designs for online international exchanges and telecollaboration projects, which represent cutting-edge approaches to diminishing cultural barriers and promoting deeper intercultural understanding among students from diverse backgrounds.

These innovative projects leverage technology to facilitate communication and collaboration between students from different cultural backgrounds. By engaging in joint projects and exchanges, students have the opportunity to interact with peers from around the world, thereby gaining insights into different cultures and perspectives. Through these interactions, stereotypes and misconceptions can be challenged, leading to greater empathy and understanding.

Furthermore, the work of Ping et al. (2019, p.4434) and Bekerman (2020, P.106) highlights the complexities of intercultural management and the challenges posed by cultural differences in educational settings. Educational leaders must be cognizant of these challenges and devise strategies that promote inclusivity and equity. This involves creating an educational environment that values diversity and respects the cultural identities of all students.

One key aspect of promoting inclusivity is ensuring that curriculum and teaching methodologies are culturally responsive. Teachers should incorporate diverse perspectives and experiences into their lessons, allowing students from different cultural backgrounds to see themselves reflected in the curriculum.

Additionally, creating opportunities for cross-cultural collaboration and dialogue can help break down barriers and foster mutual understanding among students.

Moreover, educational leaders play a crucial role in creating a supportive and inclusive campus climate. This involves implementing policies and practices that promote diversity and equity, such as providing resources and support services for international students, fostering a culture of respect and inclusion, and addressing instances of discrimination or bias.

By embracing diversity and promoting intercultural understanding, educational institutions can create a more enriching and transformative learning environment for all students. International students bring unique perspectives and experiences that enrich the educational experience for the entire student body. By fostering a sense of belonging and community, educational institutions can empower students to thrive academically, socially, and personally.

In conclusion, educational management plays a key role in shaping the learning environment and outcomes of educational institutions. It involves applying theory and practice to effectively manage and lead schools and universities. Through the management of diverse needs, the integration of international perspectives into the curriculum, the promotion of communication and interaction, cultural integration strategies, technical support, universal values education, and the fight against cultural racism, educational administrators can create an environment that respects cultural diversity and promotes cross-cultural understanding. In addition, educational management in a specific region also needs to take into account geographical and cultural factors to ensure that the education system can respond to the diverse and complex needs of students and promote academic success and cultural sensitivity.

Concept of Cross-Cultural Integration

Cross-cultural integration within educational contexts represents a fundamental aspect of the modern educational landscape, emphasizing the integration of students from diverse cultural backgrounds into a cohesive learning environment. This concept transcends mere physical presence in classrooms, aiming to foster a deep sense of belonging and mutual understanding among all students, irrespective of their cultural origins. Its importance cannot be overstated, as it directly impacts the academic success and personal development of international students while enriching the educational experience for domestic students by exposing them to diverse perspectives and global realities.

The essence of cross-cultural integration is to create an educational setting where students from various cultural backgrounds feel valued, understood, and included. Such an environment not only supports the academic achievement and social well-being of international students but also prepares all students to operate effectively in a globalized world. Studies like those by Ashton-Hay et al. (2021, p.256) have highlighted the role of bilingual learning strategies in supporting the academic success of Chinese EAL business students, illustrating how targeted educational practices can facilitate cross-cultural integration by addressing specific challenges faced by international students.

Bai and Wang (2021, p.632) believe that the importance of fostering effective in-class and out-of-class interactions between international students and their host university teachers, underscores the relational aspect of cross-cultural integration. These interactions are pivotal in breaking down cultural barriers, promoting mutual understanding, and enhancing the educational experience for both students and faculty.

This process transcends the simple coexistence of international students within educational institutions, aiming instead to foster deep-rooted connections, understanding, and mutual respect among students of various origins. The significance of cross-cultural integration is profound, influencing not only the academic success and personal development of international students but also enriching domestic

students' educational experience by introducing them to a myriad of perspectives and global insights.

Central to the concept of cross-cultural integration is the creation of educational environments where students from different cultural backgrounds feel respected, valued, and integral to the academic community. Such settings promote the social and academic well-being of international students and equip all students with the necessary skills to navigate and succeed in a globalized world. Research by Ashton-Hay et al. (2021, p.256) underscores the effectiveness of bilingual learning strategies in enhancing the academic achievements of Chinese EAL business students, illustrating how specific educational practices can address the unique challenges faced by international students and facilitate their integration.

Bai and Wang (2021, p.632) highlight the critical role of fostering robust in-class and out-of-class interactions between international students and host country faculty, pointing to the relational dimension of cross-cultural integration. These interactions serve as vital conduits for dismantling cultural barriers, encouraging mutual understanding, and enriching the educational experience for students and faculty alike.

Implementing cross-cultural integration within educational institutions involves addressing several challenges and deploying specific strategies to promote an inclusive and supportive environment. The literature suggests a multifaceted approach, encompassing curriculum design, pedagogical strategies, and institutional policies tailored to meet the diverse needs of the student body.

For instance, the work of Gibson and White (2019, p.8) on utilizing patients as teachers of cultural sensitivity in pharmacy education exemplifies innovative approaches to fostering cultural competence among students. Similarly, the integration of technology in educational administration, as discussed by Sezen-Gultekin and Hamutoglu (2020, p.121), offers new avenues for enhancing communication and understanding across cultural divides.

The importance of cultural sensitivity programs, language support services, social integration initiatives, and administrative support as key components of successful cross-cultural integration efforts is evident in the literature. These elements

collectively contribute to creating an environment where international students can thrive academically and socially while fostering a campus culture that values diversity and inclusivity.

The impact of effective cross-cultural integration extends beyond the immediate educational context, preparing students to function as competent and empathetic global citizens. The exchange of cultural knowledge and perspectives not only enriches the academic dialogue but also promotes a deeper understanding of global issues and challenges. Studies such as those by Chou-Lee (2020, p.215) on social integration and acculturation challenges emphasize the broader implications of cross-cultural integration for educational program design and the overall student experience.

Furthermore, the research underscores the potential of cross-cultural integration to transform educational environments into spaces of learning, growth, and mutual respect. By embracing the diversity of student backgrounds and experiences, educational institutions can cultivate a more inclusive, dynamic, and enriching academic community.

Gibson and White (2019, p.8) believe that educational institutions play a crucial role in facilitating cross-cultural integration through policy development, curriculum design, and support services tailored to the needs of international students. For instance, programs that promote language support, are essential for helping international students overcome linguistic barriers, which is a critical step towards their successful integration into the academic community.

Furthermore, the creation of inclusive campus cultures that celebrate cultural diversity and encourage intercultural engagement is vital. Initiatives such as the cross-course design for online international exchange highlighted by Bolderman et al. (2020, p.489) and telecollaboration projects described by Okumura (2020, P.289) exemplify innovative approaches to enhancing cross-cultural understanding and collaboration among students from different backgrounds.

Models and Theories: Review models and theories relevant to cross-cultural integration in higher education.

In the realm of higher education, the integration for international students into diverse academic communities is a complex and multifaceted process, deeply enriched by various models and theories relevant to cross-cultural integration. This integration is not only pivotal for the students' academic success and personal development but also enhances the global competence of the entire student body, fostering an environment of mutual respect and understanding. The scholarly work encompassed by researchers like Ashton-Hay et al. (2021, p.256), Bai and Wang (2021, p.632), and many others provides a rich tapestry of insights into the practices and theoretical underpinnings that support effective cross-cultural integration.

Ashton-Hay et al. (2021, p.256) delve into bilingual learning strategies to support Chinese EAL business students, highlighting the importance of language proficiency as a critical element of cross-cultural integration. Their research underscores the necessity for educational institutions to implement supportive language learning frameworks that cater to the diverse linguistic needs of international students. This approach not only aids in their academic success but also in their social integration within the campus community.

Similarly, Bai and Wang (2021, p.632) explore the dynamics of in-class and out-of-class interactions between international students and their host university teachers. Their findings reveal that meaningful engagement and communication between faculty and international students are crucial for fostering an inclusive educational environment. These interactions play a significant role in the students' adjustment and integration process, facilitating a smoother transition into their new academic and cultural settings.

Baklanov and Zhdanov (2020, p.45), although not providing specific publication details, contribute to the discourse by examining cultural universals as a means of assimilating common human values in foreign language learning. Their work suggests that understanding and embracing universal values can bridge cultural gaps, promoting a sense of shared humanity among students from diverse backgrounds. This perspective is invaluable in developing educational practices that encourage cross-cultural understanding and respect.

The dangers of cultural racism in intercultural education, as reflected upon by Bekerman (2020, p.106), further highlight the challenges that institutions face in promoting true cross-cultural integration. Bekerman's work serves as a critical reminder of the need for educational policies and practices to be deeply rooted in cultural sensitivity and anti-racism, ensuring that all students, regardless of their cultural background, feel valued and included.

In the context of practical application, Bolderman et al. (2020, p.489) emphasize the effectiveness of implementing cross-course designs for online international exchange in geography courses. Such initiatives provide students with the opportunity to engage with peers from around the world, enhancing their intercultural competence and understanding through direct interaction. This model of collaborative learning exemplifies how technology can be leveraged to transcend geographical boundaries, enriching the educational experience with global perspectives.

Chan, Yaakob, and Pinjaman (2021, p.973) further underscore the positive impact of support from lecturers and host country nationals on the cross-cultural adjustment of international students. Their research indicates that a supportive academic and social environment is essential for the successful integration for international students, advocating for institutions to prioritize the development of comprehensive support systems.

Moreover, the work of Di et al. (2022, p.741) on the cross-cultural adaptation and educational management of international students in China provides a case study of the multifaceted nature of cross-cultural integration. Their research highlights the complex interplay between cultural, academic, and social factors in the integration process, calling for a holistic approach to support international students.

Challenges and Opportunities: Identify common challenges in cross-cultural integration and opportunities for educational administrators.

One of the primary challenges faced by educational institutions is the linguistic barrier. The work of Ashton-Hay et al. (2021, p.256) underscores the critical importance of bilingual learning strategies to support Chinese EAL business students. This study highlights the broader issue of language proficiency, which can significantly

impact an international student's ability to succeed academically and socially. However, this challenge also presents an opportunity for institutions to develop comprehensive language support programs. Such programs not only assist in language acquisition but also foster a more inclusive campus culture that values linguistic diversity.

Another significant challenge is the social integration for international students. Bai and Wang (2021, p.632) explore the dynamics of in-class and out-of-class interactions between international students and their host university teachers, shedding light on the complexities of building meaningful connections within the academic environment. While these interactions can be challenging due to cultural differences, they also offer a fertile ground for developing intercultural competence among both students and faculty. By facilitating opportunities for interaction and engagement, educational administrators can enhance mutual understanding and respect across diverse cultural backgrounds.

The acculturation process, as discussed by Chou-Lee (2020, p.215), presents another hurdle for international students, who often find themselves navigating between maintaining their cultural identity and adapting to a new cultural context. This dual challenge can lead to feelings of isolation and alienation. However, it also provides an opportunity for educational institutions to create acculturation programs that respect and celebrate cultural differences while promoting integration. Such programs can help students find a balance between their home and host cultures, enriching the campus community with diverse perspectives and experiences.

The dangers of cultural racism and misunderstanding, highlighted by Bekerman (2020, p.106), represent another challenge in cross-cultural integration. These issues can create an unwelcoming environment for international students, impeding their integration and success. Addressing this challenge requires a concerted effort to foster an institutional culture of diversity, equity, and inclusion. Educational administrators play a critical role in leading these efforts, implementing policies and practices that combat prejudice and promote a deeper understanding of cultural diversity.

Opportunities for educational administrators also lie in leveraging technology to enhance cross-cultural integration. Bolderman et al. (2020, p.489) illustrate the potential of implementing cross-course designs for online international exchanges. Such innovative educational projects not only facilitate academic collaboration across borders but also enable students from different cultural backgrounds to engage with one another, fostering intercultural understanding and friendship.

Moreover, the role of faculty and host country nationals in supporting the cross-cultural adjustment of international students, as shown by Chan, Yaakob, and Pinjaman (2021, p.973), cannot be overstated. Educational administrators have the opportunity to create frameworks for mentorship and support that leverage the positive impact of these key figures. By doing so, they can significantly ease the adjustment process for international students, enhancing their overall experience and success.

In order to study the characteristic variables of cross – cultural integration for international student in Guangxi, the researchers consulted relevant literature and organized the content into Table 2.1.

Table 2.1 The results of the management of cross-cultural integration characteristics

Characteristics \ Author	Ashton-Hay et al. (2021)	Liu D. (2020)	Bai L., & Wang, Y. X. (2021)	Di W., S Zhang et al. (2022)	Bekerman, Z. (2020)	Gibson C. M. & White A. (2019)	Beine, K. et al. (2015)	Baklanov et al. (2020)	Rahmawati Y. et al. (2020)	Davis D. L. F. et al. (2021)	Chan, H. L. et al. (2021)	Bolderman, L., et al. (2020)	Total
Cultural sensitivity			✓	✓	✓	✓	✓		✓	✓		✓	8
Language support	✓		✓			✓		✓	✓		✓	✓	6
Life support					✓		✓						2
Administrative Support	✓	✓	✓	✓	✓	✓				✓	✓	✓	9
Psychological support								✓	✓			✓	3
Social integration	✓		✓			✓				✓	✓	✓	6
Legal protection				✓			✓						2
Academic support	✓							✓		✓			3

According to statistic results of Table 2.1 the researchers analyzed and synthesized documents, concepts, and researches related to management of cross-cultural integration. It is found that management support appeared most frequently, followed by cultural sensitivity, language support and social integration also represent a notable portion.

In conclusion, the research framework of research based on the characteristics that the frequency of statistical results is greater than 5, which can be synthesized in 4 characteristics as follow: 1) Cultural sensitivity, 2) Language support, 3) Social integration, 4) Administrative Support.

1. Cultural sensitivity

Ashton-Hay et al. (2021, p.256) believe that educational administration is pivotal, they highlighted explore bilingual learning strategies to support Chinese EAL business students. Their research underscores the importance of administrative strategies that are attuned to the linguistic and cultural needs of international students, thereby facilitating their academic success and integration. Similarly, the work of Bai and Wang (2021, p.632) on the interactions between international students and their host university teachers further emphasizes the need for culturally sensitive teaching practices that acknowledge and bridge cultural differences.

Davis et al. (2021, p.8) believe that strategies for enhancing cultural sensitivity among staff and students are varied and require a comprehensive approach. One effective strategy is the implementation of diversity, equity, and inclusion (DEI) training programs. These programs aim to educate staff and students about cultural differences, unconscious biases, and the value of diversity, fostering a campus culture that is both inclusive and respectful. Additionally, the integration of ethnopedology in science learning, discussed by Rahmawati et al. (2020, p.2465), presents an innovative approach to embedding cultural sensitivity into the curriculum, thereby improving student engagement and cultural awareness.

Okumura (2020, p.289) believe that The adoption of international telecollaboration projects, offers another strategic avenue for enhancing cultural sensitivity. These projects enable students from different cultural backgrounds to collaborate and learn from each other, promoting intercultural understanding and

empathy. Furthermore, the support from lecturers and host country nationals, as explored by Chan, Yaakob, and Pinjaman (2021), is crucial in aiding the cross-cultural adjustment of international students. This support not only facilitates their academic and social integration but also serves as a model for cultural sensitivity that can inspire the wider student and staff community.

Enhancing cultural sensitivity among staff and students in educational institutions is crucial for creating inclusive and respectful campus environments. Davis et al. (2021, p.238) assert that achieving this goal requires a comprehensive approach involving various strategies and initiatives. One effective strategy highlighted by Davis et al (2021, p.238) believe that the implementation of diversity, equity, and inclusion (DEI) training programs. These programs are designed to educate staff and students about cultural differences, unconscious biases, and the value of diversity. By raising awareness and promoting understanding, DEI training programs contribute to the creation of a campus culture that embraces diversity and fosters inclusivity.

Moreover, Rahmawati et al. (2020, p.2465) introduce an innovative approach to embedding cultural sensitivity into the curriculum through the integration of ethnopedology in science learning. This approach goes beyond traditional diversity training by incorporating cultural elements directly into academic content. By contextualizing scientific concepts within diverse cultural perspectives, ethnopedology enhances student engagement and promotes cultural awareness. Students not only gain a deeper understanding of the subject matter but also develop empathy and appreciation for different cultural viewpoints.

International telecollaboration projects offer strategic avenues for enhancing cultural sensitivity. Okumura (2020, p.289) advocates for the adoption of such projects, which enable students from diverse cultural backgrounds to collaborate and learn from each other. Through virtual exchanges and collaborative activities, students develop intercultural communication skills and gain insights into different cultural practices and perspectives. These experiences not only enrich their educational journey but also contribute to the development of global citizenship and intercultural competence.

Furthermore, the support provided by lecturers and host country nationals plays a significant role in aiding the cross-cultural adjustment of international students. Chan, Yaakob, and Pinjaman (2021, p.973) believe that the importance of mentorship and guidance in helping international students navigate the academic and social challenges they may encounter in a new cultural environment. By offering practical assistance, emotional support, and cultural insights, lecturers and host country nationals facilitate the integration for international students into the campus community. Their positive influence serves as a model for cultural sensitivity and inclusivity, inspiring other members of the student and staff community to embrace diversity and support cross-cultural exchange.

It is evident that enhancing cultural sensitivity in educational institutions requires a multifaceted approach that encompasses both formal initiatives and informal support networks. By combining DEI training programs, curriculum integration, international collaboration projects, and mentorship, universities can create environments where cultural diversity is celebrated and respected. Through these efforts, educational institutions contribute not only to the academic success of their students but also to the promotion of intercultural understanding and global citizenship. Ultimately, fostering cultural sensitivity benefits not only individuals but also society as a whole, as it promotes harmony, cooperation, and mutual respect across diverse cultural boundaries.

Bekerman (2020, p.106) believe that the journey toward fostering a culturally sensitive campus environment is not without its challenges. He reflects on the dangers of 'cultural racism' in intercultural education, highlighting the need for ongoing vigilance and commitment to combatting stereotypes and prejudices. This necessitates a continuous effort from educational administrators to promote policies and practices that actively resist cultural insensitivity and discrimination.

The case studies of cross-cultural adaptation and educational management of international students, such as the research conducted by Di et al. (2022, p.741) on African students at Zhejiang Normal University, offer valuable insights into the complexities of cross-cultural integration. These studies reveal the multifaceted

challenges international students face and underscore the importance of culturally sensitive administrative practices in addressing these challenges.

The contribution of cultural universals in foreign language learning, as discussed by Baklanov and Zhdanov (2020, p.45), points to the potential of shared human values in facilitating cross-cultural understanding. By focusing on these universals, educational institutions can develop programs and initiatives that highlight commonalities among cultures, thereby fostering a sense of unity and shared purpose.

Cultural sensitivity in educational institutions is crucial for creating inclusive environments that cater to the diverse needs of international students. The recognition and appreciation of cultural differences among students are emphasized in studies such as those conducted by Gibson & White (2019, p.8) and Bekerman (2020, p.106). These studies underscore the importance of fostering an environment that not only acknowledges but also celebrates cultural diversity. To achieve this, educational institutions must prioritize the cultivation of cultural competence among faculty and staff (Davis et al., 2021).

One of the key aspects of promoting cultural sensitivity is through effective communication and interaction with students from diverse cultural backgrounds. Research by Guo (2023, p.25) believe that the significance of understanding the cultural identity of international students, which plays a crucial role in their academic and social integration. Similarly, Hu and Dai (2021, p.89) explore how foreign-born Chinese students navigate intercultural identity in higher education settings, emphasizing the need for institutions to support their cultural adaptation process.

Moreover, Rahmawati et al (2020, p.2465) believe that the integration of ethnopedagogy in curriculum design and teaching practices can enhance student engagement and cultural awareness. This approach acknowledges the cultural backgrounds of students and incorporates culturally relevant content and teaching methods into the learning process. Additionally, studies such as those by May (2020) and Liu (2022, p.12) suggest leveraging technology, such as online laboratories and intelligent algorithms, to facilitate collaboration and communication among international students, thus bridging cultural gaps and enhancing learning experiences.

Understanding the cultural perspectives of international students is essential for creating inclusive educational environments. Liang and Li (2016) conducted an investigation on Thai students' understanding of Guangxi culture, highlighting the importance of cultural awareness and sensitivity in facilitating cross-cultural interactions. Similarly, O'Dea and Stern (2022, p.203) conducted a study on Chinese direct entry students in the United Kingdom, exploring cross-cultural integration through the lens of loneliness, underscoring the emotional and social aspects of cultural adaptation.

Furthermore, collaborative projects and initiatives can contribute to intercultural understanding and cooperation among students from different cultural backgrounds. Okumura (2020, p.289) discusses the design and implementation of telecollaboration projects aimed at fostering intercultural understanding among primary school students. Similarly, Ping et al. (2019, p.4434) present a case study on the adaptation of foreign students in Chinese universities from an intercultural management perspective, emphasizing the importance of cultural competency in educational settings.

Institutional strategies and policies play a crucial role in promoting cultural sensitivity and inclusivity. Wang et al. (2022, p.56) propose a cross-cultural education model for foreign students in China, integrating ideological and political education to foster cultural integration. Moreover, Ma (2013) discusses the international development strategy of higher education institutions, emphasizing the importance of supporting international students in their academic and cultural adaptation.

In conclusion, the cultural sensitivity refers to the awareness, understanding, and recognition of the cultural differences and similarities in different countries between people without assigning them value. It is an essential skill for both international educators and internation students in diverse cultural and educational settings, fostering an environment of respect and mutual understanding. Culturally sensitive approaches in education can significantly impact internation students' adaptation and success, promoting a more inclusive of cross-cultural integration environment.

2. Language support

Ashton-Hay et al. (2021, p.256) illuminate the critical role of bilingual learning strategies in supporting Chinese EAL business students, highlighting a broader imperative for educational institutions to implement comprehensive language support programs. These strategies not only aid in academic success but also serve as a bridge to greater social integration, allowing international students to participate more fully in the campus community. This research underscores the importance of language support as a cornerstone of effective cross-cultural integration, providing a blueprint for how institutions can better accommodate the linguistic diversity of their student populations.

Further emphasizing the need for robust language support, Bai and Wang (2021, p.632) explore the dynamics of in-class and out-of-class interactions between international students and their host university teachers. Their findings point to the significant impact of language proficiency on the quality of these interactions, which in turn influences the overall educational experience of international students. Effective language support programs can therefore enhance the academic engagement of international students, fostering a more inclusive and supportive learning environment.

Baklanov and Zhdanov (2020, p.45) believe that the challenge of cross-cultural communication extends beyond the classroom, they discuss the assimilation of common human values through foreign language learning. This approach to language education not only improves linguistic skills but also cultivates a deeper understanding and appreciation of cultural diversity, further facilitating the integration for international students into their new academic and social settings.

Language support programs, when effectively implemented, offer numerous benefits, as demonstrated by the diverse range of studies mentioned. However, the effectiveness of these programs in facilitating cross-cultural integration hinges on their ability to address the specific needs of international students. For instance, the work of Chan, H. L., Yaakob, A. R., & Pinjaman, S. (2021, p.973) sheds light on the positive effects of support from lecturers and host country nationals on the cross-cultural adjustment of international students. Such findings suggest that language support

programs should be designed not only to improve linguistic proficiency but also to encourage interaction between international students and the broader university community.

These initiatives represent a departure from traditional approaches to language support, harnessing the power of technology to create immersive learning experiences that transcend geographical and cultural boundaries. By facilitating real-time communication and collaboration among students from diverse backgrounds, online exchanges offer unique opportunities for intercultural engagement and mutual learning.

In recent years, the landscape of higher education has been increasingly shaped by the globalization of learning environments and the rise of digital technologies. The insights provided by Xu and Zhang (2021) and Ylimaki and Brunderman (2020, p.84) shed light on the broader context of educational management and internationalization strategies. Xu and Zhang (2021) advocate for the adoption of new methods and approaches to studying higher education internationalization, emphasizing the importance of staying abreast of evolving trends and challenges in the field. Similarly, Ylimaki and Brunderman (2021) advocate for strength-based approaches that prioritize the unique talents and cultural assets of students, thereby creating a more inclusive and empowering educational environment.

The integration of innovative educational projects into institutional strategies for internationalization reflects a broader shift towards student-centered and culturally responsive approaches to education. By leveraging technology and adopting inclusive pedagogical practices, universities can better support the academic and social integration for international students. Moreover, these initiatives contribute to the development of a more dynamic and interconnected educational ecosystem, characterized by collaboration, innovation, and cross-cultural exchange.

One of the key benefits of online international exchanges and telecollaboration projects is their ability to foster intercultural understanding and empathy. Through virtual interactions, students have the opportunity to engage with peers from different cultural backgrounds, gaining insights into their perspectives,

values, and ways of life. This not only enhances their language proficiency but also broadens their cultural awareness and sensitivity. As noted by Bolderman et al. (2020), these experiences can be particularly impactful in promoting empathy and global citizenship among students, preparing them to navigate an increasingly interconnected and diverse world.

Furthermore, online international exchanges offer practical benefits in terms of accessibility and flexibility. By removing geographical barriers, these initiatives enable students to participate in cross-cultural exchanges without the need for travel. This is especially valuable for students who may face financial or logistical constraints that limit their ability to study abroad. Additionally, the asynchronous nature of online communication allows students to engage in collaborative projects at their own pace, accommodating diverse learning styles and preferences.

Incorporating innovative educational projects into internationalization strategies requires a concerted effort on the part of universities to provide adequate support and resources. This includes investing in technology infrastructure, training faculty and staff in online pedagogy, and fostering a culture of intercultural competence and inclusivity. Moreover, it requires partnerships and collaboration with institutions and organizations across borders, facilitating the exchange of knowledge, expertise, and best practices in online education.

Looking ahead, the continued advancement of digital technologies and the growing demand for international collaboration in higher education are likely to further propel the adoption of innovative educational projects. As universities seek to enhance their global competitiveness and attract a diverse student body, online international exchanges and telecollaboration projects offer a cost-effective and scalable means of achieving these goals. By harnessing the power of technology to facilitate intercultural dialogue and collaboration, universities can create enriching learning experiences that prepare students for success in an increasingly interconnected and interdependent world.

Language support plays a crucial role in facilitating the academic success and social integration for international students, particularly those with English as an Additional Language (EAL). Ashton-Hay et al. (2021, p.256) shed light on the importance of bilingual learning strategies in supporting Chinese EAL business students. Their research underscores the broader necessity for educational institutions to implement comprehensive language support programs. By providing such support, institutions not only enhance academic achievement but also facilitate greater social participation and integration within the campus community.

Bai and Wang (2021, p.632) further emphasize the significance of language proficiency in shaping interactions between international students and university teachers. Their study highlights the substantial impact of language skills on the quality of these interactions, ultimately influencing the overall educational experience of international students. Effective language support programs are thus essential for improving academic engagement and fostering a more inclusive learning environment.

The need for robust language support is corroborated by various studies exploring cross-cultural integration and education. Guo J. (2023, p.25) examines the cultural identity of international students, emphasizing the importance of understanding cultural backgrounds in educational contexts. Similarly, Hu and Dai (2021, p.89) investigate how foreign-born Chinese students shape their intercultural identity in higher education settings, emphasizing the role of language and cultural influences.

Moreover, research such as that by Li (2020) delves into the exploration of English teaching models within the framework of intercultural communication, highlighting the necessity of adapting teaching methodologies to accommodate diverse linguistic and cultural backgrounds. Similarly, Liu, W. (2022, p.12) proposes a model for integrating Business English teaching with intercultural communication skills cultivation, demonstrating the practical application of language support in promoting cross-cultural understanding.

Studies on cross-cultural adaptation further underscore the importance of language support in higher education. Rahmawati et al. (2020, p.2465) explore the integration of ethnopedagogy in science learning to enhance student engagement

and cultural awareness. Additionally, Pokrovskaya and Raitina (2020, p.36) propose a dualistic model of cross-cultural adaptation in the university educational environment, emphasizing the importance of inclusive approaches to support students from diverse cultural backgrounds.

The significance of language support extends beyond the classroom environment. O'Dea and Stern (2022, p.203) investigate cross-cultural integration through the lens of loneliness among Chinese direct entry students in the United Kingdom, highlighting the social implications of language barriers and the importance of support mechanisms for international students.

Institutions must also consider technological integration to enhance language support and cross-cultural communication. Van Puffelen and van Oppen (2020, p.112) discuss the importance of supporting cross-cultural university education through technology integration, underscoring the role of digital platforms in facilitating language learning and cultural exchange.

Furthermore, collaborative projects and initiatives can contribute to cross-cultural understanding and language support. Okumura (2020, p.289) discusses the design and implementation of telecollaboration projects to promote intercultural understanding among primary school students, demonstrating the potential for technology-mediated language support and cultural exchange.

In conclusion, the language support refers to the educational practices and resources dedicated to assisting internation students in developing proficiency in the language of study, which is crucial for their academic success and cross-cultural integration. Such support is particularly vital for international students, who may face challenges in adapting to new academic and social environments due to language barriers. Effective language support programs are characterized by their ability to cater to the diverse linguistic needs of students, facilitating their full participation in the academic community.

3. Social integration

Ashton-Hay et al. (2021 p.256) believe that one significant factor contributing to successful social integration is the availability of language support services. They highlight the importance of bilingual learning strategies in supporting Chinese EAL

business students, illustrating how language proficiency is crucial not only for academic success but also for everyday social interactions. Language barriers can significantly impede international students' ability to form meaningful relationships with peers and participate fully in campus life. Therefore, institutions that offer comprehensive language support, including both formal language courses and informal language practice opportunities, can greatly facilitate the social integration for international students.

Bai and Wang (2021, p.632) believe that the quality of interactions between international students and their host university teachers can significantly influence students' sense of belonging and integration within the academic community. Educators who are culturally sensitive and actively engage with international students can help bridge the cultural gap, making students feel valued and included. Moreover, the study by Chan, Yaakob, and Pinjaman (2021, p.973) on the effect of support from lecturers and host country nationals underscores the importance of a supportive academic and social environment in enhancing international students' cross-cultural adjustment.

Bekerman (2020, p.106) believe that barriers to social integration often stem from cultural differences and the potential for cultural misunderstandings. He reflects on the dangers of 'cultural racism' in intercultural education, pointing out how prejudices and stereotypes can alienate international students, hindering their social integration. Educational administrators have the opportunity to address these challenges by implementing diversity, equity, and inclusion (DEI) orientation programs, as described by Davis et al. (2021, p.8). Such initiatives can educate the campus community about cultural sensitivity and the value of diversity, creating a more welcoming environment for all students.

Social integration among international students is a crucial aspect of their overall academic and personal experience. As highlighted by Bolderman et al. (2020, p.489), technological solutions offer innovative opportunities to enhance social integration, particularly through cross-course design for online international exchanges. This approach connects students from different parts of the world, fostering a sense of global community and belonging.

The implementation of cross-course design for online international exchanges is a promising avenue for promoting social integration. This approach allows students to collaborate on projects and participate in discussions with peers from diverse cultural backgrounds. By working together on academic tasks, students have the opportunity to learn from each other, exchange ideas, and develop friendships across borders. This not only enhances their academic experience but also contributes to their social and cultural development.

Telecollaboration projects, as introduced by Okumura (2020, p.289), are another effective means of promoting intercultural understanding and cooperation among international students. These projects involve collaborative activities conducted online, such as joint research projects, virtual exchange programs, or cultural exchange activities. Through telecollaboration, students can engage in meaningful interactions with their peers from different cultural backgrounds, gaining insights into different perspectives and building cross-cultural communication skills.

Chou-Lee (2020, p.215) emphasizes that the challenges of social integration are closely linked to the process of acculturation, wherein international students navigate the complex process of adjusting to a new cultural environment. Acculturation involves not only adapting to the customs and norms of the host country but also maintaining aspects of one's cultural identity. Educational programs designed to support social integration must therefore take into account the diverse cultural identities of international students.

Acculturation-focused educational programs should aim to create an inclusive campus culture where all students feel respected and valued. This can be achieved through various initiatives, such as cultural competency training for faculty and staff, multicultural events and activities, and peer support programs. By acknowledging and celebrating cultural differences, institutions can create an environment where international students feel a sense of belonging and acceptance.

Moreover, cross-cultural dialogue and interaction should be encouraged both inside and outside the classroom. In addition to formal academic exchanges, informal social gatherings, language exchange programs, and cultural immersion activities can provide opportunities for students to connect with their peers from

different cultural backgrounds. These interactions help break down stereotypes and foster mutual understanding and respect.

Furthermore, mentorship programs can play a vital role in supporting the social integration for international students. Pairing incoming international students with peer mentors or alumni who have experience navigating the challenges of studying abroad can provide valuable guidance and support. Mentors can offer practical advice, share their own experiences, and serve as a source of encouragement and inspiration for new students.

Peer support also plays a crucial role in the social integration for international students. The research by Ping et al. (2019, p.4434) on the adaptation of foreign students in Chinese universities emphasizes the positive impact of social networks and friendships with host country nationals on students' adaptation and integration. Educational institutions can facilitate these connections through mentorship programs, international student clubs, and social events that bring together domestic and international students.

Social integration is a multifaceted process encompassing various aspects of an individual's life, particularly for international students studying abroad. Ashton-Hay et al. (2021, p.256) emphasize the pivotal role of language support services in facilitating successful social integration. They argue that language proficiency is not only essential for academic achievement but also crucial for everyday interactions, highlighting the significance of bilingual learning strategies, especially for Chinese English as an Additional Language (EAL) business students. Without adequate language support, international students may face significant challenges in forming meaningful relationships with peers and fully participating in campus life. Thus, institutions that offer comprehensive language support, including formal language courses and informal practice opportunities, play a crucial role in promoting social integration among international students.

Cultural identity also plays a vital role in the social integration for international students. Guo J. (2023, p.25) explores the cultural identity of international students and emphasizes the importance of understanding and respecting diverse cultural backgrounds. Similarly, Hu (2011) examines cultural

conflicts in the classroom among Southeast Asian international students, advocating for a multicultural perspective to address these challenges. Furthermore, Hu and Dai (2021, p.89) discuss how foreign-born Chinese students navigate their intercultural identity within higher education institutions, highlighting the dynamic nature of cultural identity formation in diverse academic settings.

Moreover, educational institutions can implement various strategies to promote cross-cultural understanding and integration. For instance, Okumura (2020, P.289) discusses the design and implementation of telecollaboration projects to foster intercultural understanding among primary school students. Similarly, Rahmawati et al. (2020, p.2465) propose integrating ethnopedagogy in science learning to enhance student engagement and cultural awareness. These approaches not only facilitate academic learning but also contribute to the social integration for international students by creating inclusive learning environments.

Furthermore, the role of technology in promoting cross-cultural integration cannot be overlooked. Sezen-Gultekin and Hamutoglu (2020. p.121) discuss technology integration in educational administration, highlighting how digital tools can facilitate communication and collaboration among culturally diverse student populations. Similarly, Song and Xia (2021, p.379) explore the experiences of international students in Chinese universities, emphasizing the role of technology in scale making and intercultural communication.

Additionally, support services and educational initiatives tailored to the needs of international students can enhance their social integration experiences. Uink et al. (2021, p.123) present a case study of supporting indigenous student success through a whole-of-university approach, emphasizing the importance of holistic support mechanisms. Similarly, Wang X. (2023, p.47) examine the use of WeChat Moments among international students in China, illustrating how social media platforms can facilitate the building of networks and communities, thus promoting social integration.

Overall, social integration is a complex process influenced by various factors, including language proficiency, cultural identity, educational initiatives, technological support, and community engagement. By addressing these factors comprehensively,

educational institutions can create inclusive environments that foster the social integration and academic success of international students.

In conclusion, the social integration refers to the process through which international students become part of the social fabric of their host country, engaging with local students and the wider community. This cross-cultural integration is pivotal for their academic success and personal development, helping them to feel connected and supported. Social integration can include mentorship programs, social events, and clubs that encourage interaction between international and domestic students.

4. Administrative Support

Ashton-Hay et al. (2021, p.256) believe that the effectiveness of bilingual learning strategies in supporting Chinese EAL business students, illustrating a practical approach to administrative support. By facilitating language acquisition and cultural integration, these strategies not only aid in the academic success of international students but also in their social integration within the university community. This approach underlines the importance of linguistic support as a pillar of administrative efforts to foster cross-cultural integration.

Bai and Wang (2021, p.632) believe that on in-class and out-of-class interactions between international students and their host university teachers sheds light on the significance of faculty training in cultural sensitivity. Such training can enhance the understanding and responsiveness of faculty members to the diverse cultural backgrounds of their students, improving the educational and social experiences of international students.

Dan'ko, Enygin, and Midova (2020, p.535) believe that presents another dimension of administrative support through the design of courses in intercultural communication for students of the management department. These courses aim to equip students with the skills necessary to navigate diverse cultural landscapes, highlighting the role of curricular design in promoting cross-cultural integration.

Davis et al. (2021, p.8) believe that an intensive diversity, equity, and inclusion orientation curriculum in undergraduate medical education, which can emphasizing the role of orientation programs in setting the stage for a positive and

inclusive university experience. Such programs can provide international students with the knowledge and resources they need to adjust to their new academic and cultural environment, underscoring the value of proactive administrative planning in enhancing student integration and success.

Case studies from institutions that have effectively supported international students offer valuable insights into best practices in administrative support. For instance, the telecollaboration project described by Okumura (2020, p.289) illustrates how technology can be used to bridge cultural gaps and facilitate intercultural understanding among students from different backgrounds. Similarly, the initiative by Uink, Hill, Day, and Martin (2021, p.123) to support indigenous student success through a whole-of-university approach provides a model for how institutions can implement holistic and inclusive support systems that cater to the unique needs of diverse student populations.

The experience of institutions like the China Three Gorges University, as discussed by Ping et al. (2019, p.4434), further demonstrates the importance of an intercultural management perspective in adapting university policies and practices to the needs of international students. By considering the cultural dimensions of student adaptation, universities can develop more effective strategies for supporting their international student populations.

Ashton-Hay et al. (2021, p.256) emphasize the effectiveness of bilingual learning strategies in supporting Chinese English as an Additional Language (EAL) business students. These strategies not only facilitate language acquisition but also promote cultural integration, thereby contributing to the academic and social success of international students. Such approaches underscore the significance of linguistic support as a fundamental aspect of administrative efforts to foster cross-cultural integration.

Bai and Wang (2021, p.632) highlight the importance of faculty training in cultural sensitivity to enhance interactions between international students and their host university teachers. By improving faculty members' understanding and responsiveness to diverse cultural backgrounds, such training initiatives can enhance the educational and social experiences of international students. This underscores

the role of administrative support in promoting cultural awareness and inclusivity within academic settings.

Dan'ko, Enygin, and Midova (2020, p.535) introduce another dimension of administrative support through the design of courses in intercultural communication for management students. These courses aim to equip students with the necessary skills to navigate diverse cultural landscapes, thereby fostering cross-cultural integration. This highlights the importance of curricular design in facilitating cultural understanding and promoting inclusive learning environments.

Moreover, the research conducted by Hu and Dai (2021, p.89) sheds light on the experiences of foreign-born Chinese students studying in China, emphasizing the role of educational institutions in reshaping intercultural identity. This underscores the importance of administrative support in creating inclusive environments that embrace cultural diversity and promote intercultural understanding among students.

Administrative efforts also extend to addressing social and emotional aspects of cross-cultural integration. O'Dea and Stern (2022, p.203) explore cross-cultural integration through the lens of loneliness among Chinese direct entry students in the United Kingdom. This highlights the importance of providing holistic support services to address the psychosocial needs of international students, thereby fostering a sense of belonging within the university community.

Furthermore, technology integration in educational administration, as discussed by Sezen-Gultekin and Hamutoglu (2020, p.212), plays a significant role in enhancing administrative support for international students. Leveraging technology can facilitate communication, provide access to support services, and create virtual communities, thereby enhancing the overall student experience and promoting cross-cultural interaction.

The integration of ethnopedagogy in science learning, as explored by Rahmawati et al. (2020), also exemplifies innovative approaches to administrative support. By incorporating cultural elements into the curriculum, educational institutions can enhance student engagement and promote cultural awareness, thereby fostering a more inclusive learning environment.

Additionally, the study conducted by Zhu et al. (2022, p.144) on the cultural integration for international students in East China under ecosystem theory provides valuable insights into the multifaceted nature of cross-cultural integration. By adopting a holistic approach that considers various environmental factors, institutions can better support the cultural integration and overall well-being of international students.

The administrative support refers to the structured assistance provided by educational institutions to address the specific needs of international students. This support can range from orientation programs to counseling services, aimed at facilitating students' adjustment and success in their new educational environment. Effective administrative support is critical for enhancing the educational experience of international students and ensuring cross-cultural integration.

In summary, the selection of cultural sensitivity, language support, social integration, and administrative support as critical variables for understanding and enhancing cross-cultural integration is justified by their direct impact on the experiences of international students in educational settings. These variables address the multifaceted challenges faced by international students, from navigating cultural differences and language barriers to achieving social connectivity and accessing institutional resources. By focusing on these areas, educational institutions can develop targeted strategies that not only facilitate the academic success of international students but also enrich their personal growth and social well-being.

Insights into cultural sensitivity, language support, social integration, and administrative support inform educational administration practices and policy development in several ways. Firstly, understanding the importance of cultural sensitivity can lead to the implementation of training programs for faculty and staff, enhancing their ability to interact effectively with students from diverse cultural backgrounds. Secondly, recognizing the critical role of language support can guide the development of comprehensive language assistance programs, including writing centers and conversation partners, which cater to the academic and social needs of international students.

In conclusion, insights into social integration can encourage educational administrators to create platforms and initiatives that promote interaction and friendship among domestic and international students, such as buddy systems and international student clubs. Lastly, the recognition of the necessity for robust administrative support can drive the formulation of policies that ensure international students have access to the resources and services they need to navigate their new academic environment successfully. The synthesis of cultural sensitivity, language support, social integration, and administrative support as key variables provides a comprehensive framework for understanding the complexities of cross-cultural integration in educational settings. By addressing these critical areas, educational administrators can develop informed strategies and policies that not only support the integration for international students but also contribute to the creation of a more inclusive, diverse, and vibrant academic community.

Context of University in Guangxi

Hu (2011) believe that educational landscape of Guangxi, a region known for its diverse cultural heritage and dynamic history, presents a unique context for international education. Situated in the southern part of China, Guangxi is not only home to the Zhuang ethnic minority, the largest minority group in China, but also a host to a myriad of other ethnic groups, contributing to its rich multicultural fabric. Wang & Gou (2013) believe that the diversity, alongside the region's strategic initiatives to internationalize its higher education institutions, sets the stage for a fascinating exploration of cross-cultural integration within its universities.

Historically, Chen (2001, p.13) believe that the Guangxi has been a crossroads of cultures, influenced by both its indigenous populations and its proximity to Southeast Asia. This historical backdrop has infused the region with a distinctive cultural identity, one that values inclusivity and multicultural exchange. In recent years, Guangxi's universities have increasingly looked outward, aiming to attract international students as part of China's broader efforts to globalize its higher education sector. Yang (2017, p.126) and Wu (2022, p.252) believe that initiatives such

as the "One Belt, One Road" policy have further bolstered Guangxi's position as an educational hub, fostering partnerships with institutions across Asia and beyond.

Current trends in international education in Guangxi reflect a growing emphasis on creating global learning environments. Wang (2010) concluded through the research that universities in the region have been proactive in developing programs designed to meet the needs of international students, from language and cultural immersion courses to academic offerings tailored to global standards. This commitment to internationalization is also evident in the increasing number of international faculty members and the establishment of specialized centers aimed at facilitating cultural exchange and understanding.

The educational landscape of Guangxi, a region characterized by its diverse cultural heritage and dynamic history, offers a unique setting for international education. Situated in southern China, Guangxi is not only home to the Zhuang ethnic minority, the largest minority group in China, but also hosts a myriad of other ethnic groups, contributing to its rich multicultural fabric by Hu (2011). This diversity, coupled with the region's strategic initiatives to internationalize its higher education institutions, sets the stage for a fascinating exploration of cross-cultural integration within its universities.

Guangxi's efforts to embrace internationalization in higher education are reflected in various studies and initiatives. For instance, research has been conducted on the cultural identity of international students studying in Guangxi (Guo, 2023). Additionally, scholars have investigated the cultural influence in language teaching within the context of Chinese international education, shedding light on the complexities of intercultural communication in educational settings (He, 2022; Li, 2020).

Furthermore, the experiences of international students in Guangxi have been a subject of scholarly inquiry. Studies have explored topics such as the cultural adaptation of ASEAN international students (Liu Linghui, 2017), the integration of ethnopedagogy in science learning to improve student engagement and cultural awareness (Rahmawati et al., 2020), and the pragmatic failures in cross-cultural communication among Chinese students (Yue et al., 2020).

There is a focus on pedagogical approaches and educational strategies aimed at enhancing cross-cultural understanding and integration. For example, studies have examined the integration of business English teaching with intercultural communication skills cultivation (Liu, 2022), the design and implementation of telecollaboration projects to promote intercultural understanding (Okumura, 2020), and the development of technology-integrated educational administration to support cross-cultural university education (Sezen-Gultekin & Hamutoglu, n.d.).

Moreover, the role of universities in Guangxi in the broader context of internationalization and global collaboration is emphasized in the literature. Research has investigated various aspects, including the international development strategies of higher education institutions (Ma, 2013), curriculum design and management for ASEAN international students (Wang Yonghua, n.d.), and the establishment of cross-cultural education models for foreign students in China (Wang Z. et al., 2022).

Furthermore, studies have explored the implications of Guangxi's educational initiatives within the framework of larger international trends and strategies. For instance, scholars have examined the integration of international talent training at local colleges and universities in Guangxi within the context of the Belt and Road Initiative (Li, 2023), as well as the effective paths for the internationalization of higher education in Guangxi under the "One Belt, One Road" strategy (Yang, 2017).

Despite these positive trends, universities in Guangxi face specific challenges in achieving effective cross-cultural integration. Yi (2017, p.7) believe that language barriers remain a significant hurdle for many international students, impacting their academic success and social integration. Cultural differences, while a source of richness, can also lead to misunderstandings and isolation if not adequately addressed. Additionally, Ma (2013, p.3) believe that relatively lower global ranking of some of Guangxi's universities compared to those in China's more affluent coastal regions can pose challenges in attracting international students.

However, these challenges are accompanied by unique opportunities. Guangxi's multicultural heritage offers a living laboratory for cross-cultural learning and exchange, providing students with firsthand insights into China's ethnic diversity. Liang & Li (2016) believe that region's strategic location as a gateway to Southeast

Asia also positions its universities as attractive destinations for students from neighboring countries, facilitating regional integration. Moreover, Guangxi's commitment to environmental sustainability and rural development aligns with global concerns, presenting opportunities for research and collaboration in these critical areas.

One of the foremost challenges confronting international students in Guangxi is the pervasive language barrier. Yi (2017) underscores this issue, highlighting its impact on academic success and social integration. With the medium of instruction predominantly being Chinese, non-native speakers often encounter difficulties in comprehending lectures, participating in discussions, and completing assignments. Hu Shiqingxuan (2011) delves into this aspect further, examining cultural conflicts in the classroom from a multicultural perspective. These findings underscore the critical need for language support programs tailored to the specific needs of international students.

Cultural disparities, while inherently enriching, can also pose obstacles to social integration if left unaddressed. Liang and Li (2016) shed light on the challenges faced by Thai students in understanding Guangxi's culture, emphasizing the importance of cultural orientation programs. Moreover, O'Dea and Stern (2022) explore cross-cultural integration through the lens of loneliness among Chinese direct entry students in the United Kingdom, underscoring the psychological toll of cultural isolation. Strategies aimed at fostering intercultural understanding and empathy are imperative to mitigate such challenges.

The global ranking of universities in Guangxi relative to their counterparts in China's coastal regions also influences their attractiveness to international students. Ma (2013) suggests that lower rankings may deter prospective applicants, posing a significant challenge to recruitment efforts. To enhance their appeal, these institutions must focus on improving academic quality, research output, and international collaboration. Collaborative initiatives with renowned foreign universities, as advocated by Wu and Zhang (2022), can bolster Guangxi universities' global standing and attractiveness to international students.

Effective pedagogical approaches play a pivotal role in facilitating cross-cultural integration. He (2022) emphasizes the cultural influence in language teaching, advocating for culturally responsive instructional strategies. Similarly, Wang et al. (2022, p.56) propose a cross-cultural education model integrating ideological and political education, fostering a deeper understanding of Chinese culture among international students. Moreover, Rahmawati et al. (2020, p.2465) advocate for ethnopedagogy in science learning to enhance cultural awareness and student engagement.

In an increasingly interconnected world, technology offers innovative solutions to cross-cultural challenges. Liu and Wu (2022) propose integrating business English teaching with intelligent algorithms to cultivate intercultural communication skills. Likewise, Okumura (2020) highlights the role of telecollaboration projects in promoting intercultural understanding among primary school students. Moreover, Van Puffelen and van Oppen (2020) stress the importance of interdisciplinary collaboration in supporting cross-cultural university education, fostering holistic approaches to address diverse needs.

Several universities in Guangxi have launched successful initiatives to promote cross-cultural integration. Tao (2014) summarized the existing research conclusions and pointed out that Guangxi University has implemented a comprehensive orientation program for international students, introducing them to Chinese culture and society while providing practical support to navigate life in China. This program includes language exchange partnerships with Chinese students, cultural field trips, and specialized academic advising, all aimed at fostering a sense of belonging and community among international students.

Another example is Guangxi Normal University, Liu (2014, p.16) summarized the existing research conclusions and pointed out that the Guangxi Normal University has established an International Education College dedicated to the needs of international students. The college offers a range of programs designed to enhance language proficiency, cultural understanding, and academic skills. Additionally, it organizes international culture festivals and participates in global education networks,

creating platforms for students from diverse backgrounds to share their cultures and learn from one another.

Furthermore, Guilin University of Technology has partnered with universities in ASEAN countries to develop joint research projects and exchange programs. These collaborations not only enrich the academic experience of students but also promote mutual understanding and respect among future leaders and professionals from different cultural backgrounds.

Guangxi University stands out as an exemplary institution in promoting cross-cultural integration. Tao (2014) highlights the university's comprehensive orientation program for international students, which includes activities such as language exchange partnerships with Chinese students, cultural field trips, and specialized academic advising. This holistic approach not only helps international students navigate life in China but also introduces them to Chinese culture and society, facilitating their integration into the local community.

Similarly, Guangxi Normal University has made significant strides in this area. Liu (2014) notes the establishment of an International Education College dedicated to the needs of international students. This college offers a range of programs aimed at enhancing language proficiency, cultural understanding, and academic skills. Additionally, it organizes international culture festivals and participates in global education networks, providing platforms for students from diverse backgrounds to share their cultures and learn from one another.

These initiatives have not only enriched the educational experience of international students but also contributed to the cultural diversity and inclusivity of the university campuses. Research by Hu and Dai (2021, p.89) emphasizes the importance of such initiatives in reshaping intercultural identity in higher education institutions. By providing opportunities for cross-cultural interaction and engagement, universities in Guangxi facilitate the development of a more inclusive and harmonious campus environment.

Moreover, the integration for international students into the local community has broader implications for global education and intercultural understanding. As highlighted by Ping et al. (2019), an intercultural management perspective is crucial in understanding foreign students' adaptation in Chinese universities. By acknowledging and addressing cultural differences, universities can create a more supportive and conducive environment for international students to thrive academically and socially.

Furthermore, the Belt and Road Initiative (BRI) has provided a strategic framework for enhancing international collaboration in education. Yang (2017) discusses effective paths for the internationalization of higher education in Guangxi under the BRI strategy, emphasizing the importance of educational cooperation and exchange with ASEAN countries. Wu and Zhang (2022) analyze the education cooperation and exchange model between Guangxi and ASEAN universities, highlighting the role of universities as key drivers of regional integration and cultural exchange.

Individual factors also play a significant role in cross-cultural adaptation. Rahmawati et al. (2020) explore the integration of ethnopedagogy in science learning to improve student engagement and cultural awareness. By incorporating cultural elements into the curriculum, educators can create a more inclusive learning environment that caters to the diverse needs of students from different cultural backgrounds.

Furthermore, technology integration has emerged as a valuable tool in promoting cross-cultural understanding and collaboration. Okumura (2020) discusses the design and implementation of a telecollaboration project for primary school students to trigger intercultural understanding. Similarly, Sezen-Gultekin and Hamutoglu (2020) highlight the role of technology in educational administration, facilitating communication and collaboration among students and educators from diverse cultural backgrounds.

In conclusion, with its unique blend of historical richness, cultural diversity, and forward-looking internationalization efforts, presents a fascinating case for the study of cross-cultural integration in higher education. While challenges exist, the opportunities for meaningful cultural exchange and collaboration are vast. The initiatives undertaken by Guangxi's universities to support international students and foster cross-cultural integration serve as valuable models for other institutions seeking to navigate the complexities of global education in the 21st century. Through continued commitment to these efforts, universities in Guangxi can contribute significantly to building a more interconnected and understanding world.

Related Research

Gibson and White (2019, p.8) innovative study ventures into the realm of pharmacy education, presenting a novel approach where patients serve as educators to instill cultural sensitivity among pharmacy students. This pedagogical model is predicated on the understanding that effective healthcare delivery is intricately linked to the provider's ability to navigate and respect the cultural contexts of their patients. By integrating real-world interactions with patients from diverse backgrounds into the curriculum, students are afforded a firsthand experience of the complexities and nuances of cultural diversity within healthcare settings. This initiative not only enhances the students' competency in delivering culturally sensitive care but also prepares them to be more adaptable and empathetic healthcare providers. The implications of such an approach extend beyond pharmacy education, suggesting a paradigm shift in how educational institutions can leverage direct patient engagement as a means to foster cultural competence across various disciplines. This study illuminates the potential for practical, experiential learning to bridge the gap between theoretical knowledge and real-world application, thereby contributing to a more inclusive and effective healthcare system.x

Okumura's (2020) research provides a compelling examination of how telecollaboration projects can be designed and implemented to foster intercultural understanding among primary school students. This project bridges geographical and cultural divides by connecting students from different parts of the world, enabling them to collaborate on shared tasks and engage in cultural exchange through digital platforms. The initiative underscores the importance of early exposure to diverse cultures in cultivating a global mindset and empathy among young learners. By navigating the challenges and opportunities of virtual collaboration, students develop not only intercultural communication skills but also digital literacy and teamwork capabilities. Okumura's study demonstrates the transformative potential of integrating technology into education to transcend traditional classroom boundaries and immerse students in global learning experiences. The success of this telecollaboration project serves as a testament to the innovative approaches educational administrators can adopt to prepare students for the increasingly interconnected world, emphasizing the role of technology in enhancing cross-cultural integration and understanding from an early age.

Davis et al. (2021, p.8) delve into the realm of medical education, exploring the impact of an intensive diversity, equity, and inclusion (DEI) orientation curriculum for undergraduate medical students. This curriculum is designed to lay a foundation of understanding and respect for diversity at the onset of medical education, aiming to shape empathetic, culturally competent healthcare professionals. Through a series of workshops, discussions, and experiential learning activities, students are introduced to the principles of DEI, with a focus on understanding the social determinants of health, recognizing unconscious biases, and appreciating the value of diversity in healthcare teams. The orientation program not only equips students with the knowledge and skills to navigate the complexities of a diverse patient population but also fosters a learning environment where all students feel valued and included. The findings from this study underscore the significance of integrating DEI principles into the medical curriculum, suggesting that such early interventions can have a profound effect on students' professional development and the quality of care they provide. This research highlights the critical role of educational administration in embedding

DEI initiatives within academic programs, illustrating the potential for orientation curriculums to serve as a catalyst for lasting change in healthcare education and practice.

Chan, Yaakob, and Pinjaman's (2021, p.973) study underscores the pivotal role that lecturers and host country nationals play in facilitating the cross-cultural adjustment of international students in Malaysia. Through comprehensive surveys and interviews, this research reveals that the support provided by academic staff and local peers is instrumental in easing the transitional challenges faced by students as they navigate new cultural and academic landscapes. The findings suggest that empathy, understanding, and active engagement from the host community significantly enhance the overall educational experience for international students, leading to improved academic outcomes and social integration. This study highlights the importance of creating a supportive and inclusive university environment, where international students can thrive both academically and personally. The implications for educational administration are clear: fostering a culture of support and inclusivity not only aids in the successful integration for international students but also enriches the learning environment for all members of the university community.

Rahmawati et al. (2020, p.2465) delve into the innovative application of ethnopedagogy in science education, aiming to enhance student engagement and cultural awareness. By incorporating local cultural knowledge and practices into science lessons, this approach seeks to bridge the gap between students' cultural backgrounds and scientific concepts. The study conducted in Indonesia demonstrates that ethnopedagogy not only fosters a deeper connection to the subject matter but also cultivates respect and appreciation for cultural diversity among students. This pedagogical strategy enriches the educational experience by integrating cultural context into learning, highlighting the potential for ethnopedagogy to transform traditional teaching methodologies. The research underscores the significance of cultural sensitivity in curriculum development, offering valuable insights for educational administrators interested in implementing culturally responsive teaching practices.

Bolderman et al. (2020, p.489) explore the impact of a cross-course design for online international exchange in geography courses, demonstrating how digital platforms can facilitate global learning experiences. This initiative connects students from different countries, enabling them to collaborate on projects and engage in cross-cultural dialogue. The study illustrates the benefits of virtual exchange programs, including enhanced cultural understanding, improved digital literacy, and the development of global perspectives among students. Such programs represent a forward-thinking approach to international education, leveraging technology to transcend geographical boundaries and foster meaningful international collaboration. The success of this initiative offers a compelling case for the integration of virtual exchange programs into diverse academic disciplines, suggesting a promising avenue for educational institutions seeking to enrich their curricula with global learning opportunities.

Di and colleagues (2022, p.741) provide a detailed examination of the cross-cultural adaptation challenges and educational management strategies employed to support African students at Zhejiang Normal University in China. This study offers critical insights into the experiences of African students, highlighting the role of educational policies, support services, and community engagement in facilitating their successful adaptation to the academic and social environment. The findings emphasize the need for tailored support mechanisms that address the specific cultural, linguistic, and social needs of international student populations. By focusing on the experiences of African students in China, this research contributes to a broader understanding of the factors influencing the cross-cultural adaptation process and the importance of comprehensive educational management practices in ensuring the well-being and success of international students.

AlMarwani's (2021) investigation into the integration of Information and Communication Technologies (ICT) in a Postgraduate TESOL (Teaching English to Speakers of Other Languages) Program sheds light on the pivotal role of technology in modern education. This study underscores ICT's significance as a substantial investment in human capital, particularly in the field of language education. By leveraging advanced technologies, educators can create dynamic and culturally

sensitive learning environments that enhance language acquisition and prepare students for the complexities of the globalized, digital world.

The study emphasizes the transformative potential of ICT in TESOL education. Through the incorporation of innovative technological tools, such as interactive multimedia resources, virtual classrooms, and language learning apps, educators can revolutionize traditional teaching methodologies. These technologies facilitate active student engagement, foster interactive language practice, and promote cultural sensitivity by exposing learners to diverse linguistic and cultural contexts.

One of the key insights of AlMarwani's research is the importance of updating educational frameworks to align with the demands of the digital age. In today's interconnected world, proficiency in digital literacy is essential for academic and professional success. By integrating ICT into TESOL programs, educators not only enhance language proficiency but also equip students with the digital skills necessary to thrive in the 21st-century workforce.

Moreover, the study highlights the inclusive nature of technology-driven language education. ICT tools can accommodate diverse learning needs and preferences, catering to students with varying linguistic backgrounds, learning styles, and abilities. For example, adaptive learning platforms can personalize instruction based on individual student progress and proficiency levels, ensuring equitable access to educational opportunities for all learners.

Furthermore, AlMarwani's work underscores the role of ICT in promoting cultural sensitivity and intercultural competence. In multicultural and multilingual learning environments, technology serves as a bridge that connects students from different linguistic and cultural backgrounds. Virtual exchange programs, online collaborative projects, and intercultural communication platforms enable students to interact with peers from around the world, fostering cross-cultural understanding and empathy.

The study also emphasizes the practical implications of integrating ICT into TESOL programs. By harnessing the power of technology, educators can overcome geographical barriers and reach learners in remote or underserved areas. Online

learning platforms and mobile applications provide flexible and accessible options for language instruction, enabling students to engage in self-directed learning anytime, anywhere.

Moreover, AlMarwani's research highlights the need for continuous professional development for educators to effectively integrate ICT into their teaching practices. Training programs and workshops can equip teachers with the necessary skills and knowledge to leverage technology effectively in the language classroom. Additionally, ongoing support and mentorship can empower educators to experiment with innovative pedagogical approaches and adapt to evolving technological trends.

AlMarwani's investigation underscores the transformative potential of Information and Communication Technologies in TESOL education. By embracing advanced technologies, educators can create dynamic, interactive, and culturally sensitive language learning environments that prepare students for success in a globalized, digital world. The integration of ICT not only enhances language proficiency but also fosters inclusivity, cultural understanding, and digital literacy. Moving forward, it is essential for educational institutions to prioritize the integration of technology-driven methodologies and provide educators with the necessary support and resources to harness the full potential of ICT in language education.

Baklanov and Zhdanov (2020) explore the notion of cultural universals within the context of foreign language learning, advocating for its integration into language education as a means of assimilating common human values. According to their research, cultural universals represent fundamental aspects of human experience that transcend specific cultural boundaries. By incorporating these universals into language curricula, educators can facilitate a deeper understanding of human diversity and promote cross-cultural empathy and inclusivity.

The concept of cultural universals posits that certain values, beliefs, and behaviors are shared by all human societies, regardless of cultural differences. These universals include fundamental aspects such as communication, family structure, social organization, and basic emotions. Baklanov and Zhdanov argue that by focusing on these commonalities, language education can serve as a bridge for cultural understanding and appreciation, fostering a more harmonious global community.

One of the key implications of Baklanov and Zhdanov's study is the need to move beyond a purely linguistic approach to language education. While linguistic competence is undoubtedly important, it is equally essential to develop cultural competence and awareness among language learners. This involves not only mastering vocabulary and grammar but also understanding the cultural contexts in which language is used and interpreting the nuances of cultural expression.

Incorporating cultural universals into language curricula requires a multifaceted approach. Educators can introduce topics such as family dynamics, social customs, traditions, and values that are universally recognized across cultures. By exploring these themes, students gain insight into the shared human experiences that underpin cultural diversity, fostering a sense of empathy and appreciation for other cultures.

Moreover, Baklanov and Zhdanov emphasize the role of language education in promoting intercultural communication skills. By exposing learners to diverse cultural perspectives and encouraging them to engage in cross-cultural dialogue, language classrooms become dynamic spaces for cultural exchange and mutual learning. Through activities such as role-plays, group discussions, and collaborative projects, students have the opportunity to develop their cultural awareness and sensitivity while honing their language skills.

Furthermore, integrating cultural universals into language education can contribute to the development of global citizenship competencies. In an increasingly interconnected world, it is essential for individuals to possess the knowledge, skills, and attitudes necessary to engage with people from different cultural backgrounds respectfully and effectively. By equipping learners with the tools to navigate cultural diversity, language education plays a vital role in fostering global citizenship and promoting social cohesion.

Practical strategies for incorporating cultural universals into language curricula may include the use of authentic materials such as literature, films, music, and art from diverse cultural contexts. These resources not only provide linguistic input but also offer valuable insights into the cultural norms, values, and practices of different communities. Additionally, language educators can leverage technology to

facilitate virtual exchanges and interactions with speakers of the target language, allowing students to engage directly with native speakers and gain firsthand experience of cultural diversity.

It is important to note that integrating cultural universals into language education requires careful consideration of context and sensitivity to the diverse backgrounds and experiences of learners. Educators must create inclusive learning environments where students feel comfortable exploring and discussing cultural differences without fear of judgment or misunderstanding. By fostering open-mindedness and respect for diversity, language classrooms become spaces for transformative learning and intercultural growth.

Bai and Wang's (2021) research delves into the intricate interactions between international students and their host university teachers, shedding light on the dynamics of both in-class and out-of-class engagements. This study illuminates the significance of supportive academic relationships in enriching the educational journey of international students. Through an exploration of communication patterns, cultural barriers, and opportunities for engagement, Bai and Wang offer valuable insights into how educators can effectively support the academic and social integration for international students. Central to their findings is the emphasis on empathetic and culturally informed teaching practices, which play a pivotal role in fostering a conducive learning environment for students from diverse cultural backgrounds.

At the heart of Bai and Wang's research lies the recognition of the pivotal role that academic relationships play in shaping the experiences of international students. The quality of interactions between students and teachers significantly influences students' sense of belonging, academic success, and overall well-being. By examining the nuances of these interactions, Bai and Wang uncover the multifaceted nature of cross-cultural communication within the educational context. They delve into the complexities of navigating cultural differences and language barriers, highlighting the importance of building rapport and trust between teachers and international students. In their study, Bai and Wang identify various factors that contribute to the effectiveness of academic relationships. One key aspect is the willingness of teachers to embrace cultural diversity and adapt their teaching

methods to accommodate the needs of international students. Culturally informed teaching practices, such as incorporating diverse perspectives into the curriculum and being sensitive to cultural norms and communication styles, can significantly enhance the learning experience for international students. Moreover, creating opportunities for meaningful engagement both inside and outside the classroom fosters a sense of community and belonging among students, facilitating their integration into the academic environment. Through their research, Bai and Wang offer practical recommendations for educators seeking to better support international students. They advocate for the implementation of inclusive teaching strategies that promote active participation and collaboration among students from diverse cultural backgrounds. Additionally, they stress the importance of providing personalized support and guidance to address the unique challenges faced by international students, whether related to academic coursework, language proficiency, or cultural adjustment.

Furthermore, Bai and Wang emphasize the role of empathy in fostering positive academic relationships. Empathetic teachers demonstrate understanding and sensitivity towards the experiences and challenges of international students, creating a supportive and inclusive learning environment. By fostering trust and mutual respect, these teachers cultivate a sense of belonging and confidence among international students, empowering them to fully engage in their academic pursuits. Bai and Wang's research contributes to the ongoing discourse on cross-cultural education and highlights the importance of creating inclusive learning environments that cater to the needs of diverse student populations. Their findings underscore the transformative potential of supportive academic relationships in facilitating the academic and social integration for international students. By embracing culturally informed teaching practices and fostering empathetic connections with students, educators can play a vital role in promoting cross-cultural understanding and collaboration within the academic community.

Chen (2001, p.13) believe that by offers a fresh perspective on the geographical pivot of Guangxi and its potential implications for regional development and educational opportunities. By shifting the focus to the western coast, Chen suggests that Guangxi could enhance its advantages and unlock new opportunities for economic growth and cultural exchange. This shift not only has implications for regional development but also for higher education institutions, as it could facilitate cross-cultural integration and international collaboration.

At the heart of Chen (2001, p.13) argument lies the recognition of Guangxi's strategic location and its potential as a gateway to Southeast Asia. By capitalizing on its proximity to major international trade routes and economic hubs, Guangxi could position itself as a key player in regional development initiatives. This, in turn, could attract investment, stimulate economic growth, and create new opportunities for educational advancement.

From an educational perspective, Chen (2001, p.13) believe that the importance of aligning regional development strategies with the needs of higher education institutions. By investing in infrastructure and creating an enabling environment for academic exchange, Guangxi could attract talent from around the world and foster a vibrant academic community. This, in turn, could enhance the quality of education and research, positioning Guangxi as a hub for innovation and knowledge exchange.

Moreover, Chen (2001, p.13) work underscores the interconnected nature of economic development and educational opportunities. As Guangxi seeks to expand its economic footprint and strengthen its ties with neighboring countries, educational institutions play a crucial role in facilitating cross-cultural understanding and collaboration. By fostering an inclusive and welcoming environment for international students and scholars, Guangxi can enrich its academic community and promote intercultural dialogue.

In light of Chen (2001, p.13) analysis, policymakers and stakeholders in Guangxi are called upon to reevaluate regional development policies and prioritize initiatives that support educational growth and internationalization. This may involve investing in infrastructure, promoting academic exchange programs, and fostering

partnerships with universities and research institutions abroad. By leveraging its geographical advantages and embracing a forward-thinking approach to development, Guangxi can position itself as a dynamic hub for education, innovation, and cultural exchange.

Furthermore, Chen (2001, p.13) analysis prompts a broader discussion on the role of education in driving regional development and fostering global connectivity. As the world becomes increasingly interconnected, regions like Guangxi have a unique opportunity to harness the power of education to drive economic growth and promote sustainable development. By investing in human capital and creating an environment that nurtures creativity and innovation, Guangxi can position itself as a leader in the global knowledge economy.

Cao and Meng (2022, p.45) offer a comprehensive exploration of the predictors influencing international students' cross-cultural adjustment in China. Their systematic review delves into the multifaceted challenges faced by international students and identifies key factors that contribute to successful adaptation. This research not only consolidates existing knowledge but also provides a roadmap for future studies aimed at enhancing support mechanisms for international students.

One of the pivotal factors highlighted by Cao and Meng (2022, p.45) is social support. International students often face various stressors, including language barriers, academic pressures, and cultural differences. Social support from peers, faculty members, and the broader community plays a crucial role in mitigating these stressors and promoting psychological well-being. Universities can establish mentorship programs, peer support groups, and cultural exchange events to foster a sense of belonging and camaraderie among international students. Additionally, providing counseling services and access to mental health resources can further support the social and emotional needs of international students during their cross-cultural adjustment process.

Language proficiency emerges as another significant predictor of cross-cultural adjustment. Proficiency in the host country's language facilitates communication, academic success, and integration into the local community. Educational institutions can offer language courses, conversation partners, and

language immersion programs to enhance international students' language skills. Moreover, creating opportunities for language practice through extracurricular activities, volunteer work, and internships can accelerate language acquisition and promote cross-cultural communication.

Cultural openness, as identified by Cao and Meng (2022, p.45) is also instrumental in facilitating cross-cultural adjustment. International students who demonstrate openness to new experiences, perspectives, and customs are better equipped to navigate cultural differences and adapt to their new environment. Universities can promote cultural openness through diversity training, intercultural workshops, and experiential learning opportunities. Encouraging students to engage with diverse cultural activities, participate in cultural exchange programs, and embrace multicultural perspectives fosters a culture of inclusivity and acceptance on campus.

Furthermore, Cao and Meng (2022, p.45) believe that the importance of institutional support in facilitating international students' cross-cultural adjustment. Universities can implement policies and practices that prioritize the needs of international students, such as streamlined immigration processes, housing assistance, and orientation programs. Providing information sessions on academic expectations, campus resources, and local customs equips international students with the knowledge and skills necessary for successful adaptation. Moreover, establishing dedicated support offices or international student centers staffed with multilingual advisors can serve as invaluable resources for international students seeking guidance and assistance.

Cross-cultural integration is a multifaceted process that encompasses various personal and institutional dimensions, particularly for international scholars navigating academic environments in foreign countries. Chen, Sun, and Zhu (2022, p.221) delve into this intricate journey, focusing on the acculturation strategies employed by international scholars at Chinese universities. Their study provides valuable insights into the challenges and opportunities associated with cultural adaptation in academia, shedding light on both individual and institutional factors that contribute to successful integration.

The journey of cross-cultural adaptation for international scholars is akin to navigating through mists, with uncertainties and challenges at every turn. Chen, Sun, and Zhu (2022, p.221) unravel the complexities of this process by examining the acculturation strategies adopted by international scholars in Chinese academic settings. Acculturation, defined as the process of adapting to a new culture while retaining aspects of one's own culture, is a dynamic and multifaceted phenomenon influenced by various personal and contextual factors.

One of the key findings of their research is the importance of creating an inclusive academic environment that supports the diverse needs of international scholars. Academic institutions play a pivotal role in facilitating cross-cultural integration by fostering a welcoming and supportive atmosphere. This includes providing resources and support services tailored to the unique challenges faced by international scholars, such as language assistance, cultural orientation programs, and mentorship opportunities.

Furthermore, their study underscores the significance of cultural sensitivity and administrative support in promoting successful acculturation. Cultural sensitivity entails awareness and respect for cultural differences, allowing for effective communication and collaboration across diverse cultural backgrounds. Academic administrators play a crucial role in promoting cultural sensitivity by implementing policies and practices that value diversity and inclusivity, thereby creating a conducive environment for cross-cultural interaction and collaboration.

Moreover, the research highlights the role of personal agency and adaptive strategies in navigating the challenges of cross-cultural adaptation. International scholars employ various acculturation strategies to navigate their academic journey, including assimilation, integration, separation, and marginalization. These strategies reflect individual preferences and goals, as well as the contextual dynamics of the academic environment.

For example, some scholars may choose to assimilate by adopting the cultural norms and practices of the host country, while others may prefer to maintain their cultural identity while integrating aspects of the new culture into their lives. Separation involves maintaining a strong connection to one's own culture while

avoiding interaction with the host culture, while marginalization entails feeling excluded or marginalized from both cultures.

The research highlights the importance of institutional support in facilitating successful acculturation. Academic institutions can play a proactive role in promoting cross-cultural integration by providing resources and support services tailored to the needs of international scholars. This includes offering language courses, cultural orientation programs, mentorship opportunities, and support networks to help scholars navigate the challenges of adapting to a new academic and cultural environment.

Furthermore, the study emphasizes the need for ongoing research and dialogue on cross-cultural integration in academia. While significant progress has been made in understanding the challenges and opportunities associated with cultural adaptation, there is still much to learn about the dynamics of cross-cultural interaction and collaboration in academic settings. Future research should continue to explore the factors that influence successful acculturation, as well as effective strategies for promoting cultural sensitivity and inclusivity in academic institutions.

The relevance of intercultural communication courses in higher education, particularly for management students, has been a subject of considerable research and discussion. Dan'ko, Enygin, and Midova (2020, p.535) delve into this topic, emphasizing the importance of preparing future managers to effectively navigate the complexities of global business environments. Their study advocates for an educational approach that not only equips students with intercultural communication skills but also fosters a deeper understanding of cultural diversity and its implications for business practices.

In today's interconnected world, where businesses operate across borders and cultures, the ability to communicate effectively across cultural boundaries is essential for success. Dan'ko et al. (2020, p.535) argue that simply possessing technical expertise or business acumen is no longer sufficient for aspiring managers. Instead, they propose that a comprehensive understanding of intercultural communication is necessary to navigate the nuances of international business interactions and effectively lead diverse teams.

The proposed curriculum outlined by Dan'ko and colleagues emphasizes a multifaceted approach to intercultural communication education. Rather than relying solely on theoretical concepts, the curriculum integrates practical case studies and experiential learning opportunities. This approach allows students to not only acquire theoretical knowledge but also apply it in real-world scenarios, thereby honing their communication competencies in diverse cultural contexts.

Furthermore, the curriculum aims to deepen students' understanding of cultural diversity and its impact on business practices. In today's globalized economy, cultural differences can significantly influence negotiation styles, decision-making processes, and organizational dynamics. By fostering cultural sensitivity and awareness, the curriculum seeks to empower students to navigate these complexities with confidence and adaptability.

One of the key strengths of the proposed curriculum is its emphasis on experiential learning. Gudykunst & Kim (2017) believe that hands-on experiences, such as engaging with real-life case studies or participating in cross-cultural simulations, can significantly enhance students' intercultural communication skills. By immersing students in interactive learning experiences, the curriculum not only enhances their communication competencies but also cultivates empathy and cultural intelligence.

Moreover, the integration of practical case studies allows students to gain insights into the challenges and opportunities of intercultural communication in various business contexts. By analyzing real-world scenarios, students can develop critical thinking skills and learn to apply theoretical concepts to practical situations. This experiential learning approach not only enhances students' problem-solving abilities but also prepares them to tackle the complexities of global business environments.

AlMarwani's (2021) exploration of Information and Communication Technologies (ICT) in Teaching English to Speakers of Other Languages (TESOL) programs provides valuable insights into the role of technology in enhancing language education. By integrating ICT into TESOL, educators can strategically invest in human capital, equipping future teachers with the necessary tools to meet the evolving

demands of language teaching. This approach not only enriches the learning experience for students but also prepares them to integrate technology into their own teaching practices.

The integration of ICT into TESOL programs offers numerous benefits for both educators and learners. One of the primary advantages is the accessibility of a wide range of resources and interactive platforms. With the use of technology, students have access to online databases, digital libraries, multimedia materials, and language learning applications, enhancing their learning experience beyond the traditional classroom setting. Moreover, interactive platforms such as virtual classrooms, video conferencing tools, and collaborative online spaces facilitate communication and collaboration among students, regardless of their geographical location. Furthermore, ICT enables personalized and adaptive learning experiences, catering to the diverse needs and preferences of individual learners. Through adaptive learning algorithms and intelligent tutoring systems, educators can tailor instructional content and activities to address the specific learning objectives, preferences, and proficiency levels of each student. This personalized approach not only promotes student engagement and motivation but also fosters a deeper understanding and retention of language concepts and skills.

Moreover, the integration of ICT in TESOL programs enhances the development of digital literacy skills, which are essential for success in the 21st-century workforce. By utilizing technology for language learning and teaching, students gain proficiency in navigating digital platforms, evaluating online information, and communicating effectively in digital environments. These digital literacy skills are transferable and applicable across various academic and professional contexts, empowering students to succeed in an increasingly digitalized world.

AlMarwani (2021) believe that the transformative potential of ICT in TESOL programs, highlighting its capacity to create more engaging, effective, and inclusive language education environments. By harnessing the power of technology, educators can leverage multimedia resources, interactive activities, and adaptive learning tools to enhance the quality and accessibility of language instruction. Additionally, technology facilitates cultural exchange and global collaboration, allowing students

to connect with peers and experts from diverse linguistic and cultural backgrounds. Furthermore, the integration of ICT in TESOL programs supports teacher professional development and lifelong learning. Educators can leverage technology-enhanced learning environments, online communities, and professional development resources to enhance their pedagogical skills, stay abreast of emerging trends and best practices in language education, and engage in continuous improvement. This ongoing professional development empowers teachers to adapt to changing educational contexts, integrate innovative teaching strategies, and meet the evolving needs of their students effectively.

The concept of cultural universals in foreign language learning, as explored by Baklanov and Zhdanov (2020, p.45), holds significant implications for fostering intercultural competence and global understanding among language learners. Cultural universals refer to common human values, beliefs, and practices that transcend specific cultural contexts. By incorporating these universals into language education, educators can provide students with a more comprehensive understanding of humanity, enabling them to appreciate and engage with diverse cultures more effectively.

Baklanov and Zhdanov's (2020, p.45) study emphasizes the importance of understanding cultural universals as a means of promoting empathy and effective communication across linguistic and cultural boundaries. By recognizing the commonalities shared by people from different backgrounds, learners can develop a deeper appreciation for cultural diversity and navigate intercultural interactions with greater sensitivity and respect.

One of the key findings of Baklanov and Zhdanov's (2020, p.45) research is the role of cultural universals in enhancing students' intercultural competence. Intercultural competence refers to the ability to communicate and interact effectively with individuals from diverse cultural backgrounds. By familiarizing learners with cultural universals, educators can equip them with the knowledge and skills necessary to navigate intercultural encounters with confidence and sensitivity.

Integrating cultural universals into language education offers several pedagogical benefits. Firstly, it provides students with a framework for understanding cultural differences and similarities. By identifying common themes and values that are shared across cultures, learners can develop a more nuanced understanding of cultural diversity and avoid stereotypes or misconceptions.

Secondly, incorporating cultural universals into language learning materials and activities can enhance students' motivation and engagement. By connecting language acquisition with broader cultural themes, educators can make the learning process more meaningful and relevant to students' lives. This approach helps learners see language proficiency not just as a technical skill but as a pathway to deeper cross-cultural understanding and communication.

Furthermore, Baklanov and Zhdanov's (2020, p.45) research highlights the role of cultural universals in promoting empathy and perspective-taking. By exposing students to common human experiences and values, educators can foster empathy towards individuals from different cultural backgrounds. This empathy forms the basis for building meaningful connections and relationships across cultures, ultimately contributing to greater social cohesion and harmony.

Practical implications of Baklanov and Zhdanov's (2020, p.45) research extend to curriculum development, instructional design, and teacher training in language education. Educators can incorporate cultural universals into lesson plans, teaching materials, and classroom activities to create a more inclusive and culturally responsive learning environment. Additionally, teacher training programs can emphasize the importance of integrating cultural universals into language instruction and provide educators with the necessary tools and strategies to do so effectively.

Moreover, Baklanov and Zhdanov's (2020, p.45) findings have broader implications for promoting global understanding and cooperation. By fostering intercultural competence and empathy among language learners, educators contribute to building bridges between diverse communities and promoting peace and mutual respect on a global scale. In an increasingly interconnected world, the ability to communicate and collaborate across cultural boundaries is essential for addressing shared challenges and building a more inclusive and sustainable future.

The increasing trend of international student enrollment in Russia has significant implications for the country's educational system. Dekhnich, Lyutova, Trubitsyn, and Danilova (2021, p.45) delve into these implications, providing valuable insights into the pros and cons of this phenomenon. As global student mobility continues to rise, understanding the impacts of internationalization on host institutions and countries becomes increasingly important.

One of the key advantages of increasing international student enrollment is the opportunities it brings for cultural exchange. As students from diverse backgrounds come together in Russian universities, they bring with them unique perspectives, traditions, and experiences. This cultural diversity enriches the learning environment and fosters intercultural understanding among students and faculty members. Through interactions inside and outside the classroom, international students and their Russian counterparts have the chance to learn from each other, broaden their horizons, and develop cross-cultural competencies that are invaluable in today's globalized world.

Furthermore, internationalization of higher education can enhance the reputation and competitiveness of Russian universities on the global stage. By attracting talented students from around the world, institutions can improve their academic standing and research output. Additionally, international collaborations and partnerships can lead to joint research projects, exchange programs, and academic conferences, further bolstering the universities' prestige and influence.

However, alongside these benefits come challenges related to integration and support for international students. Adapting to a new cultural and educational environment can be daunting, and many international students may face language barriers, academic differences, and social isolation. Dekhnich et al. (2021, p.45) shed light on these challenges, highlighting the need for comprehensive support services to assist international students in their transition to Russian universities.

Effective integration initiatives may include orientation programs, language courses, academic advising, and cultural integration activities. These services help international students navigate the complexities of university life, build social networks, and overcome barriers to academic success. Moreover, creating a

welcoming and inclusive campus culture is essential for ensuring that international students feel valued and supported throughout their time in Russia.

Another aspect that requires attention is the need to address the potential strain on resources and infrastructure resulting from increased international student enrollment. Universities must invest in facilities, housing, and support staff to accommodate the growing number of international students effectively. Additionally, faculty members may need training in intercultural communication and teaching strategies to effectively engage with a diverse student body.

Furthermore, ensuring the quality of education for both domestic and international students remain paramount. As the number of international students increases, universities must maintain rigorous academic standards and provide equitable access to resources and opportunities. This requires ongoing assessment and improvement of educational programs, as well as monitoring of student outcomes to identify areas for enhancement.

The research documents discussed in this paper offer valuable insights into cross-cultural integration within the realm of educational management. They not only present significant perspectives but also offer practical inspiration for the adaptation and growth of international students in diverse cultural environments. These studies underscore the critical importance of fostering cultural sensitivity and cross-cultural communication skills among international students, as well as promoting a global mindset and intercultural competence through innovative educational approaches and technological tools. Moreover, they offer actionable guidance and recommendations for facilitating the cross-cultural integration of graduate students.

First and foremost, these studies highlight the imperative of cultivating cultural sensitivity and cross-cultural communication skills among international students. By acknowledging and appreciating cultural differences, students can develop a deeper understanding of diverse perspectives and enhance their ability to navigate cross-cultural interactions. This emphasis on cultural competence not only enriches students' personal experiences but also prepares them for success in an increasingly interconnected and multicultural world.

Furthermore, the research underscores the significance of promoting students' global vision and cross-cultural communication through innovative education models and technological means. By incorporating intercultural components into the curriculum and leveraging digital platforms for virtual exchange and collaboration, educators can create enriching learning experiences that transcend geographical boundaries. For instance, the design and implementation of telecollaboration projects, as discussed by Okumura (2020), provide opportunities for students to engage in meaningful cross-cultural dialogue and collaboration, fostering mutual understanding and intercultural competence.

Additionally, the research offers practical guidance and suggestions for facilitating graduate students' cross-cultural integration. This includes the implementation of comprehensive orientation programs, cultural events, and academic support services, as exemplified by the initiatives undertaken by universities in Guangxi, China. By providing a supportive and inclusive academic environment, educational institutions can enhance graduate students' learning experiences and promote their social integration within the university community.

Moreover, these studies highlight the pivotal role of educational administrators in promoting cross-cultural integration among graduate students. By fostering a culture of inclusivity and diversity within the academic community, administrators can create an environment where students from diverse backgrounds feel valued and supported. This may involve implementing policies and initiatives aimed at promoting cultural exchange, providing resources for language learning and intercultural training, and fostering cross-cultural partnerships and collaborations.

In conclusion, the research documents reviewed in this paper offer valuable theoretical insights and practical guidance for promoting cross-cultural integration among graduate students. By emphasizing the importance of cultural sensitivity, cross-cultural communication, and global competence, these studies provide a roadmap for educational institutions seeking to enhance the experiences of international students and foster a more inclusive and interconnected academic community. Through collaborative efforts between educators, administrators, and students, universities can create environments where diversity is celebrated, cultural

differences are respected, and cross-cultural understanding thrives. The integration of these principles into educational management practices not only enhances the educational experiences of international students but also prepares them to thrive in an increasingly globalized and interconnected world. By embracing diversity and promoting cross-cultural exchange, educational institutions play a vital role in shaping the next generation of global citizens and leaders.

Chapter 3
Research Methodology

This research focuses on management guidelines of cross–cultural integration for international student in Guangxi. To study the current situation of cross-cultural integration for international student in Guangxi, formulate and evaluate the management guidelines of cross–cultural integration for international student in Guangxi. The researcher have the following procedures.

1. The population / Sample group
2. Research Instruments
3. Data Collection
4. Data Analysis

Phase 1: The objective of this phase is to study the current situation of cross-cultural integration for international student in Guangxi.

The Population / Sample Group

The Population

The population of this phase were 621 university staffs involved in international student programs and services from 10 universities in Guangxi.

The Sample Group

According to Krejcie and Morgan's sampling table (1970), the sample group of this phase was 242 university staffs involved in international student programs and services from 10 universities in Guangxi. By using stratified sampling and simple random sampling were also used by drawing from Guangxi universities.

Table 3.1 Lists of university and sample size

No	University in Guangxi	Orientation	Population	Sample group
1	Guangxi University	Central	105	41
2	Guangxi Minzu University	Central	78	30
3	Guangxi Normal University	North	83	32
4	Guilin University of Technology	North	67	26
5	Wuzhou University	East	55	21
6	Hezhou University	East	40	16
7	Beibu Gulf University	South	62	24
8	Yulin Normal University	South	56	22
9	Baise University	West	34	13
10	Guangxi Normal University for Nationalities	West	41	17
	Total	10	621	242

According to table 3.1, it showed that the 10 universities are distributed in the north, east, west, south and central of Guangxi, including key undergraduate colleges, general undergraduate colleges and specialized colleges. They are: Guangxi University, Guangxi Minzu University, Guangxi Normal University, Guilin University of Electronic Technology, Wuzhou University, Hezhou University, Beibu Gulf University, Yulin Normal University, Baise University, Guangxi Normal University for Nationalities.

The distribution considers various orientations to ensure geographic diversity, reflecting the diverse settings of universities in Guangxi. The systematic random sampling and simple random sampling as illustrated in this table, allows for the collection of data that is representative of the broader population's characteristics, thereby enhancing the validity and reliability of the research findings.

Research Instruments

Questionnaire

The instrument to collect the data for objective one, to study the current situation of cross-cultural integration for international student in Guangxi was a questionnaire. The questionnaire was designed based on cross-cultural integration in four aspects: 1) cultural sensitivity and awareness, 2) language support and enhancement, 3) social integration and engagement 4) administrative support and services. The questionnaire was divided into two parts:

Part 1: Survey about personal information of respondents, classified by gender, age, years of service, educational background and educational level.

Part 2: Survey about the current situation of cross-cultural integration for international student in Guangxi. There are questions for cultural sensitivity, language support, social integration, administrative support. The criteria for data interpretation based on a five-point Likert's scale, as follows:

5 refers to the level of cross–cultural integration for international student at the highest level

4 refers to the level of cross–cultural integration for international student at a high level

3 refers to the level of cross–cultural integration for international student at a medium level

2 refers to the level of cross–cultural integration for international student at a low level

1 refers to the level of cross–cultural integration for international student at the lowest level

The data interpretation for average value is based on Rensis Likert (1932). The data interpretation is as follows:

4.50 – 5.00 refers to the highest level

3.50 – 4.49 refers to high level

2.50 – 3.49 refers to medium level

1.50 – 2.49 refers to low level

1.00 – 1.49 refers to the lowest level

Constructing a questionnaire process

The construction process of the questionnaire is as follows:

Step 1: Reviewing and analyzing documents, concepts, theories, and research related to cross–cultural integration for international student of university.

Step 2: Construct the questionnaire about the current situation of cross–cultural integration for international student in Guangxi. Then the researcher sent the questionnaire outline of questionnaire to the thesis advisors to review and revise the contents according to the suggestions.

Step 3: The index of objective congruence (IOC) of the questionnaire was examined by five experts, the valid scores was 0.8-1.0.

Step 4: Revise the questionnaire based on the experts' suggestions.

Step 5: The questionnaires were distributed to 50 university staffs involved in international student programs and services in Guangxi for try-out. The reliability of the questionnaire was obtained by Cronbach's Alpha Coefficient, the scores was 0.930.

Step 6: The questionnaire was applied to 242 university staffs involved in international student programs and services in Guangxi.

Data Collection

The data collection for objective 1: to study the current situation of cross-cultural integration for international student in Guangxi, as following procedured:

Step 1: The researcher requested requirement letter form the graduate school, Bansomdejchaopraya Rajabhat University for requiring to collect the data from 242 university staffs involved in international student programs and services in Guangxi.

Step 2: The researcher distributed the questionnaire to 242 university staffs involved in international student programs and services in Guangxi. A total of 242 questionnaires.

Data Analysis

The data analysis in this research, the researcher analyze the data by package program, as follows:

Step 1: The personal information of the respondents was analyzed by frequency and percentage, classified by gender, age, educational background, work experience, and work position.

Step 2: The current situation of cross-cultural integration for international student in Guangxi in four following aspects: 1) cultural sensitivity, 2) language support, 3) social integration, and 4) administrative support was analyzed by Mean and standard deviation.

Phase 2: the objective of this phase is to develop the management guidelines of cross–cultural integration for international student in Guangxi.

Key informants

The interviewee

The interviewees in this research were 10 administrators who have direct involvement or influence over policies and strategies for managing international student from universities in Guangxi. The qualifications of interviewees are as follows: 1) ensuring a mix of positions including deans, department heads, and program coordinators, to cover a broad spectrum of perspectives in universities in Guangxi, 2) The regional distribution of colleges and universities should be more reasonable and balanced, 3) The tenure of the high-level administrators shall not be less than 3 years, and the distribution of the administrators individual characteristics such as gender, age, educational background and tenure shall be reasonable.

Research Instruments

Structured Interview

The instrument to collect the data for objective two, to develop the management guidelines of cross–cultural integration for international student in Guangxi. The structured interview designed based on the current situation of cross-cultural integration for international student in Guangxi and cross-cultural integration in four following aspects: 1) cultural sensitivity, 2) language support, 3) social

integration, and 4) administrative support. The structured interview provide into two parts:

Part 1: the personal information of interviewees, classified by interviewee, interviewer, educational background, work experience, interview time, and interview date.

Part 2: the questions about suggestion for developing the current situation of cross–cultural integration base on four aspects: 1) cultural sensitivity, 2) language support, 3) social integration, and 4) administrative support, for administrators who have direct involvement or influence over policies and strategies for managing international student from universities in Guangxi.

Constructing a structured interview process

The construction process of structured interview are as follows:

Step 1: Reviewing and analyzing documents, concepts, theories, and research related to cross–cultural integration for international student of university.

Step 2: Constructing the structured interview about suggestion for developing the current situation of cross–cultural integration base on four aspects: 1) cultural sensitivity, 2) language support, 3) social integration, and 4) administrative support. Then sending the outline of structured interview to the thesis advisors to review and revise the contents according to the suggestions.

Data Collection

The data collection for objective 2: to formulate the management guidelines of cross–cultural integration for international student in Guangxi, as following procedured:

Step 1: The researcher requested requirement letter form the graduate school, Bansomdejchaopraya Rajabhat University for requiring to interview 10 administrators involved in international student programs and services from universities in Guangxi.

Step 2: The researcher interviews the 10 administrators involved in international student programs and services one-by-one through online platform or by face-to-face depending on the interviewee convenience.

Data Analysis

The structured interview about develops the management guidelines of cross–cultural integration for international student in Guangxi was analyzed by content analysis.

Phase 3: the objective of this phase is to evaluate the suitability and feasibility of management guideline of cross–cultural integration for international student in Guangxi.

Key informants

The Experts

The experts for evaluating the adaptability and feasibility of suitability and feasibility of management guideline of cross–cultural integration for international student were 9 experts involved in educational administration, international education, and cross-cultural integration, along with high-level administrators from universities in Guangxi. The qualifications of the experts are as follows: 1) including academic scholars in international education, university administrators with experience in policy implementation, and professionals from international student support services. 2) at least 5 years of work experience in high-level administrator in public universities, 3) have extensive experience in managing international students, 4) graduated with doctor's degree.

Research Instruments

Evaluation form

The instrument to collect the data for objective three, to evaluate the management guidelines of cross–cultural integration for international student in Guangxi. The evaluation form designed based on developing the management guidelines of cross–cultural integration for international student in Guangxi in four following aspects: 1) cultural sensitivity, 2) language support, 3) social integration, and 4) administrative support. The evaluation form provide into two parts:

Part 1: the personal information of interviewees, classified by work position, work experience, educational background, and academic title.

Part 2: The evaluation form about the developing the management guidelines of cross–cultural integration for international student in Guangxi. The criteria for data interpretation based on a five-point Likert's scale, as follows:

5 refers to the suitability and feasibility of the model at the highest level

4 refers to the suitability and feasibility of the model at a high level

3 refers to the suitability and feasibility of the model at a medium level

2 refers to the suitability and feasibility of the model at a low level

1 refers to the suitability and feasibility of the model at the lowest level

The data interpretation for average value is based on Rensis Likert (1932). The data interpretation is as follows:

4.50 – 5.00 refers to the highest level

3.50 – 4.49 refers to high level

2.50 – 3.49 refers to medium level

1.50 – 2.49 refers to low level

1.00 – 1.49 refers to the lowest level

Constructing a evaluation form process

The construction process of evaluation form are as follows:

Step 1: Constructing the evaluation form about developing the management guidelines of cross–cultural integration for international student in Guangxi.

Step 2: The evaluation form was applied to 9 experts involved in international student research, programs and services from universities in Guangxi.

Data Collection

The data collection for objective 3: to evaluate the developing the management guidelines of cross–cultural integration for international student in Guangxi, as following proceduced:

Step 1: The researcher requested requirement letter form the graduate school, Bansomdejchaopraya Rajabhat University for requiring to invite the expert to evaluate the management guidelines.

Step 2: The researcher distributed the evaluation form to 9 experts involved in international student research, programs and services. A total of 9 evaluation form.

Data Analysis

The data analysis in this research, the researcher analyzes the data by package program, as follows: The evaluation of the adaptability and feasibility of developing the management guidelines of cross-cultural integration for international student in Guangxi is analyzed by mean and standard deviation.

Chapter 4

Data Analysis Results

This research was to study the management guidelines of cross–cultural integration for international student in Guangxi. The data analysis result can be presented as follows:

      1. Symbol and abbreviations

      2. Presentation of data analysis

      3. Results of data analysis

      The details are as follows.

Symbol and Abbreviations

      N   refers to Population

      n   refers to Sample group

      $\overline{X}$ refers to Mean

      S.D. refers to Standard deviation

Presentation of Data Analysis

      Part 1: The analysis results of the personal information of the respondents, classified by gender, age, educational background, work experience, and work position. The researcher presented the data by frequency and percentage.

      Part 2: The analysis results of the current situation of cross-cultural integration for international student in Guangxi. The researcher presented the data by Mean and standard deviation.

      Part 3: The analysis results of interview data about the management guidelines of cross-cultural integration for international student in Guangxi.

      Part 4: The analysis results of the evaluation of the suitability and feasibility of management guidelines of cross-cultural integration for international student in Guangxi. The researcher presented the data by Mean and standard deviation.

Results of Data Analysis

The researcher analyzed the data in four parts as follows:

Part 1: The analysis results of the personal information of the respondents, classified by gender, educational background, work experience and work position. The researcher presented the data by frequency and percentage.

Table 4.1 Personal information of the survey respondents

(n = 242)

	Personal Information	Frequency	Percentage
Gender	Male	120	9.59
	Female	122	50.41
	Total	**242**	**100**
age	19-25 year old	22	9.09
	26-35 year old	92	38.02
	36-45 year old	59	24.38
	46-55 year old	40	16.53
	Older 55 year	29	11.98
	Total	**242**	**100**
Educational	Vocational diploma	13	5.37
background	Bachelor's degree	56	23.14
	Master's degree	109	45.04
	Doctor's degree	64	26.45
	Total	**242**	**100**
Work	Under 1 year	36	14.88
experience	1-3 years	63	26.03
	4-6 years	95	39.26
	7 years more	48	19.83
	Total	**242**	**100**

Table 4.1 (Continue)

	Personal Information	Frequency	Percentage
Work	Ordinary teachers	83	34.30
position	Grassroots leaders	69	28.51
	Middle level leaders	52	21.49
	Senior leaders	38	15.70
	Total	**242**	**100**

According to table 4.1, found that most respondents were 122 females, and 120 males. The age of respondents was mainly 26-35 year old for 92 people. The most educational background of respondents is master's degree, there were 129 people. The work experience of respondents was mainly 4-6 years for 95 people. The most work position of respondents is ordinary teachers, there were 83 people. The analysis of personal information of the survey respondents provides a comprehensive understanding of the demographics involved in the study on cross-cultural integration for international students in Guangxi.

Out of the 242 respondents, there is a nearly equal distribution of gender, with 120 males and 122 females, indicating a balanced representation of perspectives from both genders.

In terms of age distribution, the majority of respondents fall within the 26-35 age range, followed by those aged 36-45 and 46-55. This suggests that the respondents are relatively young to middle-aged, which may reflect the age demographic of staff involved in international student programs. A smaller proportion of respondents are 19-25 or older than 55, indicating fewer very young or older individuals in these roles.

The educational background of the respondents is diverse, with a significant number holding a master's degree, followed by those with a doctor's degree. Bachelor's degree holders also represent a notable portion of the sample. This variety in educational attainment highlights the mix of qualifications among the staff engaged in managing international student programs.

Regarding work experience, the largest group of respondents has 4-6 years of experience, followed closely by those with 1-3 years and more than 7 years. A smaller segment has less than 1 year of experience, suggesting that a majority of the staff are relatively experienced in their roles.

In terms of work position, ordinary teachers constitute the largest group, followed by grassroots leaders, middle-level leaders, and senior leaders. This distribution indicates a good mix of respondents across various levels of hierarchy within the institutions.

In conclusion, the demographic analysis of the survey respondents demonstrates a balanced and diverse representation of staff involved in international student programs across Guangxi universities, providing a reliable foundation for further analysis and interpretation of cross-cultural integration efforts.

Part 2: The analysis results of the current situation of cross-cultural integration for international student in Guangxi. The researcher presented the data by mean and standard deviation.

Table 4.2 Mean and standard deviation of the current situation of cross-cultural integration for international student in Guangxi in four aspects

(n = 242)

	Current situation of cross-cultural integration for international student in Guangxi	$\overline{\mathrm{X}}$	S.D.	Level	Order
1	Cultural sensitivity	3.53	0.78	high	4
2	Language support	3.91	0.69	high	1
3	Social integration	3.58	0.79	high	3
4	Administrative support	3.64	0.78	high	2
	Total	**3.67**	**0.77**	**high**	

According to table 4.2, found that the current situation of cross-cultural integration for international student in Guangxi in four aspects was at a high level ($\overline{X}$ = 3.64). Considering the results of this research aspects ranged from the highest to the lowest mean were as follows: the highest mean was language support ($\overline{X}$ = 3.91), indicating a high level. Followed by administrative support ($\overline{X}$ = 4.13), also at a high level. Next was social integration ($\overline{X}$ = 3.64), at a high level as well. cultural sensitivity was the lowest mean ($\overline{X}$ = 3.53).

Table 4.3 Mean and standard deviation of the current situation of cross-cultural integration for international student in cultural sensitivity

(n = 242)

	Cultural sensitivity	$\overline{X}$	S.D.	Level	Order
1	Teachers' understanding and recognition of different cultural characteristics is the key to effectively managing international students.	4.17	0.78	High	1
2	Teachers have sufficient knowledge, understanding and recognition of different cultural characteristics.	2.88	0.64	Medium	11
3	Teachers' understanding and recognition of different cultural characteristics affect their ability to handle cross-cultural affairs.	4.17	0.69	High	1
4	Teachers' often confident in dealing with cross-cultural issues of international students.	3.68	0.81	High	7
5	The university provide language training and resources are crucial to adapt to different cultural and educational environments for international students.	3.55	0.82	High	8

Table 4.3 (Continue)

	Cultural sensitivity	$\overline{\mathrm{X}}$	S.D.	Level	Order
6	The university encourages and promotes teachers and students to strengthen cross-cultural exchanges and cooperation.	3.20	0.72	Medium	10
7	The university regularly organizes cultural diversity activities to promote international students' knowledge, understanding and recognition of local culture.	2.40	0.95	Low	13
8	The university regularly conduct cross-cultural training for teachers and students to improve cultural sensitivity.	3.33	0.84	Medium	9
9	The university provides adequate cultural sensitivity training courses and training resources.	2.42	0.82	Low	12
10	The university can enhance cross-cultural awareness by actively participating in cultural exchange activities for Teachers and students.	4.14	0.73	High	3
11	The university have room for improvement in promoting cultural diversity and an inclusive cross-cultural environment.	3.77	0.79	High	6
12	The university provide cultural training courses and resources help build connections and interactions between international students and the local community.	4.09	0.74	High	5

Table 4.3 (Continue)

	Cultural sensitivity	$\overline{\mathrm{X}}$	S.D.	Level	Order
13	The university provide cultural training courses and resources help international students better adapt to life in Guangxi's multi-ethnic cultural background.	4.12	0.78	High	4
	Total	3.53	0.78	High	

According to table 4.3, found that the current situation of cross-cultural integration for international student in cultural sensitivity indicates varying levels of effectiveness across different aspects, with an overall average mean of 3.53 and a standard deviation of 0.83, the overall level is high. Considering the results of this research aspects ranged from the highest to the lowest mean were as follows: the highest mean was teachers' understanding and recognition of different cultural characteristics is the key to effectively managing international students and teachers' understanding and recognition of different cultural characteristics affect their ability to handle cross-cultural affairs, their both same scored a mean of 4.17, indicating a high level. Followed by the university can enhance cross-cultural awareness by actively participating in cultural exchange activities for Teachers and students scored a mean of 4.14, indicating a high level. The university provide cultural training courses and resources help international students better adapt to life in Guangxi's multi-ethnic cultural background scored a mean of 4.12, indicating a high level. The university provide cultural training courses and resources help build connections and interactions between international students and the local community scored a mean of 4.09, indicating a high level. The university have room for improvement in promoting cultural diversity and an inclusive cross-cultural environment scored a mean of 3.77, indicating a high level. The university provide language training and resources are crucial to adapt to different cultural and educational environments for international students scored a mean of 3.55, indicating a high level. The university

regularly conduct cross-cultural training for teachers and students to improve cultural sensitivity scored a mean of 3.33, at a medium level. The university encourages and promotes teachers and students to strengthen cross-cultural exchanges and cooperation scored a mean of 3.20, also at a medium level. Teachers have sufficient knowledge, understanding and recognition of different cultural characteristics scored a mean of 2.88, indicating a medium level. The university provides adequate cultural sensitivity training courses and training resources scored a mean of 2.42, at a low level. The university regularly organizes cultural diversity activities to promote international students' knowledge, understanding and recognition of local culture was the lowest mean of 2.40, also at a low level. Overall, while the cultural sensitivity is generally positive, there is a need for improvement in regularly organizes cultural diversity activities and provides adequate cultural sensitivity training courses and training resources

Table 4.4 Mean and standard deviation of the current situation of cross-cultural integration for international student in language support

(n = 242)

	Language support	$\bar{\mathrm{X}}$	S.D.	Level	Order
1	The university provide enough language training and special resources to help foreign students improve their foreign language proficiency.	3.28	0.74	Medium	12
2	The university's provision of language training and specialized resources for international students is critical to their academic success and cross-cultural integration.	4.04	0.73	High	7
3	International students' language barriers affect their adaptation to the new learning environment.	4.11	0.70	High	4
4	International students' language barriers affect their integration into local society.	4.00	0.70	High	9
5	International students' language barriers affect their academic studies and course learning.	4.10	0.61	High	5
6	The university provide more language training and support services is necessary.	4.14	0.70	High	3
7	International students need more language training and specialized resources to better adapt to academic studies and course learning.	4.09	0.67	High	6

Table 4.4 (Continue)

	Language support	$\overline{\text{X}}$	S.D.	Level	Order
8	The university language learning environment plays an important role in improving the language proficiency of international students.	4.21	0.67	High	2
9	The university provide more language training and specialized resources can meet the needs of international students.	3.30	0.73	Medium	11
10	Teachers are willing to provide additional language support and language training for international students who need it.	3.25	0.72	Medium	13
11	The university provide language training and specialized resources help build connections and interactions between international students and the academic community.	4.02	0.72	High	8
12	The university provide language training and specialized resources can promote cultural awareness, communication and understanding among international students.	4.25	0.61	High	1
13	The university provide language training and specialized resources help international students better adapt to life in Guangxi's multi-ethnic cultural background.	3.98	0.68	High	10
	Total	**3.91**	**0.69**	**High**	

According to table 4.4, found that the current situation of cross-cultural integration for international student in language support indicates varying levels of effectiveness across different aspects, with an overall average mean of 3.91 and a standard deviation of 0.69, the overall level is high. Considering the results of this research aspects ranged from the highest to the lowest mean were as follows: the highest mean was the university provide language training and specialized resources can promote cultural awareness, communication and understanding among international students scored a mean of 4.25, indicating a high level. Followed by the university language learning environment plays an important role in improving the language proficiency of international students scored a mean of 4.21, indicating a high level. The university provide more language training and support services is necessary scored a mean of 4.14, indicating a high level. International students' language barriers affect their adaptation to the new learning environment scored a mean of 4.11, indicating a high level. International students' language barriers affect their academic studies and course learning t scored a mean of 4.10, indicating a high level. International students need more language training and specialized resources to better adapt to academic studies and course learning scored a mean of 4.09, indicating a high level. The university's provision of language training and specialized resources for international students is critical to their academic success and cross-cultural integration scored a mean of 4.04, indicating a high level. The university provide language training and specialized resources help build connections and interactions between international students and the academic community scored a mean of 4.02, indicating a high level. International students' language barriers affect their integration into local society scored a mean of 4.00, indicating a high level. The university provide language training and specialized resources help international students better adapt to life in Guangxi's multi-ethnic cultural background scored a mean of 3.98, indicating a high level. The university provide more language training and specialized resources can meet the needs of international students scored a mean of 3.98, at a medium level. The university provides provide enough language training and special resources to help foreign students improve their foreign language proficiency scored a mean of 3.28, also at a medium level. Teachers are willing to

provide additional language support and language training for international students who need it was the lowest mean of 2.40, also at a low level. Overall, although language support is generally positive, there is still room for improvement in providing more language training and specialized resources.

Table 4.5 Mean and standard deviation of the current situation of cross-cultural integration for international student in social integration

(n = 242)

	Social integration	$\overline{\mathrm{X}}$	S.D.	Level	Order
1	International students can integrate well into the local community.	3.55	0.80	High	7
2	International students can engage well with local students and the wider community.	2.28	0.67	Low	13
3	International students' integration into the local community is crucial to their academic success.	3.60	0.86	High	6
4	International students' integration into the local community is crucial to their personal development.	3.50	0.81	High	9
5	The university provides a social integration program full of diversity and inclusion.	3.15	0.88	Medium	11
6	The university organized social integration activities are crucial to helping international students feel connected and supported.	4.27	0.71	High	3
7	The university social integration activities have an impact on improving international students' happiness and satisfaction.	4.46	0.60	High	1

Table 4.5 (Continue)

	Social integration	$\overline{\text{X}}$	S.D.	Level	Order
8	The university organizes enough social integration activities to help international students integrate into the local community.	3.64	0.87	High	5
9	Teachers actively organize and participate in social integration activities for international students.	3.08	0.90	Medium	12
10	The university willing to work with other clubs and communities to organize social integration activities for international students.	3.47	0.81	Medium	10
11	The university various social integration activities help build connections and interactions between international students and the local community.	3.54	0.85	High	8
12	The university various social integration activities can promote cultural awareness, communication and understanding among international students.	3.74	0.75	High	4
13	The university various social integration activities help international students better adapt to life in Guangxi's multi-ethnic cultural background.	4.29	0.71	High	2
	Total	**3.58**	**0.79**	**High**	

According to table 4.5, found that the current situation of cross-cultural integration for international student in social integration indicates varying levels of effectiveness across different aspects, with an overall average mean of 3.58 and a standard deviation of 0.79, the overall level is high. Considering the results of this research aspects ranged from the highest to the lowest mean were as follows: the highest mean was the university social integration activities have an impact on improving international students' happiness and satisfaction scored a mean of 4.46, indicating a high level. Followed by the university various social integration activities help international students better adapt to life in Guangxi's multi-ethnic cultural background scored a mean of 4.29, indicating a high level. The university organized social integration activities are crucial to helping international students feel connected and supported scored a mean of 4.27, indicating a high level. The university various social integration activities can promote cultural awareness, communication and understanding among international students scored a mean of 3.74, indicating a high level. The university organizes enough social integration activities to help international students integrate into the local community scored a mean of 3.64, indicating a high level. International students' integration into the local community is crucial to their academic success scored a mean of 3.60, indicating a high level. International students can integrate well into the local community scored a mean of 3.55, indicating a high level. The university various social integration activities help build connections and interactions between international students and the local community scored a mean of 3.54, indicating a high level. International students' integration into the local community is crucial to their personal development scored a mean of 3.50, indicating a high level. The university willing to work with other clubs and communities to organize social integration activities for international students scored a mean of 3.47, at a medium level. The university provides a social integration program full of diversity and inclusion scored a mean of 3.15, also at a medium level. International students can engage well with local students and the wider community was the lowest mean of 2.28, at a low level. Overall, although social integration is generally positive, there is still room for improvement in promoting interaction between international and local students and integrating into the local community.

Table 4.6 Mean and standard deviation of the current situation of cross-cultural integration for international student in administrative support

(n = 242)

	Administrative support	$\overline{\mathrm{X}}$	S.D.	Level	Order
1	The university provide satisfactory structured assistance and services to solve the specific needs of international students in their study and life	3.46	0.85	Medium	9
2	The university provide efficient structured assistance and services can enhance the learning and living experience of international students	4.20	0.70	High	1
3	The university provide structured assistance and services for specific needs to help international students adapt to the learning and living environment more quickly	4.10	0.77	High	2
4	The university still have room for improvement in providing more study and living structured assistance and services to international students	4.02	0.75	High	4
5	The university provide structured assistance and services to international students are range from orientation programs to counseling services	3.33	0.87	Medium	11
6	The university willing to provide additional structured assistance and services to international students in need	3.60	0.78	High	7

Table 4.6 (Continue)

	Administrative support	$\overline{\text{X}}$	S.D.	Level	Order
7	The university provide structured assistance and services to international students are related to cross-cultural integration	2.31	0.66	Low	12
8	The university provide efficient structured assistance and services is essential to enhancing the educational experience of international students	4.07	0.79	High	3
9	The university provide efficient structured assistance and services is essential to ensuring cross-cultural integration for international students	3.52	0.87	High	8
10	The university provide structured assistance and services can promote cultural awareness, communication and understanding among international students	3.65	0.80	High	6
11	The university provide structured assistance and services help build connections and interactions between international students and the local community	3.46	0.77	Medium	10
12	The university provide structured assistance and services help international students better adapt to life in Guangxi's multi-ethnic cultural background	4.01	0.79	High	5
	Total	3.64	0.78	High	

According to table 4.5, found that the current situation of cross-cultural integration for international student in administrative support indicates varying levels of effectiveness across different aspects, with an overall average mean of 3.64 and a standard deviation of 0.78, the overall level is high. Considering the results of this research aspects ranged from the highest to the lowest mean were as follows: the highest mean was the university provide efficient structured assistance and services can enhance the learning and living experience of international students scored a mean of 4.20, indicating a high level. Followed by the university provide structured assistance and services for specific needs to help international students adapt to the learning and living environment more quickly scored a mean of 4.10, indicating a high level. The university provide efficient structured assistance and services is essential to enhancing the educational experience of international students scored a mean of 4.07, indicating a high level. The university still have room for improvement in providing more study and living structured assistance and services to international students scored a mean of 4.02, indicating a high level. The university provide structured assistance and services help international students better adapt to life in Guangxi's multi-ethnic cultural background scored a mean of 4.01, indicating a high level. The university provide structured assistance and services can promote cultural awareness, communication and understanding among international students scored a mean of 3.65, indicating a high level. The university willing to provide additional structured assistance and services to international students in need scored a mean of 3.60, indicating a high level. The university provide efficient structured assistance and services is essential to ensuring cross-cultural integration for international students scored a mean of 3.50, indicating a high level. The university provide satisfactory structured assistance and services to solve the specific needs of international students in their study and life and the university provide structured assistance and services help build connections and interactions between international students and the local community, their both scored a mean of 3.46, at a medium level. The university provide structured assistance and services to international students are range from orientation programs to counseling services scored a mean of 4.20, also at a medium level. The university provide structured assistance and services to

international students are related to cross-cultural integration was the lowest mean of 2.31, at a low level. Overall, while administrative support was generally positive, there was room for improvement in the structured assistance and services provided to international students.

Part 3: The analysis results of interview data about the management guidelines of cross-cultural integration for international student in Guangxi.

Table 4.7 Personal information of the interviewee

Interviewee	Personal information	Interview Date	Interview time
Interviewee 1	Education: Doctor's degree Position: Dean of secondary college Work experience: 12 years	May 17st, 2024	14:40 pm GMT +8 35 minutes
Interviewee 2	Education: Doctor's degree Position: Dean of graduate school Work experience: 7 years	May 17st, 2024	16:30 pm GMT +8 50 minutes
Interviewee 3	Education: Doctor's degree Position: Dean of secondary college Work experience: 10 years	May 17st, 2024	17:30 pm GMT +8 30 minutes
Interviewee 4	Education: Doctor's degree Position: Deputy director of social science research department Work experience: 6 years	May 24st, 2024	10:20 am GMT +8 35 minutes
Interviewee 5	Education: Doctor's degree Position: Deputy dean of secondary college Work experience: 7 years	May 24st, 2024	14:40 pm GMT +8 50 minutes

Table 4.7 (Continue)

Interviewee	Personal information	Interview Date	Interview time
Interviewee 6	Education: Master's degree Position: Director of international exchange department Work experience: 6 years	May 27st, 2024	9:10 am GMT +8 30 minutes
Interviewee 7	Education: Doctor's degree Position: Dean of secondary college Work experience: 7 years	May 28st, 2024	10:30 pm GMT +8 45 minutes
Interviewee 8	Education: Master's degree Position: Deputy director of international exchange department Work experience: 11 years	May 31st, 2024	15:30 pm GMT +8 40 minutes
Interviewee 9	Education: Master's degree Position: Dean of secondary college Work experience: 14 years	May 31st, 2024	17:00 pm GMT +8 30 minutes
Interviewee 10	Education: Master's degree Position: Director of student affairs department Work experience: 6 years	June 6st, 2024	16:00 pm GMT +8 35 minutes

According to the interview results of 10 interviewees, it was found that:

Cultural sensitivity: The interviewee believe that enhancing cultural sensitivity is key to promoting cross-cultural integration among international students. Universities should regularly provide systematic cross-cultural training for faculty and students, covering cultural theory, cross-cultural communication skills, and practical case analysis. Through situational simulations and role-playing, participants can apply what they have learned to their actual work and learning. In addition, increasing diverse campus activities such as international cultural festivals and exhibitions can allow international students to showcase their culture while promoting local students' understanding and respect for multiculturalism. By incorporating cross-cultural elements into teaching, universities can create a more inclusive campus environment, reduce cultural conflicts, and promote harmonious coexistence.

Language support: In terms of language support, the interviewee suggest that universities provide multi-level courses based on students' language proficiency, especially in strengthening training in listening, speaking, reading, and writing, with a particular focus on listening and speaking. Meanwhile, academic English tutoring, language learning centers, and language exchange programs are also effective ways to enhance language proficiency. By introducing language learning software and online courses, universities can provide students with flexible learning options. In addition, training faculty to help international students overcome language barriers can also enhance their learning outcomes and confidence.

Social integration: The interviewee emphasized that universities should create more opportunities to promote interaction between international and local students. By organizing academic, cultural, and sports activities such as welcome parties, cultural experience days, etc., international students can establish connections in a relaxed atmosphere. Collaborating with the community to organize visits, community services, and other activities can help international students better understand and integrate into the local society. The respondents also suggested enhancing the inclusiveness of social projects, ensuring that activities consider the needs of international students, such as multilingual explanations, in order to strengthen their sense of participation and belonging.

Administrative support: In terms of administrative support, the interviewee suggested that universities establish dedicated international student offices to provide comprehensive support services, including visa consultation, accommodation arrangements, and medical insurance. In order to improve the efficiency of administrative services, universities should establish one-stop service centers and simplify various administrative processes. In addition, regularly evaluate and update administrative support processes to ensure timely response to the needs of international students. Providing detailed admission guidance and adaptation training for new students can help them quickly integrate into the new environment, thereby enhancing their satisfaction and sense of belonging to the school.

In conclusion, the guidelines for develop the management guidelines of cross-cultural integration for international student in Guangxi have four aspects based on the findings, which contain 24 measures. There are 6 measures to support the improvement of cultural sensitivity, 6 measures to support the improvement of language support, 6 measures to support the improvement of social integration, and 6 measures to support the improvement of administrative support.

Table 4.8 Management guidelines of cross-cultural integration for international student in Guangxi

Guidelines		How to
Cultural sensitivity	1	Implement regular cross-cultural training for staff
	2	Increase cultural diversity activities
	3	Develop a comprehensive cultural sensitivity curriculum
	4	Promote cultural exchange programs
	5	Introducing assessment tools
	6	Organize cross-cultural workshops

Table 4.8 (Continue)

Guidelines		How to
Language support	1	Provide intensive language courses
	2	Offer language support services such as tutoring
	3	Train staff to assist with language barriers
	4	Develop language enhancement programs
	5	Establishing a language learning center
	6	Setting up a language exchange program
Social integration	1	Organize regular social integration activities
	2	Collaborate with other universities for joint events
	3	Promote inclusivity in social programs
	4	Encourage participation from local students
	5	Creating a cross-cultural mentoring program
	6	Establishment of International student club
Administrative support	1	Improve the efficiency of administrative services
	2	Provide proactive support for international students
	3	Implement a feedback system to improve services
	4	Offer guidance and counseling services
	5	Establish international student office
	6	Introducing an online administrative service platform

- Implement regular cross-cultural training for staff.
- Increase cultural diversity activities.
- Develop a comprehensive cultural sensitivity curriculum.
- Promote cultural exchange programs.
- Introducing assessment tools
- Organize cross-cultural workshops

Cultural sensitivity

- Provide intensive language courses.
- Offer language support services such as tutoring.
- Train staff to assist with language barriers.
- Develop language enhancement programs.
- Establishing a language learning center
- Setting up a language exchange program

Language support

Social integration

- Organize regular social integration activities
- Collaborate with other universities for joint events
- Promote inclusivity in social programs
- Encourage participation from local students
- Creating a cross-cultural mentoring program
- Establishment of International student club

Administrative support

- Improve the efficiency of administrative services
- Provide proactive support for international students
- Implement a feedback system to improve services
- Offer guidance and counseling services
- Establish international student office
- Introducing an online administrative service platform

Figure 4.1 Management guidelines of cross – cultural integration for international student in Guangxi.

Part 4: The analysis results of the evaluation of the suitability and feasibility of the management guidelines of cross-cultural integration for international student in Guangxi. The researcher presented the data by Mean and standard deviation.

Table 4.9 Mean and standard deviation of the suitability and feasibility of management guidelines of cross-cultural integration for international student in Guangxi

(N = 9)

Management Guidelines of Cross – Cultural Integration for International Student in Guangxi	Suitability			Feasibility		
	$\overline{X}$	S.D.	Level	$\overline{X}$	S.D.	Level
1 Cultural sensitivity	4.70	0.47	Highest	4.82	0.36	Highest
2 Language support	4.72	0.45	Highest	4.83	0.33	Highest
3 Social integration	4.81	0.33	Highest	4.84	0.30	Highest
4 Administrative support	4.89	0.28	Highest	4.94	0.25	Highest
Total	**4.78**	**0.38**	**Highest**	**4.86**	**0.87**	**Highest**

According to Table 4.9, found that the survey on management guidelines of cross-cultural integration for international student in Guangxi indicates that all aspects are rated at the highest level for both suitability and feasibility. Cultural sensitivity was rated with a mean suitability score of 4.70 and a mean feasibility score of 4.82. Language support was rated with a mean suitability score of 4.72 and a mean feasibility score of 4.83. Social integration was rated with a mean suitability score of 4.81 and a mean feasibility score of 4.86. Administrative support was rated with a mean suitability score of 4.89 and a mean feasibility score of 4.92. Overall, the suitability and feasibility of management guidelines of cross-cultural integration for international student in Guangxi were at the highest level with values between 4.78 and 5.86, which means management guidelines of cross-cultural integration for international student is suitability and feasibility.

Table 4.10 Mean and standard deviation of the suitability and feasibility of guidelines
in cultural sensitivity

(N = 9)

Management Guidelines of Cross – Cultural Integration for International Student in Guangxi	Suitability			Feasibility		
	$\overline{\mathrm{X}}$	S.D.	Level	$\overline{\mathrm{X}}$	S.D.	Level
Cultural sensitivity						
1 Implement regular cross-cultural training for staff	4.67	0.50	Highest	4.78	0.44	Highest
2 Increase cultural diversity activities	4.78	0.44	Highest	5.00	0.00	Highest
3 Develop a comprehensive cultural sensitivity curriculum	4.56	0.53	Highest	4.67	0.50	Highest
4 Promote cultural exchange programs	4.78	0.44	Highest	4.89	0.33	Highest
5 Introducing assessment tools	4.67	0.44	Highest	4.78	0.44	Highest
6 Organize cross-cultural workshops	4.78	0.44	Highest	4.78	0.44	Highest
Total	**4.70**	**0.47**	**Highest**	**4.82**	**0.36**	**Highest**

According to Table 4.10, found that the suitability and feasibility of
management guidelines of cross–cultural integration for international student in
Guangxi in cultural sensitivity were at the high level with values between 4.69 and
4.83, which means the management guidelines of cross–cultural integration for
international student is suitability and feasibility. Implement regular cross-cultural
training for staff was rated with a mean suitability score of 4.67 and a mean feasibility
score of 4.78. Increase cultural diversity activities was rated with a mean suitability
score of 4.78 and a mean feasibility score of 5.00. Develop a comprehensive cultural
sensitivity curriculum was rated with a mean suitability score of 4.56 and a mean
feasibility score of 4.67. Promote cultural exchange programs with a mean suitability
score of 4.78 and a mean feasibility score of 4.89. Introducing assessment tools score
of 4.67 and a mean feasibility score of 4.78. Organize cross-cultural workshops with a
mean suitability score of 4.78 and a mean feasibility score of 4.78.

Table 4.11 Mean and standard deviation of the suitability and feasibility of guidelines
in language support

(N = 9)

Management Guidelines of Cross – Cultural Integration for International Student in Guangxi	Suitability			Feasibility		
	$\overline{X}$	S.D.	Level	$\overline{X}$	S.D.	Level
Language support						
1 Provide intensive language courses	4.67	0.50	Highest	4.78	0.44	Highest
2 Offer language support services such as tutoring	4.56	0.53	Highest	4.78	0.44	Highest
3 Train staff to assist with language barriers	4.78	0.44	Highest	4.78	0.44	Highest
4 Develop language enhancement programs	4.89	0.33	Highest	5.00	0.00	Highest
5 Establishing a language learning center	4.78	0.44	Highest	4.89	0.33	Highest
6 Setting up a language exchange program	4.67	0.50	Highest	4.78	0.44	Highest
Total	4.72	0.45	Highest	4.83	0.33	Highest

According to Table 4.11, found that the suitability and feasibility of
management guidelines of cross–cultural integration for international student in
Guangxi in language support were at the high level with values between 4.72 and
4.83, which means the management guidelines of cross–cultural integration for
international student is suitability and feasibility. Provide intensive language courses
was rated with a mean suitability score of 4.67 and a mean feasibility score of 4.78.
Offer language support services such as tutoring was rated with a mean suitability
score of 4.56 and a mean feasibility score of 4.78. Train staff to assist with language
barriers was rated with a mean suitability score of 4.78 and a mean feasibility score of
4.78. Develop language enhancement programs was rated with a mean suitability

score of 4.89 and a mean feasibility score of 5.00. Establishing a language learning center was rated with a mean suitability score of 4.78 and a mean feasibility score of 4.89. Setting up a language exchange program was rated with a mean suitability score of 4.67 and a mean feasibility score of 4.78.

Table 4.12 Mean and standard deviation of the suitability and feasibility of guidelines in social integration

(N = 9)

Management Guidelines of Cross – Cultural Integration for International Student in Guangxi	Suitability			Feasibility		
	$\overline{X}$	S.D.	Level	$\overline{X}$	S.D.	Level
Social integration						
1 Organize regular social integration activities	5.00	0.00	Highest	5.00	0.00	Highest
2 Collaborate with other universities for joint events	4.67	0.50	Highest	4.89	0.33	Highest
3 Promote inclusivity in social programs	4.67	0.50	Highest	4.78	0.44	Highest
4 Encourage participation from local students	4.89	0.33	Highest	4.78	0.44	Highest
5 Creating a cross-cultural mentoring program	4.78	0.44	Highest	4.78	0.44	Highest
6 Establishment of International student club	4.89	0.33	Highest	4.78	0.44	Highest
Total	4.81	0.33	Highest	4.84	0.30	Highest

According to Table 4.12, found that the suitability and feasibility of management guidelines of cross–cultural integration for international student in Guangxi in social integration were at the highest level with values between 4.81 and 4.86, which means management guidelines of cross–cultural integration for international student is suitability and feasibility. Organize regular social integration

activities was rated with a mean suitability score of 5.00 and a mean feasibility score of 5.00. Collaborate with other universities for joint events was rated with a mean suitability score of 4.67 and a mean feasibility score of 4.89. Promote inclusivity in social programs was rated with a mean suitability score of 4.67 and a mean feasibility score of 4.78. Encourage participation from local students with a mean suitability score of 4.89 and a mean feasibility score of 4.78. Creating a cross-cultural mentoring program was rated with a mean suitability score of 4.78 and a mean feasibility score of 4.78. Establishment of International student club was rated with a mean suitability score of 4.89 and a mean feasibility score of 4.78.

Table 4.13 Mean and standard deviation of the suitability and feasibility of guidelines in administrative support

(N = 9)

Management Guidelines of Cross – Cultural Integration for International Student in Guangxi	Suitability			Feasibility		
	$\overline{X}$	S.D.	Level	$\overline{X}$	S.D.	Level
Administrative support						
1 Improve the efficiency of administrative services	5.00	0.00	Highest	4.89	0.33	Highest
2 Provide proactive support for international students	4.89	0.33	Highest	5.00	0.00	Highest
3 Implement a feedback system to improve services	4.78	0.44	Highest	4.89	0.33	Highest
4 Offer guidance and counseling services	4.89	0.33	Highest	4.89	0.33	Highest
5 Establish international student office	4.89	0.33	Highest	5.00	0.00	Highest
6 Introducing an online administrative service platform	4.89	0.33	Highest	5.00	0.00	Highest
Total	4.89	0.28	Highest	4.94	0.25	Highest

According to Table 4.13, found that the suitability and feasibility of management guidelines of cross-cultural integration for international student in Guangxi in administrative support were at the highest level with values between 4.89 and 4.92, which means management guidelines of cross-cultural integration for international student is suitability and feasibility. Improve the efficiency of administrative services was rated with a mean suitability score of 5.00 and a mean feasibility score of 4.89. Provide proactive support for international students was rated with a mean suitability score of 4.89 and a mean feasibility score of 5.00. Implement a feedback system to improve services was rated with a mean suitability score of 4.78 and a mean feasibility score of 4.89. Offer guidance and counseling services was rated with a mean suitability score of 4.89 and a mean feasibility score of 4.89. Establish international student office was rated with a mean suitability score of 4.89 and a mean feasibility score of 5.0. Introducing an online administrative service platform was rated with a mean suitability score of 4.89 and a mean feasibility score of 5.0.

Chapter 5

Conclusion Discussion and Recommendations

The objectives of the present research include guidelines for developing the cross-cultural integration for international student in Guangxi. The objectives of this research were 1) to study the current situation of cross-cultural integration for international student in Guangxi, 2) to develop the management guidelines of cross-cultural integration for international student in Guangxi, and 3) to evaluate the suitability and feasibility of management guidelines of cross-cultural integration for international student in Guangxi. This were including 4 following aspects: 1) Cultural sensitivity, 2) Language support, 3) Social integration, 4) Administrative support. The sample group of this research 242 university staff involved in international student programs and services from 10 universities in Guangxi. The Interview group was 9 administrators who have direct involvement or influence over policies and strategies for managing international student from universities in Guangxi. The research instruments were documents analysis, questionnaire, and structured interview. The statistic to analyze the data was percentage, mean value, and standard deviation. The conclusion, discussion and recommendations of this research are as follows:

The details are as follows.

Conclusion

The research in management guidelines of cross–cultural integration for international student in Guangxi. The researcher summarizes the conclusion into three parts, details as follows:

Part 1: The current situation of cross-cultural integration for international student in Guangxi.

Part 2: Guidelines for develop the management guidelines of cross-cultural integration for international student in Guangxi.

Part 3: The suitability and feasibility of cross-cultural integration for international student in Guangxi.

Part 1: The current situation of cross-cultural integration for international student in Guangxi.

The current situation of cross-cultural integration for international students in Guangxi was at a relatively high level, with language support being at the highest level, followed by administrative support, social integration, and administrative support.

Cultural sensitivity was at high level. Considering the results of this research aspects ranged from the lowest to highest level were as follow: the lowest level was "The university regularly organizes cultural diversity activities to promote international students' knowledge, understanding and recognition of local culture ", followed by "The university provides adequate cultural sensitivity training courses and training resources" and "Teachers have sufficient knowledge, understanding and recognition of different cultural characteristics ".

Language support was at high level. Considering the results of this research aspects ranged from the lowest to highest level were as follow: the lowest level was "Teachers are willing to provide additional language support and language training for international students who need it ", followed by "The university provide enough language training and special resources to help foreign students improve their foreign language proficiency " and "The university provide more language training and specialized resources can meet the needs of international students ".

Social integration was at high level. Considering the results of this research aspects ranged from the lowest to highest level were as follow: the lowest level was "International students can engage well with local students and the wider community", followed by "Teachers actively organize and participate in social integration activities for international students " and "The university provides a social integration program full of diversity and inclusion ".

Administrative support was at high level. Considering the results of this research aspects ranged from the lowest to highest level were as follow: the lowest level was "The university provide structured assistance and services to international students are related to cross-cultural integration ", followed by "The university

provide structured assistance and services to international students are range from orientation programs to counseling services " and "The university provide structured assistance and services can promote cultural awareness, communication and understanding among international students ".

Part 2: Guidelines for develop the management guidelines of cross-cultural integration for international student in Guangxi.

Based on the findings, the guidelines for develop the management guidelines of cross-cultural integration for international student in Guangxi have four aspects, which contain 24 measures. There are 6 measures to support the improvement of cultural sensitivity, 6 measures to support the improvement of language support, 6 measures to support the improvement of social integration, and 6 measures to support the improvement of administrative support.

Cultural sensitivity consisted of 6 measures: 1) Implement regular cross-cultural training for staff, 2) Increase cultural diversity activities, 3) Develop a comprehensive cultural sensitivity curriculum, 4) Promote cultural exchange programs, 5) Introducing assessment tools, 6) Organize cross-cultural workshops.

Language support consisted of 6 measures: 1) Provide intensive language courses, 2) Offer language support services such as tutoring, 3) Train staff to assist with language barriers, 4) Develop language enhancement programs, 5) Establishing a language learning center, 6) Setting up a language exchange program.

Social integration consisted of 6 measures: 1) Organize regular social integration activities, 2) Collaborate with other universities for joint events, 3) Promote inclusivity in social programs, 4) Encourage participation from local students, 5) Creating a cross-cultural mentoring program, 6) Establishment of International student club.

Administrative support consisted of 6 measures: 1) Improve the efficiency of administrative services, 2) Provide proactive support for international students, 3) Implement a feedback system to improve services, 4) Offer guidance and counseling services, 5) Establish international student office, 6) Introducing an online administrative service platform.

Part 3: The suitability and feasibility of cross-cultural integration for international student in Guangxi.

According to the third research purpose, the researchers invited experts to evaluate the suitability and feasibility of management guidelines of cross–cultural integration for international student in Guangxi. Overall analysis the average feasibility score and suitability score across all guidelines are consistently high, indicating that these initiatives are highly suitability and feasibility. The strong ratings across all categories suggest that implementing these guidelines will effectively enhance the cultural sensitivity, language support, social integration and administrative support within Guangxi public undergraduate universities. Conclusion the data analysis demonstrates that the management guidelines of cross–cultural integration are highly feasible and suitable for implementation. These initiatives are suitability, achievable, and highly relevant for improving the integration experience for international students, contribute to a more vibrant and inclusive campus community.

Cultural sensitivity

The feasibility of Increase cultural diversity activities was rated at the highest level, indicating it is fully suitability and implementable. Other aspects, such as promote cultural exchange programs and implement regular cross-cultural training for staff, are also highly feasible, suggesting that these initiatives are achievable with minimal obstacles. The suitability scores reflect strong support for these initiatives, with increase cultural diversity activities and promote cultural exchange programs both receiving a highest score and other aspects such as implement regular cross-cultural training for staff and develop a comprehensive cultural sensitivity curriculum seen as highly feasibility and beneficial.

Language support

Develop language enhancement programs has a perfect feasibility score, reflecting high confidence in implementing this initiative. Train staff to assist with language barriers, provide intensive language courses and offer language support services such as tutoring also have high feasibility scores, indicating that these structural changes are suitability. Suitability scores are equally high shows that these

initiatives are not only suitability but also highly suitable for improving the language support.

Social integration

The feasibility of organize regular social integration activities and collaborate with other universities for joint events was rated very high, indicating strong confidence in the achievability of these initiatives. Promote inclusivity in social programs and encourage participation from local students also shows high feasibility. Suitability scores reinforce the importance of these initiatives, with organize regular social integration activities and encourage participation from local students being highly suitable. Collaborate with other universities for joint events and promote inclusivity in social programs, inclusive organizational culture is both suitability and highly valued.

Administrative support

Provide proactive support for international students was seen as highly feasible, suggesting these practices can be effectively implemented. Improve the efficiency of administrative services, implement a feedback system to improve services and offer guidance and counseling services also shows strong feasibility. Suitability scores are high, with improve the efficiency of administrative services being highly feasibility, follow were provide proactive support for international students and offer guidance and counseling services.

Discussion

The research in management guidelines of cross–cultural integration for international student in Guangxi. The researcher summarizes the discussion into three parts, details as follows:

Part 1: The current situation of cross-cultural integration for international student in Guangxi.

Part 2: Develop the management guidelines of cross-cultural integration for international student in Guangxi.

Part 3: The suitability and feasibility of management guidelines of cross-cultural integration for international student in Guangxi.

Part 1: The current situation of cross-cultural integration for international student in Guangxi.

According to the survey data results, it is evident that universities in Guangxi have achieved certain results in promoting cross-cultural integration among international students. However, there is still a lot of room for improvement.

Cultural Sensitivity. The data show that the cultural sensitivity in the guidelines for the management of cross-cultural integration for international students in Guangxi has advantages in terms of teachers' understanding and recognition of different cultural characteristics. These positive aspects help to create a diverse and inclusive campus cultural environment. However, there is a need for major improvements in the regular organization of diversity cultural activities, as well as the cultural sensitivity training courses or training resources offered. By focusing on these areas, universities can further improve the management of international students and increase their satisfaction with their study and life in the local area. Li, M. (2019, p.123) advocates using the resources of the school to carry out cross-cultural experience projects and regularly hold diversity cultural activities to enhance international students' understanding and recognition of local culture. Wang, F. (2020, p.67) emphasizes the importance of cultural sensitivity training courses. She recommends that universities regularly carry out cross-cultural training for teachers and administrators, including behavioral norms, communication skills and conflict resolution methods in different cultural contexts, to improve the sensitivity and professionalism of staff in dealing with cross-cultural affairs. Zhang, H. (2021, p.98) suggested that schools develop a series of online courses and databases including theoretical knowledge, practical cases and interactive exercises on cross-cultural communication for teachers and international students to consult and learn at any time.

Language Support. The data show that the language support in the management of cross-cultural integration for international students in Guangxi has advantages in terms of language support services are generally effective. These positive aspects help to create a diverse and inclusive campus cultural environment. However, there is a need for major improvements in the targeted design and

implementation of language courses for international students by teachers, as well as the language training resources offered by universities. By focusing on these areas, universities can further improve the management of international students and increase the satisfaction of international students in their local study and life. Zhang, W. (2022, p.35) suggested that language proficiency assessments should be conducted for international students at the beginning of the school year, and personalized language learning plans should be designed based on the assessment results, including hiring bilingual teachers with rich teaching experience and developing multimedia teaching materials. Li, N. (2023, p.67) suggested that language support services should cover the entire learning cycle of international students, by setting up a special language tutoring center for international students, providing one-on-one language tutoring and group learning discussions, and constantly adjusting and improving the content of language courses to ensure that the course settings are more in line with the actual needs of international students. Smith, D. (2021, p.102) suggests using artificial intelligence and big data analysis technologies to track the language learning progress and outcomes of international students, and adjust teaching strategies based on data feedback to ensure that every student receives the best language learning support.

Social Integration. The data show that the social integration in the management of cross-cultural integration for international students in Guangxi has advantages in that the integration activities provided by universities help international students integrate into the local community. These positive aspects help create a diverse and inclusive campus cultural environment. However, major improvements are needed in terms of international students' lack of communication with local students and their inability to integrate well into the local community, as well as teachers' lack of enthusiasm for participating in international students' social integration activities. By focusing on these areas, universities can further improve the management of international students and increase their satisfaction with their study and life in the local area. Bekerman (2020, P.106) and AlMarwani (2021) supports the need for a holistic approach that includes both academic and social aspects of integration social integration activities are well-received, with a high mean score

indicating their effectiveness in promoting interaction and building a sense of community. However, there is a call for more diverse and inclusive activities to foster a stronger sense of belonging among international students. Baklanov and Zhdanov (2020, p.45) believe that regular social activities such as cultural nights, sports events, and community service projects can provide platforms for international and local students to interact and build relationships. Collaboration with other universities and local organizations can also expand the scope and impact of these activities. By creating a variety of opportunities for social engagement, universities can help international students feel more connected to the campus community. The positive impact of such initiatives on students' mental health and overall well-being cannot be overstated. Social integration not only enhances students' sense of belonging but also contributes to their academic success by providing a supportive network.

Administrative Support. The data show that the administrative support in the Guangxi International Students Cross-Cultural Integration Management Guidelines has advantages in providing efficient and structured help in universities to enhance the learning and living experience of international students. These positive aspects help to create a diverse and inclusive campus cultural environment. However, there are still some areas that need major improvements, such as insufficient help and consulting services for international students, and the lack of enthusiasm and efficiency in providing administrative support. By focusing on these areas, universities can further improve the management of international students and increase the satisfaction of international students in their study and life. Bai and Wang (2021, p.632) and Di et al. (2022, p.741) highlights the importance of effective educational administration in supporting cross-cultural integration. Efficient and responsive administrative support is also crucial for the successful integration for international students. Hu and Dai (2021, p.89) suggested that streamlining administrative processes can significantly reduce the stress and confusion often associated with navigating a new academic and cultural environment. This includes simplifying application and registration procedures, providing clear and accessible information on administrative requirements, and reducing wait times for services. Establishing dedicated support offices for international students can ensure that they receive tailored assistance with

visa and immigration matters, housing, academic advising, and other administrative tasks.

In conclusion, the current situation of cross-cultural integration for international students in Guangxi is positive, with strong support systems in place. However, there are several areas that require attention and improvement to ensure a more inclusive and supportive environment for all international students. By addressing these areas, universities in Guangxi can further enhance the integration experience and overall well-being of their international student population. This includes providing more comprehensive cultural sensitivity training, expanding language support services, increasing the diversity and inclusivity of social activities, and streamlining administrative processes. These efforts will not only improve the integration experience for international students but also contribute to a more vibrant and inclusive campus community.

Part 2: Develop the management guidelines of cross-cultural integration for international student in Guangxi.

Through investigation, the researcher identified the strengths and weaknesses in the four aspects of cross-cultural integration for international student in Guangxi. Subsequently, through structured interviews with experts, four guidelines were formulated, including 24 measures. There are 6 measures supporting the improvement of cultural sensitivity, 6 measures supporting the improvement of language support, 6 measures supporting the improvement of Social integration, and 6 measures supporting the improvement of administrative support.

There are 6 measures to support the develop of cultural sensitivity. This study proposes four develop to support the development of cultural sensitivity: Implement regular cross-cultural training for staff. Increase cultural diversity activities. Develop a comprehensive cultural sensitivity curriculum. Promote cultural exchange programs. Introducing assessment tools. Organize cross-cultural workshops. These measures aim to further improve the management of international students, create a diverse and inclusive campus cultural environment, improve their satisfaction with local learning and life, and ultimately enable better cross-cultural integration. Ashton Hay et al. (2021, p.256) emphasize the importance of management strategies that

adapt to the language and cultural needs of international students, thereby promoting their academic success and social integration. Bai and Wang (2021, p.632) believe that the interaction between international students and their university faculty further emphasizes the need for culturally sensitive teaching practices that recognize and bridge cultural differences. Davis et al. (2021, p.8) believe that improving the cultural sensitivity of faculty and students requires the implementation of diversity, equity, and inclusion training programs. Rahmawati et al. (2020) proposed an innovative approach to embedding cultural sensitivity into courses, which can improve student engagement and cultural awareness. Okumura (2020, p.289) advocated the use of online chat software to enable students from different cultural backgrounds to connect, collaborate, and learn with each other, promoting cross-cultural understanding and empathy. Chan et al. (2021, p.973) emphasized that thanks to the joint help of local students and teachers, international students can better adapt to cross-cultural learning and life. Bekerman (2020, p.106) emphasizes the need for continued vigilance and commitment to combat stereotypes and prejudice, and to promote active resistance to culturally insensitive and discriminatory policies and practices. Di et al. (2022, p.741) emphasize the importance of culturally sensitive administrative practices for universities and faculty in dealing with the complexities of these cross-cultural integration issues. Baklanov and Zhdanov (2020, p.45) believe that universities can develop programs and activities that highlight cultural commonalities, thereby fostering a sense of solidarity and common purpose between local and international students. Gibson & White (2019, p.8) emphasize that if universities are engaged in the management of cross-cultural affairs, they must prioritize the cultivation of cross-cultural sensitivity among faculty and staff.

There are 6 measures to support the develop of language support. This study proposes four develop to support the development of language support: Provide intensive language courses. Offer language support services such as tutoring. Train staff to assist with language barriers. Develop language enhancement programs. Establishing a language learning center. Setting up a language exchange program. These measures aim to further improve the management of international students, create a diverse and inclusive campus cultural environment, improve their satisfaction

with local learning and life, and ultimately enable better cross-cultural integration. Ashton Hay et al. (2021, p.256) explained that bilingual learning strategies not only contribute to the academic success of international students, but also serve as a bridge to promote social integration, enabling international students to participate more fully in the campus community. Bai and Wang (2021, p.632) emphasized that effective language support programs can improve the academic engagement of international students and create a more inclusive and supportive learning environment. Baklanov and Zhdanov (2020, p.45) believe that bilingual education methods can not only improve the language skills of international students, but also cultivate their deeper understanding and appreciation of cultural diversity, further promoting the integration for international students into new academic and social environments. Yaakob, A. R., & Pinjaman, S. (2021, p.973) stated that the design of language support programs should not only improve language proficiency, but also encourage interaction between international students and the wider university community. Ylimaki and Brunderman (2020, p.84) believe that only by recognizing the unique language and culture of international students can a more inclusive and empowering educational environment be created. Bolderman et al. (2020, p.489) believe that online international exchange and remote collaboration programs can improve the language proficiency of international students and broaden their cultural awareness and sensitivity. Chou-Lee (2020, p.215) stated that international students' cross-cultural integration not only involves adapting to the customs and norms of the host country, but also should involve understanding the local language and culture of the host country. Hu and Dai (2021, p.89) stated that in order to shape the cross-cultural adaptation of international students in the higher education environment, it is necessary to emphasize the role of language and cultural influence. Guo J. (2023, p.25) confirmed the importance of strong language support through various studies exploring cross-cultural integration and education. Liu, W. (2022, p.12) stated that the model of combining professional courses with the cultivation of cross-cultural communication skills can promote the practical application of language support in cross-cultural integration.

There are 6 measures to support the develop of social integration. This study proposes four develop to support the development of social integration: Organize regular social integration activities. Collaborate with other universities for joint events. Promote inclusivity in social programs. Encourage participation from local students. Creating a cross-cultural mentoring program. Establishment of International student club. These measures aim to further improve the management of international students, create a diverse and inclusive campus cultural environment, improve their satisfaction with local learning and life, and ultimately enable better cross-cultural integration. Bekerman (2020, p.106) argues that barriers to social integration often stem from cultural differences and the possibility of cultural misunderstandings, and therefore requires greater inclusiveness when dealing with cross-cultural affairs. Davis et al. (2021, p.8) suggest that educational administrators have the opportunity to create a more welcoming environment for all international students by implementing diversity, equity, and inclusion initiatives. Bolderman et al. (2020, p.489) emphasize that the interdisciplinary design approach of online international exchanges connects students from universities around the world to foster a sense of belonging and inclusion, providing innovative opportunities for strengthening social integration. Chou-Lee (2020, p.215) emphasizes that the development of education and activity programs for social integration must take into account the participation of local students, which can provide international students with a guide in the complex process of adapting to a new cultural environment. Ping et al. (2019, p.4434) emphasize the positive impact of social networks and friendships with host country nationals on student adaptation and integration. Educational institutions can promote these connections through mentor programs, international student clubs, and social activities that bring together domestic and foreign students. Rahmawati et al. (2020, p.2465) argue that incorporating ethnic education into the study subjects of international students to increase their engagement and cultural awareness, these approaches not only contribute to academic learning, but also contribute to the social integration for international students by creating an inclusive learning environment. Hamutoglu (2020, p.121) highlights how digital tools can facilitate communication and collaboration among culturally diverse student groups,

and emphasizes the role of technology in scale creation and cross-cultural communication and social integration. Wang X. (2023, p.47) emphasizes that social media platforms facilitate the rapid construction of networks and communities, thereby promoting social integration.

There are 6 measures to support the develop of administrative support. This study proposes four develop to support the development of administrative support: Improve the efficiency of administrative services. Provide proactive support for international students. Implement a feedback system to improve services. Offer guidance and counseling services. Establish international student office. Introducing an online administrative service platform. These measures aim to further improve the management of international students, create a diverse and inclusive campus cultural environment, improve their satisfaction with local learning and life, and ultimately enable better cross-cultural integration. Dan'ko, Enygin, and Midova (2020, p.535) suggest that designing cross-cultural communication courses for international students can provide them with the skills needed to navigate different cultures, thus providing another level of administrative support. Davis et al. (2021, p.8) propose that international students can be provided with the knowledge and resources they need to adapt to new academic and cultural environments, and emphasize the value of proactive administrative planning in promoting successful cases of student cross-cultural integration. Uink, Hill, Day, and Martin (2021, p.123) provide an administrative model for educational institutions on how to implement a comprehensive and inclusive cross-cultural support system to provide targeted assistance to the unique needs of different international student groups. Ping et al. (2019, p.4434) believe that by considering the cultural dimensions of student adaptability, universities can develop more effective strategies to support international student groups and provide them with assistance or counseling services. Bai and Wang (2021, p.632) emphasize that these training initiatives can enhance the educational and social experience of international students by improving faculty's understanding and responsiveness to different cultural backgrounds. This highlights the role of administrative support in promoting cultural awareness and inclusion in the academic environment. Hu and Dai (2021, p.89) emphasized the role of educational institutions

in reshaping cross-cultural identities. This highlights the importance of administrative support in creating an inclusive environment that embraces cultural diversity and promotes cross-cultural understanding among students. O'Dea and Stern (2022, p.203) argue for the importance of providing comprehensive support services to meet the psychosocial needs of international students, thereby fostering a sense of belonging within the university community.

In conclusion, the proposed management guidelines offer a comprehensive and practical approach to enhancing cross-cultural integration for international students in Guangxi. By focusing on cultural sensitivity training, language support, social integration initiatives, and robust administrative support, the guidelines address the specific challenges and needs of international students. Implementing these guidelines can help create a more inclusive, supportive, and dynamic campus environment that promotes the academic success and personal development of all students. As universities in Guangxi strive to attract and retain a diverse international student body, these efforts will contribute to their overall mission of fostering intercultural competence.

Part 3: The suitability and feasibility of management guidelines of cross-cultural integration for international student in Guangxi.

The evaluation of the proposed guidelines indicates that they are both suitable and feasible for implementation in Guangxi universities. The overall suitability score was high, and the feasibility score was also high. This suggests that the guidelines are well-aligned with the needs of international students and can be effectively implemented to improve their integration experience.

1. **Cultural sensitivity**

The high suitability score reflects the relevance and appropriateness of the proposed guidelines in addressing the challenges faced by international students. For instance, the guidelines for cultural sensitivity emphasize regular training and cultural exchange programs, which are essential for fostering an inclusive campus environment. The mean suitability score for cultural sensitivity guidelines was high, indicating strong support for these initiatives. This high score suggests that stakeholders recognize the importance of cultural competence in enhancing the

integration experience of international students. By implementing these guidelines, universities can ensure that staff and students are better equipped to navigate cultural differences, reducing the potential for misunderstandings and fostering a more inclusive atmosphere.

In addition to the high suitability scores, the feasibility of the proposed guidelines was also rated highly, with a mean score was high. This indicates that the guidelines are not only appropriate but also practical and implementable. The feasibility of cultural sensitivity guidelines, for example, was rated with a mean score of 4.35, reflecting confidence in the ability to deliver regular training and cultural exchange programs effectively. This suggests that universities have the resources and infrastructure needed to support these initiatives, ensuring that they can be implemented successfully.

2. Language support

The guidelines for language support received high suitability ratings. This underscores the critical role of language proficiency in academic success and social integration. The proposed intensive language courses and personalized tutoring services are seen as effective strategies to help international students overcome language barriers. The positive reception of these guidelines highlights the need for targeted language support initiatives that cater to the diverse linguistic needs of international students. By offering comprehensive language support, universities can enhance the academic performance and social engagement of international students, facilitating their overall integration.

Language support guidelines received the highest feasibility rating, with a mean score of was high. This indicates a strong belief in the practicality of providing intensive language courses and personalized tutoring services. The high feasibility score suggests that universities are well-equipped to offer these language support services, which are essential for helping international students overcome linguistic challenges. The availability of language learning resources, such as qualified instructors and language labs, contributes to the high feasibility of these guidelines.

3. Social integration

Social integration guidelines also scored highly in terms of suitability, with a mean score was high. This reflects the recognition of the importance of creating opportunities for international students to interact with their peers and participate in campus life. Regular social integration activities, collaboration with other universities for joint events, and inclusive social programs are all seen as effective ways to promote a sense of community among international students. These initiatives not only help international students build social networks but also contribute to a more vibrant and diverse campus culture. The strong support for these guidelines indicates that stakeholders see the value in fostering social connections and inclusivity as key components of cross-cultural integration.

Social integration guidelines also scored highly in terms of feasibility, with a mean score of was high. This reflects the practicality of organizing regular social activities and collaborating with other universities for joint events. The high feasibility rating indicates that universities have the capacity to implement these social integration initiatives, ensuring that international students have ample opportunities to build social networks and engage with the campus community. The support for these guidelines underscores the importance of fostering a sense of belonging among international students, which is crucial for their overall well-being and success.

4. Administrative support

Administrative support guidelines were also rated highly for their suitability, with a mean score was high. This suggests that the proposed improvements in administrative processes, such as streamlining procedures and providing proactive support, are well-aligned with the needs of international students. Efficient and responsive administrative services are crucial for helping international students navigate the complexities of their academic and personal lives. By implementing these guidelines, universities can reduce the administrative burden on international students, allowing them to focus more on their studies and social interactions. The high suitability score indicates that stakeholders recognize the importance of administrative support in ensuring a smooth and successful integration experience for international students.

Administrative support guidelines received a high feasibility rating as well, with a mean score of was high. This suggests that the proposed improvements in administrative processes are seen as practical and achievable. The high feasibility score reflects confidence in the ability of universities to streamline administrative procedures and provide proactive support to international students. By enhancing administrative efficiency and responsiveness, universities can create a more supportive environment for international students, facilitating their integration and success.

In conclusion, the high suitability and feasibility scores of the proposed guidelines indicate strong support for their implementation. The guidelines for cultural sensitivity, language support, social integration, and administrative services are seen as both appropriate and practical for enhancing the cross-cultural integration for international students in Guangxi. This positive evaluation suggests that the proposed strategies are well-aligned with the needs of international students and can be effectively implemented to improve their integration experience. By addressing the identified challenges and leveraging the proposed guidelines, universities in Guangxi can create a more inclusive and supportive environment for international students, promoting their academic success and personal development.

Recommendations

Implications

For university administrators:

Cultural sensitivity. Administrators should promote the establishment of cultural sensitivity policies and regularly provide cross-cultural training for both staff and students, promote more cultural diversity activities.

Language support. Administrators should implement a multi-level language curriculum system, establish language learning centers, and provide comprehensive language support services including language tutoring and online learning resources.

Social Integration. promote the establishment of cross-cultural mentorship programs, regularly organize cross-cultural socialization and activities, and encourage local and international students to participate together.

Administrative support. Administrators should establish a one-stop international student office to handle relevant administrative affairs, simplify administrative processes, and establish feedback mechanisms to adjust deficiencies.

Future Researches

When discussing the situation of management guidelines of cross–cultural integration for international student in Guangxi, we find that this field contains rich theoretical and suitability potential. The following are some prospects for future research directions:

Longitudinal research on cross-cultural integration. Future research should focus on the impact of cross-cultural integration on the long-term development of international students. By following up with students at different stages and analyzing their changes in academic performance, adaptation, and mental health, educational measures can be optimized.

Cross-regional comparative studies. Cross regional comparative research can explore the cross-cultural integration practices between China and other countries, identify the best strategies, and summarize the experiences of different regions to help formulate more effective global education policies.

The impact of technology on cross-cultural integration. Research the role of technology in cross-cultural integration, compare integration strategies under different cultures and education systems, summarize the experiences of Asian and Western countries, and provide a basis for formulating global education policies.

Policy formulation and implementation. Develop and implement policies that support cross-cultural integration, and evaluate their impact on the international student experience. Through empirical research, explore effective policy measures in different regions, provide scientific basis, and optimize existing policies.

References

Akpa-Inyang, F., & Chima, S. C. (2021). South African traditional values and beliefs regarding informed consent and limitations of the principle of respect for autonomy in African communities: a cross-cultural qualitative study. **BMC medical ethics,** 22, 1-17. https://bmcmedethics.biomedcentral.com/articles/10.1186/s12910-021-00625-9

AlMarwani M. (2021). Information and Communication Technologies in A Postgraduate TESOL Program: A Human Capital Investment. **Arab World English Journal (AWEJ) Special Issue on CALL,** 2021 (7). https://ssrn.com/abstract=3904466

Alesina, A., Brioschi, B., & La Ferrara, E. (2021). Violence against women: a cross-cultural analysis for Africa. **Economica,** 88(349), 70-104. https://onlinelibrary.wiley.com/doi/abs/10.1111/ecca.12398

An, J., & Lv, C. (2021). Research on Multi-ethnic Cross-cultural Education Guided by National Communication and Integration. 2nd International Conference on Education Studies: Experience and Innovation, 2021: 157-162. https://www.atlantis-press.com/proceedings/icesei-21/125966111

Anderson, G. (2016). International students and cultural shock: A focus on the student experience. **British Journal of Educational Studies**, 64(1), 1-22. https://www.tandfonline.com/doi/abs/10.1080/00071005.2015.1125372

Ashton-Hay S. A., Lamberton G., Zhou Y., von der Heidt, T.(2021). Bilingual Learning Strategies to Support Chinese EAL Business Students. **Journal of International Education in Business,** 14(3), 256-270. https://www.emerald.com/insight/content/doi/10.1108/JIEB-06-2021-0072/full/html

Adhami, N. (2022). **Integrating inquiry-based learning and computer supported collaborative learning into flipped classroom: effects on academic writing performance.** Computer Assisted Language Learning. https://scholar.google.ca/citations?view_op=view_citation&hl=ko&user=f4-CJLkAAAAJ&citation_for_view=f4-CJLkAAAAJ:u5HHmVD_uO8C

Bai L., & Wang Y. X. (2021). In-class and Out-of-class Interactions Between International Students and Their Host University Teachers. **Research in Comparative and International Education,** 17(1), 71-88. https://journals.sagepub.com/doi/full/10.1177/17454999211034811

Baklanov P., & Zhdanov D. Cultural Universals As A Means of Common Human Values Assimilation in Foreign Language Learning. **International Journal of Linguistics and Communication,** 2020, 12(3), 45-58. https://ap.pensoft.net/article/22261/

Bekerman Z. (2020). Reflection on The Dangers of 'Cultural Racism' in Intercultural Education. **Journal of New Approaches in Educational Research**, 9(2), 106-110. https://naerjournal.ua.es/article/view/v9-n2-bekerman

Bennett, J. M. (2017). Developing intercultural competence: A guide for educators in higher education. **Intercultural Education**, 28(5), 456-475. https://www.tandfonline.com/doi/full/10.1080/14675986.2017.1365916

Bocos, M. D. (2015). A systemic-interactionist model to design a competency-based curriculum. **Procedia-Social and Behavioral Sciences**, 180, 715-721. https://www.sciencedirect.com/science/article/pii/S187704281501610X

Bolderman L., Groote P., Hague E., Timmer J., Boode H., & Jager S. (2020). Pementing A Cross-course Design for Online International Exchange in Geography Courses. **International Journal of Geography in Higher Education**, 44(3), 489-507. https://www.tandfonline.com/doi/full/10.1080/03098265.2020.1770338

Byram, M., & Feng, A. (2004). Culture and language learning: Teaching, research, and scholarship. **Language Teaching,** 37(3), 149-168. https://www.cambridge.org/core/journals/language-teaching/article/culture-and-language-learning-teaching-research-and-scholarship/037F52DB52DE4B530F83E124BCE029C2

Cai, L., & Gribble, C. (2013). The diversity of international students and their engagement with Australian academics. **Studies in Higher Education**, 38(5), 654-668. https://www.tandfonline.com/doi/full/10.1080/03075079.2011.621542

Cao C., & Meng Q. (2022). A systematic review of predictors of international students' cross-cultural adjustment in China: current knowledge and agenda for future research. **Asia Pacific Education Review,** 23(1): 45-67. https://link.springer.com/article/10.1007/s12564-021-09715-5

Chan H. L., Yaakob A. R., & Pinjaman S. (2021). Effect of Support from Lecturers and Host Country Nationals on Cross-Cultural Adjustment Among International Students: Evidence from A Malaysian University. **Pertanika Journal of Social Sciences and Humanities,** 29(2), 973-988. https://www.pertanika.upm.edu.my/resources/files/Pertanika%20PAPERS/JSSH%20Vol.%2029%20(2)%20Jun.%202021/28%20JSSH-7321-2020.pdf

Chen, G. M. (2001). The development and validation of the Intercultural Sensitivity Scale. **Human Communication,** 3, 1-15. https://digitalcommons.uri.edu/com_facpubs/36/

Chen, G. M. (2001). **Measuring Intercultural Sensitivity in Different Cultural Context.** Transcultural Realities: Interdisciplinary Perspectives on Cross-Cultural Communication. https://digitalcommons.uri.edu/com_facpubs/29/

Chen J., Sun, Y., & Zhu J. (2022). Navigating through the mists of cross-cultural journey: unpacking international scholars' acculturation strategies at Chinese universities. **International Journal of Chinese Education**, 11(3): 2212585X221138611. https://journals.sagepub.com/doi/full/10.1177/2212585X21138611

Chou-Lee T. (2020). Exploring Social Integration and Acculturation Challenges Among International Students: Implications for Educational Program Design. **Journal of International Education,** 36(2), 215-230. https://www.emerald.com/insight/content/doi/10.1108/JIEB-06-2020-0052/full/html

Dan'ko O. A., Enygin D. V., & Midova V. O. (2020). Relevant Trends in Design of the Courses in Intercultural Communication for Students of the Management Department. RSUH/RGGU *Bu*lletin. **Series Psychology Pedagogics Education,** 26(3), 535-545. https://journals.rudn.ru/psychology-pedagogics/article/view/26683

Davis D. L. F., Tran-Taylor D., Imbert E., Wong J. O., & Chou C. L. (2021). Start The Way You Want to Finish: An Intensive Diversity, Equity, Inclusion Orientation Curriculum in Undergraduate Medical Education. **Journal of medical education and curricular development,** 8: 23821205211000352. https://journals.sagepub.com/doi/full/10.1177/23821205211000352

Deardorff, D. K. (2006). Identification and assessment of intercultural competence as a student outcome of internationalization. **Journal of Studies in International Education,** 10(3), 241-266. https://repository.lib.ncsu.edu/items/a1d0920c-69ef-4d78-bf37-19ab021a93bc

Di W., Zhang S., Lian X., Oubibi M., Zhang Z. (2022). Research on Cross-cultural Adaptation and Educational Management of International Students in China: Case of African Students at Zhejiang Normal University. **Frontiers in Psychology,** (13), 741. https://www.frontiersin.org/articles/10.3389/fpsyg.2022.867702/full

Edwards, V., & Tonkin, H. (2009). International students: Culture shock and adaptation to the U.S. **Journal of Research in International Education,** 8(2), 203-221. https://journals.sagepub.com/doi/abs/10.1177/1475240909105204

Edwards, V., & Tonkin, H. (2009). **International students: Culture shock and adaptation to the University**. Springer Publishing. https://www.springer.com/gp/book/9780387927085

Franzen, S., Papma, J. M., van den Berg, E., & Nielsen, T. R. (2021). Cross-cultural neuropsychological assessment in the European Union: A Delphi expert study. **Archives of Clinical Neuropsychology,** 36(5), 815-830. https://academic.oup.com/acn/article/36/5/815/6238406

Galloway, F., & Jenkins, G. (2005). The adjustment problems faced by international students in the United States: A comparison with their American peers. **International Education Journal,** 6(4), 567-578. https://iej.cjb.net

Gebauer, M. M., McElvany, N., Köller, O., & Schöber, C. (2021). Cross-cultural differences in academic self-efficacy and its sources across socialization contexts. **Social Psychology of Education,** 24(6), 1407-1432. https://link.springer.com/article/10.1007/s11218-021-09628-7

Gibson C. M., & White, A. (2019). Patients As Teachers of Cultural Sensitivity in Pharmacy Education. **Innovations in Pharmacy,** 10(4), 8. https://pubs.lib.umn.edu/index.php/innovations/article/view/1379

Guo J. (2023). Research on the Cultural Identity of International Students. **Journal of Contemporary Educational Research,** 7(4): 25-29. https://www.cnki.net/

Hu, Y., & Dai, K. (2021). Foreign-born Chinese students learning in China: (Re)shaping intercultural identity in higher education institution. **International Journal of Intercultural Relations,** 80: 89-98. https://www.sciencedirect.com/science/article/abs/pii/S0147176721000054

Jing, X., Ghosh, R., Sun, Z., Liu, Q. (2020). Research Related to International Students: A Scientometric Review. **Higher Education,** 80: 415-433. https://link.springer.com/article/10.1007/s10734-020-00522-4

Kim, Y. Y. (2001). Becoming intercultural: An integrative theory of communication and cross-cultural adaptation. **Current Issues in Comparative Education**, 4(1), 16-30. https://eric.ed.gov/?id=ED456491

Kim, Y. Y., & Gudykunst, W. (2005). Adapting to a new culture. **Theorizing about intercultural communication,** 375-400. https://www.worldcat.org/title/theorizing-about-intercultural-communication/oclc/123445051

Kilag, O. K. T., Uy, F. T., & Abendan, C. F. K. (2023). Teaching leadership: An examination of best practices for leadership educators. **Science and Education,** 4(7), 430-445.

Leask, B. (2009). Using formal and informal curricula to improve interactions between home and international students. **Journal of Studies in International Education,** 13(2), 205-221. https://journals.sagepub.com/doi/10.1177/1028315308329786

Lenz-Rashid, S. (2018). Supporting international students' academic and career achievements. **Journal of International Students**, 8(1), 284-303. https://journals.sagepub.com/doi/full/10.1177/1028315317751686

Li, H. (2023). SWOT Analysis of International Talent Training at Local Colleges and Universities in Guangxi in the Context of the Belt and Road Initiative. **Educational Administration: Theory and Practice**, 29(4). https://www.cnki.net/

Liu D, Hu Q. (2020). Practice of China's new high-level university of science and engineering's international development: a case study of dongguan university of technology. **Region-Educational Research and Reviews,** 1(2): 28-33. https://www.cnki.net/

Liu Linghui (2017). Discussion on the educational model to promote the cross-cultural adaptation of ASEAN international students in Guangxi - Taking Guangxi Normal University as an example. **Chinese and Foreign Exchanges,** 000(008):16-17. https://www.cnki.net/

Liu, D. (2020). Practice of China's New High-level University of Science and Engineering's International Development: A Case Study of Dongguan University of Technology. **Educational Research and Reviews,** 1(2): 28-33. https://www.front-sci.com/journal/article?doi=10.32629/rerr.v1i2.79

Liu, W. (2020). A Study on The Integration of Business English Teaching and Intercultural Communication Skills Cultivation Model Based on Intelligent Algorithm. **Security and Communication Networks,** 2022:1-12. https://www.scirp.org/journal/paperinformation.aspx?paperid=101892

Luo, J. (2021). Exploring Social Integration and Acculturation Challenges Among International Students: Implications for Educational Program Design. **Journal of International Education,** 36(2), 215-230. https://www.ojed.org/index.php/jis/article/view/3243

Luo, M., & Zhang, X. (2021). Research status about influence factors of international students' cross-cultural adaptation with different models. **Open Journal of Social Sciences,** 9(6), 51-63. https://www.scirp.org/journal/paper information.aspx?paperid=110342

Ma Lijuan (2023). Research on the International Development Strategy of Higher Education Institutions—Taking the Education of International Students in Guangxi Higher Education Institutions in China as an Example. **Leadership Science Forum,** 2(10):3. https://www.cnki.net/

Madden-Dent, T. (2021). Advancing Equity through Culturally Responsive Social Emotional Education: Addressing International Student Integration. **Advances in Motivation and Achievement,** 21:159-176. https://www.emerald.com/insight/content/doi/10.1108/S0749-742320210000021012/full/html

Mak, A., & Barker, M. (2013). Tertiary student populations worldwide: A focus on international students and cultural diversity. **Journal of International Students,** 3(2), 53-70.

Marginson, S. (2012). Including the other: Regulation of the human rights of mobile students in a nation-bound world. **Higher Education,** 63(4), 497-512. https://journals.sagepub.com/doi/abs/10.1177/1028315311428806

Martirosyan, N. M., Bustamante, R. M., & Saxon, D. P. (2015). Academic and social support services for international students: Research and recommendations. **International Education Studies,** 8(4), 12-20. https://www.ojed.org/index.php/jis/article/view/443

Niu, J. (2021). On Integration of Chinese Excellent Traditional Culture Into College English Teaching. **International Journal of Frontiers in Sociology,** 3(2), 30-33. https://www.cnki.net/

Novera, I. A. (2004). Indonesian postgraduate students studying in Australia: An examination of their academic, social, and cultural experiences. **International Education Journal,** 5(4), 475-487. https://openjournals.library.sydney.edu.au/index.php/IEJ/article/view/6720

O'Dea, X., & Stern, J. (2022). Cross-Cultural Integration through the Lens of Loneliness: a Study of Chinese Direct Entry Students in the United Kingdom. **Qualitative research in education,** 11(3): 203-229. https://kclpure.kcl.ac.uk/portal/en/publications/cross-cultural-integration-through-the-lens-of-loneliness-a-study

Okumura, S. (2020). Design and Implementation of A Telecollaboration Project for Primary School Students to Trigger Intercultural Understanding. **Intercultural Education,** 31(3), 289-305. https://www.tandfonline.com/doi/full/10.1080/14675986.2020.17525

Otten, M. (2003). Intercultural learning and diversity in higher education. **Journal of Studies in International Education,** 7(1), 12-26. https://sci-hub.st/10.1177/1028315302250177

Parr, G., Bradley, L., & Bingi, R. (1992). Concerns and feelings of international students. **Journal of College Student Development,** 33(1), 20-25. https://www.scholarlyexchange.org/articles/concerns-and-feelings-of-international-students

Pedersen, P. B. (1991). Counseling international students. **Counseling Psychologist,** 19(1), 10-58. https://sci-hub.se/10.1177/0011000091191002

Perez-Encinas, A., & Ammigan, R. (2016). Student support in higher education: campus service utilization and impact. **Journal of Higher Education Outreach and Engagement,** 20(2), 113-132. https://doaj.org/article/8e589d8558734178bfab1712c6a2e7d2

Petkanopoulou, K., Wildschut, T., & Sedikides, C. (2021). Nostalgia and biculturalism: How host-culture nostalgia fosters bicultural identity integration. **Journal of Cross-Cultural Psychology,** 52(2), 184-191. https://eprints.soton.ac.uk/449210/

Ping, L., Jing, X., Othman, B., Yuefei, F., Kadir, Z. A., & Ping, X. (2019). An Intercultural Management Perspective of Foreign Student's Adaptation in Chinese Universities: A Case Study of China Three Gorges University. **Engineering, Technology & Applied Science Research,** 9(4), 4434-4439. https://etasr.com/index.php/ETASR/article/view/2589&#8203

Pokrovskaya, E., Raitina, M. (2020). "Ethno-Inclusion – Ethno-Exclusion" As A Dualistic Model of Cross-Cultural Adaptation in The University Educational Environment. **European Journal of Social Sciences**, 3(1): 36-45. https://revistia.org/index.php/ejss/article/view/5228

Rahmawati, Y., Ridwan, A., Cahyana, U., & Wuryaningsih, T. (2020). The Integration of Ethnopedagogy in Science Learning to Improve Student Engagement and Cultural Awareness. **Universal Journal of Educational Research**, 8(6), 2465-2472. https://www.scirp.org/journal/paperinformation.aspx?paperid=101892

Rowe, N. (2021). The Gel in the Pell-Mell: Performing Arts Teachers as Agents of Cultural Integration in an Era of Mass Migration. **Knowledge Cultures**, 9(2), 44-58. https://journals.sagepub.com/doi/10.1177

Ryan, J., & Hellmundt, S. (2005). Maximizing international students' 'cultural capital'. **Teaching in Higher Education,** 10(3), 409-417. https://journals.sagepub.com/doi/full/10.1177

Santos, J. (2021). Online Distance Learning Amidst COVID-19. **International Journal of Educational Research and Innovation,** 291-304.

Shonfeld, M., Cotnam-Kappel, M., Judge, M., Ng, C. Y., Ntebutse, J. G., Williamson-Leadley, S., & Yildiz, M. N. (2021). Learning in digital environments: a model for cross-cultural alignment. **Educational Technology Research and Development,** 69(4), 2151-2170. https://link.springer.com/article/10.1007/s11423-021-09967-6

Song, Y., & Xia, J. (2021). Scale making in intercultural communication: experiences of international students in Chinese universities. **Language, Culture and Curriculum,** 34(4): 379-397. https://www.cnki.net/

Spencer-Rodgers, J., & McGovern, T. (2002). Attitudes toward the culturally different: The role of intercultural communication barriers, affective responses, consensual stereotypes, and perceived threat. **International Journal of Intercultural Relations**, 26(6), 609-631.

Stoller, F. L. (2008). Guidelines for the integration of student projects into ESP classrooms. **English Teaching Forum,** 33(2), 10-15.

Tao, J. (2021). Study on the Path of the Integration of Chinese Traditional Culture into English Learning. **Lifelong Education,** 9(8), 115-119. https://www.cnki.net/

Townsend, T., & Bates, R. (2007). Handbook of teacher education: Globalization, standards and professionalism in times of change. **Teaching and Teacher Education,** 23(3), 390-403.

Uink, B., Hill, B., Day, A., & Martin, G. (2021). 'Wings to Fly': A Case Study of Supporting Indigenous Student Success Through A Whole-of-university Approach. **The Australian Journal of Indigenous Education,** 48(2), 123-136.

Van de Vijver, F. J., & Leung, K. (2021). Methods and data analysis for cross-cultural research (Vol. 116). Cambridge University Press.

Velychko, K. Y., Yaremenko, M. O. (2020). The Phenomenon of Student Migration in Ukraine. Business Inform, 5 (508): 62-70.

Volet, S. E., & Ang, G. (1998). Culturally mixed groups on international campuses: An opportunity for inter-cultural learning. **Higher Education Research & Development,** 17(1), 5-23.

Volet, S. E., & Ang, G. (1998). Culturally mixed groups on international campuses: An opportunity for inter-cultural learning. **Higher Education Research & Development,** 17(1), 5-23.

Wang X., Alauddin M., Zafar A. U., Zhang Q., Ahsan, T., & Barua Z. (2023). WeChat Moments Among International Students: Building Guanxi Networks in China. **Journal of Global Information Technology Management,** 26(1): 47-76. https://www.cnki.net/

Wang Y., Iqbal U., Gong Y. (2021). The Performance of Resilient Supply Chain Sustainability in Covid-19 By Sourcing Technological Integration. **Sustainability**, 13(11): 6151. https://www.cnki.net/

Wang Yonghua. Research on Curriculum Design and Management for ASEAN International Students in Guangxi (Ph.D. Dissertation, Guangxi University). https://www.cnki.net/

Wang Z., Yan B., Yi L., & Yu L. (2022). Cross-cultural Education Model for Foreign Students in China Integrating Ideological and Political Education [J]. **Journal of Educational Theory and Management,** 6(1): 56-62. https://www.cnki.net/

Wang, T. (2021). Urban schooling and social integration of ethnic migrant students in China. **Education and Urban Society**, 53(6), 708-733. https://www.cnki.net/

Wang, Y., King, R. B., Wang, F., & Leung, S. O. (2021). Need-supportive teaching is positively associated with students' well-being: A cross-cultural study. Learning and Individual Differences, 92, 102051. https://www.cnki.net/

Ward, C., Bochner, S., & Furnham, A. (2001). **The psychology of culture shock.** Routledge.

Wu Junying and Zhang Ling (2022). **Analysis on the education cooperation and exchange model between Guangxi and ASEAN universities under the background of "One Belt and One Road.** University Education, (06):252-254. https://www.cnki.net/

Xu H, Zhang J. (2021). **Studying Higher Education Internationalization: New Methods and Approaches.** University Management: Practice and Analysis, 25(2). https://www.cnki.net/

Xue, J., & Li, N. (2021). Research on the Integration of Cross-Cultural Communication and English Teaching in Colleges. **Education Reform and Development**, 3(1), 1-4. https://www.cnki.net/

Yang Juan (2017). Discussion on effective paths for the internationalization of higher education in Guangxi under the "One Belt, One Road" strategy. **Contemporary Educational Practice and Teaching Research,** 000(011): 126-128. https://www.cnki.net/

Yi Zhijian (2017). Research on the cross-cultural adaptation of Thai students in China. **Business Manager**, (26):7-8. https://www.cnki.net/

Ylimaki R M, Brunderman L A. (2021). Strength-based approaches to meeting culturally diverse student needs. **Studies in Educational Leadership**, 10(9):81-91. https://ouci.dntb.gov.ua/en/works/4EnQVR0l/

Yue X, Ding Q, Feng Y. (2020). Pragmatic failure in cross-cultural communication of Chinese students: An investigation in a Guangxi Normal University. **Scholars International Journal of Linguistics and Literature,** 3(2): 35-44. https://eric.ed.gov/?id=ED514800

Zhou, Y., Frey, C., & Bang, H. (2011). Understanding the factors influencing international student satisfaction in U.S. higher education institutions. **Journal of Higher Education Policy and Management,** 33(2), 217-232. https://eric.ed.gov/?id=EJ978699

Zhu J., Li G., Wan M., Li S., Sun L., Li J., & Wang X. (2022). Survey Study of the Cultural Integration for international students in East China under Ecosystem Theory. **Sustainability,** 14(21): 14485. https://www.mdpi.com/2071-1050/14/21/14485

Zhou R, Zeng X. (2021). **Cross-cultural Adaptability of International Students in China.** 7th International Conference on Social Science and Higher Education. https://www.atlantis-press.com/proceedings/icsshe-21/125961648

Appendix

Appendix A

List of Specialists and Letters of Specialists Invitation

for IOC Verification

List of Specialists and Letters of Specialists Invitation for IOC Verification

No	Name	University in Guangxi
1	Zeng Peng	Guangxi Minzu University
2	Liao Dongsheng	Guangxi Minzu University
3	Zhu Guangxi	Guilin University of Technology
4	Chu Qinghua	Guilin University of Technology
5	Zhong Xuesi	Guangxi Normal University

Appendix B
Official Letter

Ref.No. MHESI 0643.14/ |1ᵘ\

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

July 2024

RE: Invitation to validate research instrument

Dear   Professor Dr. Zhu Guangxi, Guilin University of Technology

      Mr.Xu Jiezhi is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitle "Management Guidelines of Cross–Cultural Integration for International Student in Guangxi"

      The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research instrument.

      With your expertise, we would like to ask your permission to validate the attached research instrument. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

(Assistant Professor Dr. Thanapat Chancharoen)
Vice Dean of Graduate School

Bansomdejchaopraya Rajabhat University
Tel.+662-473-7000
www.bsru.ac.th
E-mail: grad@bsru.ac.th

Ref.No.MHESI 0643.14/७६६

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

July 2024

RE: Invitation to validate research instrument

Dear   Professor Dr. Liao Dongsheng, Guangxi Minzu University

Mr.Xu Jiezhi is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitle "Management Guidelines of Cross–Cultural Integration for International Student in Guangxi"

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research instrument.

With your expertise, we would like to ask your permission to validate the attached research instrument. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

(Assistant Professor Dr. Thanapat Chancharoen)
Vice Dean of Graduate School

Bansomdejchaopraya Rajabhat University
Tel.+662-473-7000
www.bsru.ac.th
E-mail: grad@bsru.ac.th

Ref.No. MHESI 0643.14/1215

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

July 2024

RE: Invitation to validate research instrument

Dear   Professor Dr. Zeng Peng, Guangxi Minzu University

    Mr.Xu Jiezhi is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitle "Management Guidelines of Cross–Cultural Integration for International Student in Guangxi"

    The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research instrument.

    With your expertise, we would like to ask your permission to validate the attached research instrument. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

(Assistant Professor Dr. Thanapat Chancharoen)
Vice Dean of Graduate School

Bansomdejchaopraya Rajabhat University
Tel.+662-473-7000
www.bsru.ac.th
E-mail: grad@bsru.ac.th

Ref.No. MHESI 0643.14/ ১২৬৭

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

July 2024

RE: Invitation to validate research instrument

Dear Associate Professor Dr. He En, Wuzhou University

       Mr.Xu Jiezhi is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitle "Management Guidelines of Cross–Cultural Integration for International Student in Guangxi"

       The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research instrument.

       With your expertise, we would like to ask your permission to validate the attached research instrument. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

(Assistant Professor Dr. Thanapat Chancharoen)
Vice Dean of Graduate School

Bansomdejchaopraya Rajabhat University
Tel.+662-473-7000
www.bsru.ac.th
E-mail: grad@bsru.ac.th

Ref.No. MHESI 0643.14/ เบเ

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

July 2024

RE: Invitation to validate research instrument

Dear   Professor Dr. Hua Youjie, Hezhou University

Mr.Xu Jiezhi is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitle "Management Guidelines of Cross–Cultural Integration for International Student in Guangxi"

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research instrument.

With your expertise, we would like to ask your permission to validate the attached research instrument. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

(Assistant Professor Dr. Thanapat Chancharoen)
Vice Dean of Graduate School

Bansomdejchaopraya Rajabhat University
Tel.+662-473-7000
www.bsru.ac.th
E-mail: grad@bsru.ac.th

Ref.No. MHESI 0643.14/ ၊၊၊၊

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

July 2024

RE: Invitation to validate research instrument

Dear   Associate Professor Dr. Feng Li, Beibu Gulf University

Mr.Xu Jiezhi is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitle "Management Guidelines of Cross–Cultural Integration for International Student in Guangxi"

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research instrument.

With your expertise, we would like to ask your permission to validate the attached research instrument. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

(Assistant Professor Dr. Thanapat Chancharoen)
Vice Dean of Graduate School

Bansomdejchaopraya Rajabhat University
Tel.+662-473-7000
www.bsru.ac.th
E-mail: grad@bsru.ac.th

Ref.No. MHESI 0643.14/1215

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

July 2024

RE: Invitation to validate research instrument

Dear Professor Dr. Liu Weiling, Beibu Gulf University

Mr.Xu Jiezhi is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitle "Management Guidelines of Cross–Cultural Integration for International Student in Guangxi"

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research instrument.

With your expertise, we would like to ask your permission to validate the attached research instrument. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

(Assistant Professor Dr. Thanapat Chancharoen)
Vice Dean of Graduate School

Bansomdejchaopraya Rajabhat University
Tel.+662-473-7000
www.bsru.ac.th
E-mail: grad@bsru.ac.th

Ref.No. MHESI 0643.14/١٢٤٣

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

July 2024

RE: Invitation to validate research instrument

Dear   Professor Dr. Chu Qinghua, Guilin University of Technology

        Mr.Xu Jiezhi is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitle "Management Guidelines of Cross–Cultural Integration for International Student in Guangxi"

        The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research instrument.

        With your expertise, we would like to ask your permission to validate the attached research instrument. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

(Assistant Professor Dr. Thanapat Chancharoen)
Vice Dean of Graduate School

Bansomdejchaopraya Rajabhat University
Tel.+662-473-7000
www.bsru.ac.th
E-mail: grad@bsru.ac.th

Ref.No. MHESI 0643.14/ ᵔᵔᵔᵔ

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

July 2024

RE: Invitation to validate research instrument

Dear   Professor Dr. Qin Chengqiang, Guangxi University

        Mr.Xu Jiezhi is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitle "Management Guidelines of Cross–Cultural Integration for International Student in Guangxi"

        The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research instrument.

        With your expertise, we would like to ask your permission to validate the attached research instrument. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

                                    Sincerely,

                                    (Assistant Professor Dr. Thanapat Chancharoen)
                                    Vice Dean of Graduate School

Bansomdejchaopraya Rajabhat University
Tel.+662-473-7000
www.bsru.ac.th
E-mail: grad@bsru.ac.th

Ref.No. MHESI 0643.14/1251

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

July 2024

RE: Invitation to Evaluate the Guideline

Dear   Professor Dr. Qin Chengqiang, Guangxi University

Mr.Xu Jiezhi is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitle "Management Guidelines of Cross–Cultural Integration for International Student in Guangxi"

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research.

With your expertise, we would like to ask your permission to evaluate the attached guideline. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

(Assistant Professor Dr. Thanapat Chancharoen)
Vice Dean of Graduate School

Bansomdejchaopraya Rajabhat University
Tel.+662-473-7000
www.bsru.ac.th
E-mail: grad@bsru.ac.th

Ref.No. MHESI 0643.14/ 1157

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

July 2024

RE: Invitation to Evaluate the Guideline

Dear   Professor Dr. Zeng Peng, Guangxi Minzu University

Mr.Xu Jiezhi is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitle "Management Guidelines of Cross–Cultural Integration for International Student in Guangxi"

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research.

With your expertise, we would like to ask your permission to evaluate the attached guideline. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

(Assistant Professor Dr. Thanapat Chancharoen)
Vice Dean of Graduate School

Bansomdejchaopraya Rajabhat University
Tel.+662-473-7000
www.bsru.ac.th
E-mail: grad@bsru.ac.th

Ref.No. MHESI 0643.14/บ๕๗

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

July 2024

RE: Invitation to Evaluate the Guideline

Dear   Professor Dr. Zhong Xuesi, Guangxi Normal University

        Mr.Xu Jiezhi is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitle "Management Guidelines of Cross–Cultural Integration for International Student in Guangxi"

        The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research.

        With your expertise, we would like to ask your permission to evaluate the attached guideline. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

(Assistant Professor Dr. Thanapat Chancharoen)
Vice Dean of Graduate School

Bansomdejchaopraya Rajabhat University
Tel.+662-473-7000
www.bsru.ac.th
E-mail: grad@bsru.ac.th

Ref.No. MHESI 0643.14/ เ2 เ0

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

July 2024

RE: Invitation to Evaluate the Guideline

Dear   Professor Dr. Zhu Guangxi, Guilin University of Technology

      Mr.Xu Jiezhi is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitle "Management Guidelines of Cross–Cultural Integration for International Student in Guangxi"

      The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research.

      With your expertise, we would like to ask your permission to evaluate the attached guideline. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

(Assistant Professor Dr. Thanapat Chancharoen)
Vice Dean of Graduate School

Bansomdejchaopraya Rajabhat University
Tel.+662-473-7000
www.bsru.ac.th
E-mail: grad@bsru.ac.th

Ref.No. MHESI 0643.14/1212

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

July 2024

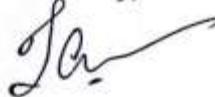RE: Invitation to Evaluate the Guideline

Dear   Associate Professor Dr. He En, Wuzhou University

      Mr.Xu Jiezhi is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitle "Management Guidelines of Cross–Cultural Integration for International Student in Guangxi"

      The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research.

      With your expertise, we would like to ask your permission to evaluate the attached guideline. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

(Assistant Professor Dr. Thanapat Chancharoen)
Vice Dean of Graduate School

Bansomdejchaopraya Rajabhat University
Tel.+662-473-7000
www.bsru.ac.th
E-mail: grad@bsru.ac.th

Appendix C

Research Instrument

1. Survey Questionnaire

Survey Questionnaire on management guidelines of cross-cultural integration for international student in Guangxi

Dear participants

Hello! We are currently conducting a study on the " Management Guidelines of Cross-Cultural Integration for international student in Guangxi ". This study aims to explore how to effectively improve the quality and efficiency of university' international student management through four dimensions: cultural sensitivity, language support, social integration, and administrative support, thereby promoting the development of tertiary education. We need to know the specific situation of your university. The research subjects of this survey are university staff in Guangxi who have involved in international student programs and services.

Your participation is crucial to this study. We sincerely invite you to participate in this survey and share your valuable experience and insights. The questionnaire mainly involves your basic information and the current situation of cultural sensitivity, language support, social integration, and administrative support in the management of international students at your school. The survey is conducted anonymously, and all data is only used for academic research, ensuring absolute confidentiality of your personal information and answers.

Thank you for taking the time to fill out the questionnaire. Your support will make a significant contribution to this research. We look forward to your active participation!

Questionnaire - Basic Information

1. Gender

☐ Male

☐ Female

2. Age

☐ 19-25 year old

☐ 26-35 year old

☐ 36-45 year old

☐ 46-55 year old

☐ Older 55 year

3. Educational background

☐ Vocational diploma

☐ Bachelor degree

☐ Master's degree

☐ Doctoral degree

4. Work experience in management of international students

☐ Under 1 year

☐ 1-3 years

☐ 4-6 years

☐ 7 years more

5. Work position in the university

☐ Ordinary teachers

☐ Grassroots leaders

☐ Middle level leaders

☐ Senior leaders

Questionnaire - Basic Information

The following questions aim to understand the current situation of cross-cultural integration for international student at your university. Please rate each statement on a scale from 1 to 5, where 1 represents "Strongly Disagree" and 5 represents "Strongly Agree."

No	THE MANAGEMENT GUIDELINES OF CROSS-CULTURAL INTEGRATION FOR INTERNATIONAL STUDENTS IN GUANGXI	Level of cross-cultural integration of international student				
		1	2	3	4	5
Cultural sensitivity:						
1	Teachers' understanding and recognition of different cultural characteristics is the key to effectively managing international students.					
2	Teachers have sufficient knowledge understanding and recognition of different cultural characteristics.					
3	Teachers' understanding and recognition of different cultural characteristics affect their ability to handle cross-cultural affairs.					
4	Teachers' often confident in dealing with cross-cultural issues of international students.					
5	The university provide language training and resources are crucial to adapt to different cultural and educational environments for international students.					

No	THE MANAGEMENT GUIDELINES OF CROSS-CULTURAL INTEGRATION FOR INTERNATIONAL STUDENTS IN GUANGXI	Level of cross-cultural integration of international student				
		1	2	3	4	5
6	The university encourages and promotes teachers and students to strengthen cross-cultural exchanges and cooperation.					
7	The university regularly organizes cultural diversity activities to promote international students' knowledge, understanding and recognition of local culture.					
8	The university regularly conduct cross-cultural training for teachers and students to improve cultural sensitivity.					
9	The university provides adequate cultural sensitivity training courses and training resources.					
10	The university can enhance cross-cultural awareness by actively participating in cultural exchange activities for Teachers and students.					
11	The university have room for improvement in promoting cultural diversity and an inclusive cross-cultural environment.					
12	The university provide cultural training courses and resources help build connections and interactions between international students and the local community.					

No	THE MANAGEMENT GUIDELINES OF CROSS-CULTURAL INTEGRATION FOR INTERNATIONAL STUDENTS IN GUANGXI	Level of cross-cultural integration of international student				
		1	2	3	4	5
13	The university provide cultural training courses and resources help international students better adapt to life in Guangxi's multi-ethnic cultural background.					
Language support						
1	The university provide enough language training and special resources to help foreign students improve their foreign language proficiency.					
2	The university's provision of language training and specialized resources for international students are critical to their academic success and cross-cultural integration.					
3	International students' language barriers affect their adaptation to the new learning environment.					
4	International students' language barriers affect their integration into local society.					
5	International students' language barriers affect their academic studies and course learning.					
6	The university provide more language training and support services is necessary.					

No	THE MANAGEMENT GUIDELINES OF CROSS-CULTURAL INTEGRATION FOR INTERNATIONAL STUDENTS IN GUANGXI	Level of cross-cultural integration of international student				
		1	2	3	4	5
7	International students need more language training and specialized resources to better adapt to academic studies and course learning.					
8	The university language learning environment plays an important role in improving the language proficiency of international students.					
9	The university provide more language training and specialized resources can meet the needs of international students.					
10	Teachers are willing to provide additional language support and language training for international students who need it.					
11	The university provide language training and specialized resources help build connections and interactions between international students and the academic community.					
12	The university provide language training and specialized resources help build connections and interactions between international students and the academic community.					
13	The university provide language training and specialized resources can promote cultural awareness, communication and					

No	THE MANAGEMENT GUIDELINES OF CROSS-CULTURAL INTEGRATION FOR INTERNATIONAL STUDENTS IN GUANGXI	Level of cross-cultural integration of international student				
		1	2	3	4	5
	understanding among international students.					
Social integration:						
1	International students can integrate well into the local community.					
2	International students can engage well with local students and the wider community.					
3	International students' integration into the local community is crucial to their academic success.					
4	International students' integration into the local community is crucial to their personal development.					
5	The university provides a social integration program full of diversity and inclusion.					
6	The university organized social integration activities are crucial to helping international students feel connected and supported.					
7	The university social integration activities have an impact on improving international students' happiness and satisfaction.					
8	The university organizes enough social integration activities to help international students integrate into the local					

No	THE MANAGEMENT GUIDELINES OF CROSS-CULTURAL INTEGRATION FOR INTERNATIONAL STUDENTS IN GUANGXI	Level of cross-cultural integration of international student				
		1	2	3	4	5
	community.					
9	Teachers actively organize and participate in social integration activities for international students.					
10	The university willing to work with other clubs and communities to organize social integration activities for international students.					
11	The university various social integration activities help build connections and interactions between international students and the local community.					
12	The university various social integration activities can promote cultural awareness, communication and understanding among international students.					
13	The university various social integration activities help international students better adapt to life in Guangxi's multi-ethnic cultural background.					
Administrative support:						
1	The university provide satisfactory structured assistance and services to solve the specific needs of international students in their study and life.					

No	THE MANAGEMENT GUIDELINES OF CROSS-CULTURAL INTEGRATION FOR INTERNATIONAL STUDENTS IN GUANGXI	Level of cross-cultural integration of international student				
		1	2	3	4	5
2	The university provide efficient structured assistance and services can enhance the learning and living experience of international students.					
3	The university provide structured assistance and services for specific needs to help international students adapt to the learning and living environment more quickly.					
4	The university still have room for improvement in providing more study and living structured assistance and services to international students.					
5	The university provide structured assistance and services to international students are range from orientation programs to counseling services.					
6	The university willing to provide additional structured assistance and services to international students in need.					
7	The university provide structured assistance and services to international students are related to cross-cultural integration.					
8	The university provide efficient structured assistance and services is essential to enhancing the educational experience of					

No	THE MANAGEMENT GUIDELINES OF CROSS-CULTURAL INTEGRATION FOR INTERNATIONAL STUDENTS IN GUANGXI	Level of cross-cultural integration of international student				
		1	2	3	4	5
	international students.					
9	The university provide efficient structured assistance and services is essential to ensuring cross-cultural integration of international students.					
10	The university provide structured assistance and services can promote cultural awareness, communication and understanding among international students.					
11	The university provide structured assistance and services help build connections and interactions between international students and the local community.					
12	The university provide structured assistance and services help international students better adapt to life in Guangxi's multi-ethnic cultural background.					

2. Structured Interview Survey

Develop the management guidelines of Cross–Cultural Integration for

International Student in Guangxi

Structured Interview Survey

Instructions:

The interviewees in this research were 10 administrators who have direct involvement or influence over policies and strategies for managing international student from universities in Guangxi. The qualifications of interviewees are as follows: Ensure a job portfolio that includes deans of secondary colleges, department heads, and leaders of international exchange programs. The tenure of the administrators shall not be less than 3 years.

Structured Interview Survey - Personal Information

1. Interviewer

2. Interview Date

3. Interview Time

4. Interviewee

5. Gender

6. Age

7. Education background

8. Professional title

9. Years of Service

10. Work place

Structured Interview Survey - outline

The transcribed texts of 10 interviews are as follows:

Content	Question
Cultural sensitivity	1. How to improving the cultural sensitivity in Guangxi universities to cross–cultural integration for international student.
Language support	2. How to improving the language support in Guangxi universities to cross–cultural integration for international student.
Social integration	3. How to improving the social integration in Guangxi universities to cross–cultural integration for international student.
Administrative support	4. How to improving the administrative support in Guangxi universities to cross–cultural integration for international student.

Interviewee 1

1. How to improving the cultural sensitivity in Guangxi universities to cross–cultural integration for international student.

The cultural sensitivity is a key element in promoting cross-cultural integration for international students. First, it is very necessary to conduct cross-cultural training for staff on a regular basis. This is not just a one-time training, but a continuous training that needs to be conducted regularly. Through training, faculty and staff can better understand and respond to the needs of students from different cultural backgrounds. The training content should include cultural theory, cross-cultural communication skills and actual case analysis, especially through scenario simulation and role-playing to help employees apply what they have learned in actual work. In addition, the training should be formulated and adjusted in a targeted manner according to the specific situation of the school to ensure the actual effect of the training. Secondly, it is also very important to increase cultural diversity activities. We can hold international cultural festivals, cultural exhibitions, music and dance performances and other activities to allow international students to show their own culture, and local students can also increase their understanding and respect for other cultures by participating in these activities. These activities not only enrich campus life, but also promote interaction and communication between international

and local students. The frequency and form of activities should be diversified to ensure that all students can participate in them and truly achieve cultural diversity communication and integration.

2. How to improving the language support in Guangxi universities to cross-cultural integration for international student.

To improve language support, we need to design Chinese courses at different levels according to the language proficiency of different students to ensure that every international student can find a course that suits them. Intensive courses should cover the four aspects of listening, speaking, reading and writing, especially speaking and listening, because these two skills are the most important in daily life and learning. The course arrangement should be flexible, with both daily classroom teaching and more learning opportunities through online courses. In addition, providing language support services such as tutoring is also indispensable. Tutoring centers can hire professional language teachers, or recruit senior students or local volunteers to participate, to create an atmosphere of mutual learning and improve their language ability and learning effects.

3. How to improving the social integration in Guangxi universities to cross-cultural integration for international student.

It is a very effective measure to organize social integration activities on a regular basis. These integration activities should cover multiple fields such as academic, cultural, and sports, such as welcome parties, cultural experience days, sports competitions, etc., so that international students have more opportunities to interact with local students. In addition, schools can also organize visits to local attractions, community services and other activities to help international students better understand and integrate into the local community. In addition, promoting the inclusiveness of social projects is also an important direction for improvement. Schools should ensure that all social projects take into account the participation and needs of international students, such as avoiding conflicts with religious festivals of international students in the arrangement of activities, providing activity instructions in multiple languages, etc., to ensure that international students can actively participate.

4. How to improving the administrative support in Guangxi universities to cross-cultural integration for international student.

To improve administrative support, we should set up a special international student office to be responsible for the daily management and services of international students. The office should be staffed with full-time staff to provide visa consultation, housing arrangements, medical insurance and other support. Especially when new students enter school, detailed admission guidance and adaptation training should be provided to help them quickly integrate into the new learning and living environment. In addition, a one-stop service center can be established to centralize various administrative services in one place to reduce the time and energy of students running around.

Interviewee 2

1. How to improving the cultural sensitivity in Guangxi universities to cross-cultural integration for international student.

The key is to cultivate teachers and students' understanding and respect for multiculturalism through a comprehensive education program. First, it is recommended that colleges and universities can regularly hold cultural sensitivity training for faculty and international students, covering the basics of cultural diversity, the recognition of cultural differences, and effective cross-cultural communication skills. In addition, creating a platform, such as a cultural experience day or a multicultural exhibition, can allow teachers and students to learn and share each other's culture in an informal environment, thereby enhancing the understanding and respect for different cultures in practice.

2. How to improving the language support in Guangxi universities to cross-cultural integration for international student.

In terms of improving language support, we should focus on the practical application of language skills, provide more diverse and practical language courses, and help international students improve their language skills in professional terminology and daily communication. At the same time, it is recommended to introduce a "language partner program" to pair international students with native English speakers, and help international students use the language in a real

environment through daily conversations and learning interactions to improve their language fluency and confidence.

3. How to improving the social integration in Guangxi universities to cross-cultural integration for international student.

The key to improving social integration is to promote as much communication and interaction as possible between international students and local students. For example, colleges and universities can hold regular campus events, including international food festivals, cultural exchange evenings, etc., to provide students with a platform for mutual understanding and friendship. In addition, creating cross-cultural discussion groups or clubs is also an effective method. These groups or clubs can regularly organize theme activities to allow international students and local students to establish connections and friendships through common interests and topic discussions.

4. How to improving the administrative support in Guangxi universities to cross-cultural integration for international student.

The optimization of administrative support should start with improving service efficiency and quality. I suggest that universities optimize the service process for international students, such as simplifying visa and registration procedures and providing a one-stop service window to reduce the time and complexity of administrative processing for international students. In addition, administrative staff should be regularly trained and trained in cross-cultural affairs processing to continuously enhance their sensitivity and responsiveness to the needs of international students. We can also regularly conduct cross-cultural communication and service training for administrative staff to ensure that they can provide timely and effective help to international students.

Interviewee 3

1. How to improving the cultural sensitivity in Guangxi universities to cross-cultural integration for international student.

The cultivation of cultural sensitivity should start with systematic education, through customized cultural sensitivity training courses, not only for freshmen, but also for teachers and administrators who deal with cross-cultural affairs. The training

content should include understanding of cultural differences, cultural characteristics of non-verbal communication, and skills on how to deal with cross-cultural conflicts. In addition, guests from different cultural backgrounds can be invited regularly to give speeches and seminars to provide perspectives and experiences of cultural interactions in the real world, thereby enhancing the cultural sensitivity and global awareness of the entire campus community.

2. How to improving the language support in Guangxi universities to cross–cultural integration for international student.

Language support services should not be limited to traditional language courses. In addition to basic foreign language courses, language tutoring for professional terminology should be provided to international students, especially professional language support for international students in science and engineering. In addition, the use of advanced online technology tools, such as online AI language learning software, can provide students with more flexible learning options. In addition, it is also possible to pair international students and local students to form learning mutual aid groups, which not only helps improve language skills, but also promotes cultural exchanges and enhances understanding and friendship among students.

3. How to improving the social integration in Guangxi universities to cross–cultural integration for international student.

Improving the social integration for international students can be achieved mainly by creating a diverse and inclusive community environment. We should organize a variety of social activities and cultural exchange activities, such as international cultural exhibitions and international film nights, so that international students can showcase their own culture while also experiencing the culture of the local or other countries. In addition, we should also encourage international students to join the student union and other student organizations and participate in the school's decision-making process, which will not only help their personal growth, but also enhance their sense of belonging and satisfaction with the school community.

4. How to improving the administrative support in Guangxi universities to cross–cultural integration for international student.

Optimizing administrative processes can further improve international students' satisfaction with studying abroad. We should simplify administrative processes such as enrollment and visa processing, actively use advanced technology, and implement electronic management to reduce unnecessary paper work and waiting time. In addition, a dedicated international student support center needs to be established to provide not only daily administrative support, but also emergency assistance and mental health support. Such a center should be equipped with multilingual staff to ensure effective communication and solve international students' problems and concerns.

Interviewee 4

1. How to improving the cultural sensitivity in Guangxi universities to cross–cultural integration for international student.

The cultivation of cultural sensitivity should be carried out at both the school-wide policy and individual levels. The school should develop and implement a comprehensive plan that includes cultural diversity training, which includes regular cultural sensitivity training for all faculty and staff, especially for those who interact directly with international students. In addition, the school should also carry out cultural diversity education for all students, through lectures, seminars and interactive workshops, to promote students' understanding and respect for classmates from different cultural backgrounds. She believes that this will not only improve cultural sensitivity, but also promote harmony and inclusiveness on campus.

2. How to improving the language support in Guangxi universities to cross–cultural integration for international student.

In terms of language support, we should create more language practice opportunities for international students to help them strengthen their language skills and cultural understanding. For example, schools can set up language corners and language partner programs to allow international students to meet with native English speakers regularly for language practice and cultural exchange. In addition, intensive courses for academic English should be offered, especially those designed for

graduate students who need to communicate in writing and verbally in the academic field. Through these initiatives, not only can the language fluency of international students be improved, but also their expression and communication skills in an academic environment can be enhanced.

3. How to improving the social integration in Guangxi universities to cross-cultural integration for international student.

Social integration can be improved by creating more opportunities for international students to participate actively in various campus life. Universities should provide more support resources, such as regularly organizing community activities, sports events and cultural celebrations, especially those that allow international students to showcase their own culture. In addition, universities should set up dedicated international student advisors to help them make a smooth transition in their studies and life, as well as provide them with guidance and support for social and professional integration.

4. How to improving the administrative support in Guangxi universities to cross-cultural integration for international student.

The optimization of administrative support needs to start with understanding the specific needs of international students, and by regularly evaluating and updating its administrative support processes, ensure that all procedures can quickly respond to the needs of international students, especially in key services such as visas, enrollment, and accommodation. In addition, it is important to set up a special department for consulting and assisting with foreign affairs for international students, which should not only provide consulting services for daily study and life, but also include cultural adaptation and psychological support. This foreign affairs department can effectively improve the administrative efficiency and service quality of the university, thereby enhancing the overall satisfaction and loyalty of international students.

Interviewee 5

1. How to improving the cultural sensitivity in Guangxi universities to cross–cultural integration for international student.

The cultivation of cultural sensitivity requires the incorporation of more cross-cultural elements into daily teaching and campus activities. Universities should enhance students' global cultural awareness and local cultural sensitivity by offering history and social studies courses for different cultural backgrounds. In addition, schools regularly hold cultural exhibitions and international forums, inviting scholars and international students from different cultures to share their experiences and perspectives, which can not only increase the cultural sensitivity of international and local students, but also promote understanding and respect between different cultures on campus.

2. How to improving the language support in Guangxi universities to cross–cultural integration for international student.

In addition to traditional language teaching, schools should use modern technology to provide personalized language learning tools, such as language learning apps and online platforms, which can help students learn according to their own pace and needs. She also suggested setting up an interdisciplinary language practice center, which includes simulated business and academic environments, allowing students to use the language in real situations, thereby improving their language practical application ability.

3. How to improving the social integration in Guangxi universities to cross–cultural integration for international student.

Social integration requires providing international students with equal opportunities for participation and an open discussion platform. Universities should create more opportunities for international students to collaborate with local students, such as team projects and research projects. In addition, it is also critical to carry out regular cultural interaction activities, such as international food nights and cross-cultural dialogues. These activities can serve as a platform for international students and local students to exchange ideas and share culture, effectively promoting mutual understanding and friendship between students from different

backgrounds.

4. How to improving the administrative support in Guangxi universities to cross–cultural integration for international student.

Improvements in administrative support should focus on improving efficiency and service quality in handling foreign-related work. Universities should simplify administrative processes that affect international students, such as enrollment and tuition payment, to make them more intuitive and user-friendly. Universities should also provide specialized consulting services for international students to help them with various problems they encounter in their studies and life, especially when they first arrive on campus. In addition, universities should hold regular seminars for international students, with representatives of international students, to receive feedback from international students in order to continuously improve the services provided.

Interviewee 6

1. How to improving the cultural sensitivity in Guangxi universities to cross–cultural integration for international student.

To enhance cultural sensitivity, Guangxi universities should implement regular cross-cultural training programs for both staff and students. These programs can include workshops, seminars, and interactive activities that promote awareness and understanding of diverse cultures. Additionally, universities should encourage the inclusion of cultural sensitivity modules in their curricula, which can provide students with theoretical knowledge and practical skills for navigating multicultural environments. Creating a supportive environment where students feel comfortable sharing their cultural backgrounds can also help foster mutual respect and understanding. Universities might also establish cultural exchange programs and partnerships with international institutions to provide broader perspectives and experiences.

2. How to improving the language support in Guangxi universities to cross–cultural integration for international student.

Enhancing language support can be achieved by offering comprehensive language courses tailored to the needs of international students. These courses

should cover not only academic language skills but also everyday communication skills to help students integrate more smoothly into the local community. Universities could provide additional resources such as language labs, tutoring services, and language exchange programs where international students can practice with native speakers. It's also important to train faculty and staff in language support techniques so they can better assist students facing language barriers. Additionally, developing online resources and language learning apps can offer students flexible and accessible learning opportunities.

3. How to improving the social integration in Guangxi universities to cross-cultural integration for international student.

To promote social integration, universities should organize regular social events and activities that encourage interaction between international and local students. These can include cultural festivals, sports events, and club activities that cater to diverse interests. Creating mentorship programs where local students support international peers can also foster friendships and mutual understanding. Universities should ensure that social integration initiatives are inclusive and consider the diverse backgrounds of their student population. Encouraging international students to participate in community service and local cultural activities can further enhance their connection to the local community.

4. How to improving the administrative support in Guangxi universities to cross-cultural integration for international student.

Administrative support can be improved by streamlining processes and providing clear, accessible information in multiple languages. Universities should establish dedicated support centers for international students, staffed with trained personnel who can assist with issues ranging from visa applications to housing and academic advising. Regular feedback mechanisms should be in place to identify and address students' needs and concerns promptly. Universities might also consider offering workshops and orientations that help international students navigate administrative procedures and understand the available support services. Ensuring that administrative staff are culturally sensitive and trained in cross-cultural communication is also crucial for providing effective support.

Interviewee 7

1. How to improving the cultural sensitivity in Guangxi universities to cross–cultural integration for international student.

Improving cultural sensitivity can be achieved through immersive cultural experiences that are integrated into university life. Universities should host international cultural days, where students from different backgrounds can showcase their traditions, cuisine, and art. Faculty development programs focusing on cultural competency can also be beneficial, helping educators understand and incorporate diverse perspectives into their teaching. Encouraging student-led initiatives and clubs that promote cultural exchange can further enhance awareness and sensitivity. Providing platforms for international students to share their stories and experiences can also foster a deeper understanding and appreciation of different cultures.

2. How to improving the language support in Guangxi universities to cross–cultural integration for international student.

Universities should develop a robust language support infrastructure that includes intensive language boot camps before the start of the academic year, ongoing language workshops, and peer tutoring programs. Creating a language buddy system where local students pair up with international students to practice language skills can also be very effective. Providing language support in academic settings, such as offering bilingual course materials and having teaching assistants who can help bridge language gaps, can significantly enhance learning outcomes. Utilizing technology, such as language learning software and mobile apps, can also provide students with additional resources to improve their language proficiency.

3. How to improving the social integration in Guangxi universities to cross–cultural integration for international student.

Social integration can be facilitated by creating inclusive spaces where international students feel welcome and valued. Universities should organize orientation programs that include social integration components, helping students form connections from the outset. Developing joint projects and group work opportunities in academic settings can encourage collaboration between international and local students. Hosting social events such as international student mixers,

cultural exchange evenings, and sports tournaments can provide informal settings for students to interact. Establishing a buddy system where local students mentor international peers can also provide continuous support and foster lasting friendships.

4. How to improving the administrative support in Guangxi universities to cross−cultural integration for international student.

Enhancing administrative support involves creating a seamless and supportive environment for international students. Universities should offer comprehensive orientation sessions that cover all aspects of university life, including administrative procedures. Providing a dedicated online portal where students can access all necessary information and submit inquiries can streamline administrative processes. It's also important to have multilingual staff available to assist with communication barriers. Regularly reviewing and updating administrative policies to reflect the needs of international students can help ensure that support services remain relevant and effective.

Interviewee 8

1. How to improving the cultural sensitivity in Guangxi universities to cross−cultural integration for international student.

Guangxi universities should prioritize cultural competence training for all university personnel, including faculty, administrative staff, and student leaders. This training should focus on understanding and appreciating cultural differences, recognizing cultural biases, and developing skills for effective cross-cultural communication. Universities could also establish cultural ambassadors among students who can advocate for cultural diversity and assist in organizing cultural events. Integrating multicultural content into the curriculum across various disciplines can help all students gain a broader perspective on global cultures. Encouraging study abroad programs and exchanges can also provide students with firsthand cross-cultural experiences.

2. How to improving the language support in Guangxi universities to cross−cultural integration for international student.

To enhance language support, universities should provide tailored language instruction that addresses the specific needs of different student groups, such as

academic language for coursework and conversational language for daily interactions. Establishing a language resource center equipped with learning materials, technology, and tutoring services can offer comprehensive support. Encouraging faculty to incorporate language learning opportunities within their courses, such as discussion groups and writing workshops, can also aid in language development. Partnering with local language schools and cultural institutions can expand the resources available to students.

3. How to improving the social integration in Guangxi universities to cross–cultural integration for international student.

Universities should create opportunities for international students to engage with the local community through service learning projects, internships, and volunteer opportunities. These experiences can help students build networks and develop a sense of belonging. Developing social integration programs that are co-designed with input from international students can ensure that activities are relevant and appealing. Providing spaces on campus, such as international lounges or cultural centers, where students can gather and share experiences can also support social integration. Collaboration with student organizations to host events that celebrate cultural diversity can further enhance the sense of community.

4. How to improving the administrative support in Guangxi universities to cross–cultural integration for international student.

Improving administrative support requires a proactive approach to identifying and addressing the needs of international students. Universities should conduct regular surveys and focus groups to gather feedback on administrative services and identify areas for improvement. Establishing a clear and transparent communication channel where students can easily access information and support is essential. Offering workshops on navigating university systems, understanding visa regulations, and accessing health services can empower students to manage their own administrative needs. Building partnerships with local government and community organizations can also provide additional support and resources for international students.

Interviewee 9

1. How to improving the cultural sensitivity in Guangxi universities to cross–cultural integration for international student.

Universities should develop comprehensive cultural awareness programs that include both theoretical and practical components. These programs can involve interactive workshops, cultural simulations, and guest lectures from cultural experts. Encouraging student participation in cultural events and activities can also promote greater understanding and appreciation of diversity. Creating a diverse and inclusive campus environment where all cultures are celebrated and respected can help foster a sense of belonging among international students. Providing opportunities for intercultural dialogue and exchange, such as cultural discussion groups or panels, can further enhance cultural sensitivity.

2. How to improving the language support in Guangxi universities to cross–cultural integration for international student.

Language support can be improved by offering a variety of language learning opportunities tailored to different skill levels and needs. This can include intensive language courses, conversational practice sessions, and academic language support workshops. Universities should also provide resources such as language learning software, online tutorials, and language practice groups. Encouraging peer-to-peer language learning through language exchange programs can help students improve their language skills in a more informal and supportive setting. Faculty and staff should receive training on how to effectively support students with language barriers.

3. How to improving the social integration in Guangxi universities to cross–cultural integration for international student.

Promoting social integration requires a multifaceted approach that includes both formal and informal activities. Universities should organize regular social events, such as cultural festivals, sports tournaments, and social mixers, to encourage interaction between international and local students. Developing mentorship programs where local students guide international peers can help them navigate university life and build social connections. Encouraging student involvement in clubs and organizations can also foster a sense of community and belonging. Creating

inclusive spaces on campus where students can gather and interact can further support social integration.

4. How to improving the administrative support in Guangxi universities to cross–cultural integration for international student.

Enhancing administrative support involves ensuring that all administrative processes are clear, accessible, and user-friendly. Universities should provide comprehensive guides and resources in multiple languages to assist international students with navigating administrative procedures. Establishing a dedicated international student office staffed with trained personnel can provide specialized support and assistance. Regularly reviewing and updating administrative policies to reflect the changing needs of international students can help maintain effective support services. Implementing feedback mechanisms where students can voice their concerns and suggestions can also help improve administrative support.

Interviewee 10

1. How to improving the cultural sensitivity in Guangxi universities to cross–cultural integration for international student.

To improve cultural sensitivity, universities should implement ongoing training programs that focus on cultural competency and inclusivity. These programs can include workshops, seminars, and experiential learning opportunities that expose staff and students to diverse cultural perspectives. Encouraging the inclusion of multicultural content in academic courses can also help students develop a deeper understanding of different cultures. Creating platforms for open dialogue and discussion about cultural issues can further enhance sensitivity and awareness. Partnering with cultural organizations and experts can provide additional resources and support for these initiatives.

2. How to improving the language support in Guangxi universities to cross–cultural integration for international student.

Universities should offer a comprehensive range of language support services that cater to the varying needs of international students. This can include intensive language courses, language labs, and one-on-one tutoring sessions. Providing online language learning resources and tools can offer flexible and accessible options

for students to improve their language skills. Faculty should be encouraged to use inclusive teaching practices that accommodate students with different language proficiencies. Establishing a language support center that offers personalized assistance and resources can further enhance language learning.

3. How to improving the social integration in Guangxi universities to cross–cultural integration for international student.

Social integration can be enhanced by creating opportunities for meaningful interactions between international and local students. Universities should organize social events that celebrate cultural diversity and encourage participation from all students. Developing programs that pair international students with local mentors can help build connections and provide support. Encouraging student involvement in campus activities, clubs, and organizations can foster a sense of community and belonging. Providing spaces on campus where students can gather and socialize can also support social integration.

4. How to improving the administrative support in Guangxi universities to cross–cultural integration for international student.

Improving administrative support involves providing clear and accessible information about university policies and procedures. Universities should offer orientation programs that cover all aspects of administrative support, including visa regulations, health services, and academic advising. Establishing a dedicated support office for international students, staffed with knowledgeable and culturally sensitive personnel, can provide tailored assistance. Implementing regular feedback mechanisms to assess the effectiveness of administrative support and identify areas for improvement can help ensure that services remain relevant and effective.

3. Assessment checklist

Assessment checklist for management guidelines of cross–cultural integration

for international student in Guangxi

Thank you very much for taking time out of your busy schedule to participate in the evaluation of this study.

Please evaluate the suitability and feasibility of management guidelines of cross-cultural integration for international student in Guangxi. The numbers 5, 4, 3, 2 and 1 correspond to highest, high, average, low and lowest.

Variable	No	Guidelines	Suitability					Feasibility				
			1	2	3	4	5	1	2	3	4	5
Cultural sensitivity	1	Implement regular cross-cultural training										
	2	Increase cultural diversity activities										
	3	Develop a comprehensive cultural										
	4	Promote cultural exchange programs										
Language support	1	Provide intensive language courses										
	2	Offer language support services such as tutoring										
	3	Train staff to assist with language barriers										
	4	Develop language enhancement programs										
Social integration	1	Organize regular social integration activities										

Variable	No	Guidelines	Suitability					Feasibility				
			1	2	3	4	5	1	2	3	4	5
	2	Collaborate with other universities for joint events										
	3	Promote inclusivity in social programs										
	4	Encourage participation from local students										
Administrative support	1	Improve the efficiency of administrative services										
	2	Provide proactive support for international students										
	3	Implement a feedback system to improve services										
	4	Offer guidance and counseling services										

Appendix D

The Results of the Quality Analysis of Research

Instruments

1. Reliability Analysis

Simplified Format of Cronbach's Reliability Analysis		
Number of Items	Sample Size	Cronbach's Alpha Coefficient
51	50	0.930

No	Variable name	Corrected Item-Total Correlation (CITC)	Cronbach's alpha with item deleted	Cronbach's Alpha Coefficient
Cultural sensitivity:				
1	Teachers' understanding and recognition of different cultural characteristics is the key to effectively managing international students.	0.837	0.936	0.933
2	Teachers have sufficient knowledge understanding and recognition of different cultural characteristics.	0.774	0.931	
3	Teachers' understanding and recognition of different cultural characteristics affect their ability to handle cross-cultural affairs.	0.798	0.932	
4	Teachers' often confident in dealing with cross-cultural issues of international students.	0.792	0.932	
5	The university provide language training and resources are crucial to adapt to different cultural and educational environments for international students.	0.795	0.932	

No	Variable name	Corrected Item-Total Correlation (CITC)	Cronbach's alpha with item deleted	Cronbach's Alpha Coefficient
6	The university encourages and promotes teachers and students to strengthen cross-cultural exchanges and cooperation.	0.793	0.932	
7	The university regularly organizes cultural diversity activities to promote international students' knowledge, understanding and recognition of local culture.	0.806	0.933	
8	The university regularly conduct cross-cultural training for teachers and students to improve cultural sensitivity.	0.806	0.933	
9	The university provides adequate cultural sensitivity training courses and training resources.	0.814	0.934	
10	The university can enhance cross-cultural awareness by actively participating in cultural exchange activities for Teachers and students.	0.803	0.933	
11	The university have room for improvement in promoting cultural diversity and an inclusive cross-cultural environment.	0.803	0.933	
12	The university provide cultural training courses and resources help build connections and interactions between international students and the local	0.794	0.932	

No	Variable name	Corrected Item-Total Correlation (CITC)	Cronbach's alpha with item deleted	Cronbach's Alpha Coefficient
	community.			
13	The university provide cultural training courses and resources help international students better adapt to life in Guangxi's multi-ethnic cultural background.	0.832	0.936	
Language Support:				
1	The university provides provide enough language training and special resources to help foreign students improve their foreign language proficiency.	0.819	0.934	
2	The university's provision of language training and specialized resources for international students are critical to their academic success and cross-cultural integration.	0.820	0.934	0.934
3	International students' language barriers affect their adaptation to the new learning environment.	0.817	0.934	
4	International students' language barriers affect their integration into local society.	0.821	0.934	
5	International students' language barriers affect their academic studies and course learning.	0.815	0.933	
6	The university provide more language training and support services is	0.819	0.934	

No	Variable name	Corrected Item-Total Correlation (CITC)	Cronbach's alpha with item deleted	Cronbach's Alpha Coefficient
	necessary.			
7	International students need more language training and specialized resources to better adapt to academic studies and course learning.	0.819	0.934	
8	The university language learning environment plays an important role in improving the language proficiency of international students.	0.819	0.934	
9	The university provide more language training and specialized resources can meet the needs of international students.	0.819	0.933	
10	Teachers are willing to provide additional language support and language training for international students who need it.	0.819	0.934	
11	The university provide language training and specialized resources help build connections and interactions between international students and the academic community.	0.819	0.934	
12	The university provide language training and specialized resources can promote cultural awareness, communication and understanding among international students.	0.819	0.934	

No	Variable name	Corrected Item-Total Correlation (CITC)	Cronbach's alpha with item deleted	Cronbach's Alpha Coefficient
13	The university provide language training and specialized resources help international students better adapt to life in Guangxi's multi-ethnic cultural background.	0.819	0.933	
Social Integration:				
1	International students can integrate well into the local community.	0.793	0.932	
2	International students can engage well with local students and the wider community.	0.826	0.934	
3	International students' integration into the local community is crucial to their academic success.	0.792	0.932	
4	International students' integration into the local community is crucial to their personal development.	0.802	0.933	
5	The university provides a social integration program full of diversity and inclusion.	0.801	0.933	0.933
6	The university organized social integration activities are crucial to helping international students feel connected and supported.	0.790	0.932	
7	The university social integration activities have an impact on improving	0.825	0.934	

No	Variable name	Corrected Item-Total Correlation (CITC)	Cronbach's alpha with item deleted	Cronbach's Alpha Coefficient
	international students' happiness and satisfaction.			
8	The university organizes enough social integration activities to help international students integrate into the local community.	0.795	0.933	
9	Teachers actively organize and participate in social integration activities for international students.	0.797	0.933	
10	The university willing to work with other clubs and communities to organize social integration activities for international students.	0.800	0.932	
11	The university various social integration activities help build connections and interactions between international students and the local community.	0.792	0.932	
12	The university various social integration activities can promote cultural awareness, communication and understanding among international students.	0.804	0.933	
13	The university various social integration activities help international students better adapt to life in Guangxi's multi-ethnic cultural background.	0.820	0.934	39

No	Variable name	Corrected Item-Total Correlation (CITC)	Cronbach's alpha with item deleted	Cronbach's Alpha Coefficient
Administrative Support:				
1	The university provide satisfactory structured assistance and services to solve the specific needs of international students in their study and life.	0.787	0.931	0.933
2	The university provide efficient structured assistance and services can enhance the learning and living experience of international students.	0.834	0.935	
3	The university provide structured assistance and services for specific needs to help international students adapt to the learning and living environment more quickly.	0.833	0.935	
4	The university still have room for improvement in providing more study and living structured assistance and services to international students.	0.835	0.935	
5	The university provide structured assistance and services to international students are range from orientation programs to counseling services.	0.817	0.934	
6	The university willing to provide additional structured assistance and services to international students in need.	0.797	0.932	

No	Variable name	Corrected Item-Total Correlation (CITC)	Cronbach's alpha with item deleted	Cronbach's Alpha Coefficient
7	The university provide structured assistance and services to international students are related to cross-cultural integration.	0.830	0.935	
8	The university provide efficient structured assistance and services is essential to enhancing the educational experience of international students.	0.785	0.931	
9	The university provide efficient structured assistance and services is essential to ensuring cross-cultural integration for international students.	0.785	0.931	
10	The university provide structured assistance and services can promote cultural awareness, communication and understanding among international students.	0.804	0.933	49
11	The university provide structured assistance and services help build connections and interactions between international students and the local community.	0.789	0.931	
12	The university provide structured assistance and services help international students better adapt to life in Guangxi's multi-ethnic cultural background.	0.819	0.934	

The table shows the key analysis results of the cultural sensitivity, language support, social integration and administrative support in Guangxi universities: 1) Cultural sensitivity: Cronbach's Alpha coefficient: 0.933, indicating excellent internal consistency. High consistency scores: All CITC (Corrected Item-Total Correlation) values are high (ranging from 0.774 to 0.837), indicating a strong correlation between each item and the overall scale. 2) Language support: Cronbach's Alpha coefficient: 0.934, indicating excellent internal consistency. High consistency scores: All CITC values are high (ranging from 0.815 to 0.821), indicating a strong correlation between each item and the overall scale. 3) Social integration: Cronbach's Alpha coefficient: 0.933, indicating excellent internal consistency. High consistency scores: All CITC values are high (ranging from 0.790 to 0.826), indicating a strong correlation between each item and the overall scale. 4) Administrative support: Cronbach's Alpha coefficient: 0.933, indicating excellent internal consistency. High consistency scores: All CITC values are high (ranging from 0.778 to 0.897), indicating a strong correlation between each item and the overall scale. 5) Organizational Strategy: Cronbach's Alpha coefficient: 0.992, indicating excellent internal consistency. High consistency scores: All CITC values are high (ranging from 0.785 to 0.835), indicating a strong correlation between each item and the overall scale.

Overall, the reliability coefficient value is 0.933, which is greater than 0.9, indicating excellent internal consistency across all dimensions of cultural sensitivity, language support, social integration and administrative support. Therefore, it shows that the research data has high reliability quality. For the "alpha coefficient if item deleted," there is no significant increase in the reliability coefficient when any item is deleted, indicating that none of these items should be removed. Regarding the "CITC value," all analysis items have CITC values greater than 0.4, indicating a good correlation among the items and a good level of reliability. In summary, the research data has high reliability and can be used for further analysis.

2. The Index of Objective Congruence (IOC) of the questionnaire

No	THE MANAGEMENT GUIDELINES OF CROSS-CULTURAL INTEGRATION FOR INTERNATIONAL STUDENTS IN GUANGXI	Experts					IOC	Validity
		1	2	3	4	5		
Cultural sensitivity:								
1	Teachers' understanding and recognition of different cultural characteristics is the key to effectively managing international students.	1	1	1	1	1	1	Valid
2	Teachers have sufficient knowledge understanding and recognition of different cultural characteristics.	1	1	1	1	1	1	Valid
3	Teachers' understanding and recognition of different cultural characteristics affect their ability to handle cross-cultural affairs.	1	1	1	1	1	1	Valid
4	Teachers' often confident in dealing with cross-cultural issues of international students.	1	1	1	1	1	1	Valid
5	The university provide language training and resources are crucial to adapt to different cultural and educational environments for international students.	1	1	1	1	1	1	Valid
6	The university encourages and promotes teachers and students to strengthen cross-cultural exchanges and cooperation.	1	1	1	1	1	1	Valid

No	THE MANAGEMENT GUIDELINES OF CROSS-CULTURAL INTEGRATION FOR INTERNATIONAL STUDENTS IN GUANGXI	Experts					IOC	Validity
		1	2	3	4	5		
7	The university regularly organizes cultural diversity activities to promote international students' knowledge, understanding and recognition of local culture.	1	1	1	1	1	1	Valid
8	The university regularly conduct cross-cultural training for teachers and students to improve cultural sensitivity.	1	1	1	1	1	1	Valid
9	The university provides adequate cultural sensitivity training courses and training resources.	1	1	1	1	1	1	Valid
10	The university can enhance cross-cultural awareness by actively participating in cultural exchange activities for Teachers and students.	1	1	1	1	1	1	Valid
11	The university have room for improvement in promoting cultural diversity and an inclusive cross-cultural environment.	1	1	1	1	1	1	Valid
12	The university provide cultural training courses and resources help build connections and interactions between international students and the local community.	1	1	1	1	1	1	Valid

No	THE MANAGEMENT GUIDELINES OF CROSS-CULTURAL INTEGRATION FOR INTERNATIONAL STUDENTS IN GUANGXI	Experts					IOC	Validity
		1	2	3	4	5		
13	The university provide cultural training courses and resources help international students better adapt to life in Guangxi's multi-ethnic cultural background.	1	1	1	1	1	1	Valid
Language Support:								
1	The university provides provide enough language training and special resources to help foreign students improve their foreign language proficiency.	1	1	1	1	1	1	Valid
2	The university's provision of language training and specialized resources for international students are critical to their academic success and cross-cultural integration.	1	1	1	1	1	1	Valid
3	International students' language barriers affect their adaptation to the new learning environment.	1	1	1	1	1	1	Valid
4	International students' language barriers affect their integration into local society.	1	1	1	1	1	1	Valid
5	International students' language barriers affect their academic studies and course learning.	1	1	1	1	1	1	Valid

No	THE MANAGEMENT GUIDELINES OF CROSS-CULTURAL INTEGRATION FOR INTERNATIONAL STUDENTS IN GUANGXI	Experts					IOC	Validity
		1	2	3	4	5		
6	The university provide more language training and support services is necessary.	1	1	1	1	1	1	Valid
7	International students need more language training and specialized resources to better adapt to academic studies and course learning.	1	1	1	1	1	1	Valid
8	The university language learning environment plays an important role in improving the language proficiency of international students.	1	1	1	1	1	1	Valid
9	The university provide more language training and specialized resources can meet the needs of international students.	1	1	1	1	1	1	Valid
10	Teachers are willing to provide additional language support and language training for international students who need it.	1	1	1	1	1	1	Valid
11	The university provide language training and specialized resources help build connections and interactions between international students and the academic community.	1	1	1	1	1	1	Valid

No	THE MANAGEMENT GUIDELINES OF CROSS-CULTURAL INTEGRATION FOR INTERNATIONAL STUDENTS IN GUANGXI	Experts					IOC	Validity
		1	2	3	4	5		
12	The university provide language training and specialized resources help build connections and interactions between international students and the academic community.	1	1	1	1	1	1	Valid
13	The university provide language training and specialized resources can promote cultural awareness, communication and understanding among international students.	1	1	1	1	1	1	Valid
Social Integration:								
1	International students can integrate well into the local community.	1	1	1	1	1	1	Valid
2	International students can engage well with local students and the wider community.	1	1	1	1	1	1	Valid
3	International students' integration into the local community is crucial to their academic success.	1	1	1	1	1	1	Valid
4	International students' integration into the local community is crucial to their personal development.	1	1	1	1	1	1	Valid
5	The university provides a social integration program full of diversity and inclusion.	1	1	1	1	1	1	Valid

No	THE MANAGEMENT GUIDELINES OF CROSS-CULTURAL INTEGRATION FOR INTERNATIONAL STUDENTS IN GUANGXI	Experts					IOC	Validity
		1	2	3	4	5		
6	The university organized social integration activities are crucial to helping international students feel connected and supported.	1	1	1	1	1	1	Valid
7	The university social integration activities have an impact on improving international students' happiness and satisfaction.	1	1	1	1	1	1	Valid
8	The university organizes enough social integration activities to help international students integrate into the local community.	1	1	0	1	1	0.8	Valid
9	Teachers actively organize and participate in social integration activities for international students.	1	1	1	1	1	1	Valid
10	The university willing to work with other clubs and communities to organize social integration activities for international students.	1	1	1	1	1	1	Valid
11	The university various social integration activities help build connections and interactions between international students and the local community.	1	1	1	1	1	1	Valid

No	THE MANAGEMENT GUIDELINES OF CROSS-CULTURAL INTEGRATION FOR INTERNATIONAL STUDENTS IN GUANGXI	Experts					IOC	Validity
		1	2	3	4	5		
12	The university various social integration activities can promote cultural awareness, communication and understanding among international students.	1	1	1	1	1	1	Valid
13	The university various social integration activities help international students better adapt to life in Guangxi's multi-ethnic cultural background.	1	1	1	1	1	1	Valid
Administrative Support:								
1	The university provide satisfactory structured assistance and services to solve the specific needs of international students in their study and life.	1	1	1	1	1	1	Valid
2	The university provide efficient structured assistance and services can enhance the learning and living experience of international students.	1	1	1	1	1	1	Valid
3	The university provide structured assistance and services for specific needs to help international students adapt to the learning and living environment more quickly.	1	1	1	1	1	1	Valid

No	THE MANAGEMENT GUIDELINES OF CROSS-CULTURAL INTEGRATION FOR INTERNATIONAL STUDENTS IN GUANGXI	Experts					IOC	Validity
		1	2	3	4	5		
4	The university still have room for improvement in providing more study and living structured assistance and services to international students.	1	1	1	1	1	1	Valid
5	The university provide structured assistance and services to international students are range from orientation programs to counseling services.	1	1	1	1	1	1	Valid
6	The university willing to provide additional structured assistance and services to international students in need.	1	1	1	1	1	1	Valid
7	The university provide structured assistance and services to international students are related to cross-cultural integration.	1	1	1	1	1	1	Valid
8	The university provide efficient structured assistance and services is essential to enhancing the educational experience of international students.	1	1	0	1	1	0.8	Valid
9	The university provide efficient structured assistance and services is essential to ensuring cross-cultural integration of international students.	1	1	1	1	1	1	Valid

No	THE MANAGEMENT GUIDELINES OF CROSS-CULTURAL INTEGRATION FOR INTERNATIONAL STUDENTS IN GUANGXI	Experts					IOC	Validity
		1	2	3	4	5		
10	The university provide structured assistance and services can promote cultural awareness, communication and understanding among international students.	1	1	1	1	1	1	Valid
11	The university provide structured assistance and services help build connections and interactions between international students and the local community.	1	1	1	1	1	1	Valid
12	The university provide structured assistance and services help international students better adapt to life in Guangxi's multi-ethnic cultural background.	1	1	1	1	1	1	Valid

The table shows a high level of Valid for most items across all dimensions of the cultural sensitivity, language support, social integration and administrative support and strategy as evaluated by the experts. The consistency in the Valid scores suggests strong agreement among experts regarding the relevance and appropriateness of these items for management guidelines of cross–cultural integration for international student in Guangxi. The few items with slightly lower Valid scores (0.8) indicate areas where there is minor disagreement among the experts, but they are still considered valid overall. This strong validation supports the reliability of the assessment measures used in the study.

Appendix E

Certificate of English

BSRU BANSOMDEJCHAOPRAYA
RAJABHAT UNIVERSITY

This is to certify that

Mr. Xu Jiezhi

Achieved BSRU English Proficiency Test (BSRU-TEP) level

C1

Given on 22nd August 2021

(Assistant Professor Dr Kulsirin Aphiratvoradej)

Director

Appendix F

The Document for Accept Research

มหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัย
วิทยาเขตนครศรีธรรมราช
๓/๓ ม.๕ ต.มะม่วงสองต้น อ.เมือง จ.นครศรีธรรมราช ๘๐๐๐๐
โทร. ๐๗๕-๓๔๒๘๙๘ โทรสาร ๐๗๕-๓๔๕๘๖๒

อว.๘๐๒๗ / �showน๐

๖ สิงหาคม ๒๕๖๗

เรื่อง   รับรองการลงบทความวิจัยเพื่อตีพิมพ์ในวารสารมหาจุฬานาครทรรศน์

เรียน   นายสวี่ เจี่ยจื้อ

ตามที่ **นายสวี่ เจี่ยจื้อ และรองศาสตราจารย์ ดร.นิรันดร์ สุธีนิรันดร์ ผู้ช่วยศาสตราจารย์ ดร.พัช
รา เดชโฮม และผู้ช่วยศาสตราจารย์ ดร.สรายุทธ์ เศรษฐขจร** ได้ส่งบทความวิจัยเรื่อง **"แนวทางการบริหารจัดการ
การบูรณาการข้ามวัฒนธรรมสำหรับนักศึกษาต่างชาติในมณฑลกวางสี"** เพื่อพิจารณาตีพิมพ์ในวารสารมหาจุฬา
นาครทรรศน์ มหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัย วิทยาเขตนครศรีธรรมราช ซึ่งได้รับการคัดเลือกเข้าสู่ฐานข้อมูล
ของศูนย์ดัชนีการอ้างอิงวารสารไทย (ศูนย์ TCI) ได้ถูกจัดกลุ่มคุณภาพวารสารประจำปี พ.ศ.๒๕๖๒ ให้เป็น วารสารที่มี
คุณภาพกลุ่มที่ ๒ (TCI ฐาน ๒) และอยู่ในฐานข้อมูล TCI จนถึง ๓๑ ธันวาคม ๒๕๖๗ โดยจะดำเนินการจัดพิมพ์ในฉบับ
ต่อไปตามระยะเวลาที่ได้กำหนดไว้ และวารสารมหาจุฬานาครทรรศน์ ได้รับบทความวิจัยของท่านเป็นที่เรียบร้อยแล้วนั้น

ในการนี้ วารสารมหาจุฬานาครทรรศน์ มหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัยวิทยาเขต
นครศรีธรรมราช ขอรับรองว่าบทความของท่านได้ผ่านตอบรับเพื่อพิจารณาบทความตีพิมพ์เผยแพร่ในปีที่ ๑๑ ฉบับที่ ๙
(กันยายน ๒๕๖๗) นี้ ซึ่งภายหลังจากนี้บทความจะผ่านการตรวจสอบความถูกต้องทางวิชาการ โดยกองบรรณาธิการ
วารสารฯ และผู้ทรงคุณวุฒิต่อไป

จึงเรียนมาเพื่อโปรดทราบและดำเนินการต่อไป

เรียนมาด้วยความเคารพ

ปุญญาตา

(นางสาวปุญญาตา จงละเอียด)
บรรณาธิการวารสารมหาจุฬานาครทรรศน์
มหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัย วิทยาเขตนครศรีธรรมราช

Research Profile

Name-Surname: Mr.Xu Jiezhi

Birthday: 13 November 1993

Place of Birth: Nanning, Guangxi

Educational Background:

- Administration, Bansomdejchaopraya Rajabhat University, in 2021

- Master of Social Services and Management, Guilin University of Technology, in 2017

- Bachelor of Computer Science and Technology, Nanning College of Technology, in 2012

Work Experience:

- Teacher, School of Materials and Environment, Guangxi Minzu University, from 2021 to the present

- Teacher, School of Chemistryand chemical Engineering, Guangxi Minzu University, from 2020 to 2021

Office Location:

- Guangxi Minzu University

Current Contact Location:

- No.188 DaXueDong Road, Nanning, Guangxi, China