A Study Of Cross-Cultural Adaptation And Psychological Resources In Chinese International Students Pursuing Higher Education In Malaysia

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ARTICLE INFO	ABSTRACT
	This study aims to explore the experiences of Chinese overseas students who are pursuing higher education in Malaysia, focusing on their acculturation and psychological resources. By utilizing a quantitative method, this research provides valuable insight into how these students adjust to an unfamiliar academic and social environment. The findings suggest that language proficiency, and acculturation all play a key role in successful acculturation for these individuals. This research is highly relevant given the increasing prevalence of international student mobility across borders; it offers important insights into both potential opportunities as well as challenges associated with such movement. This study provides invaluable insight into the relationship between psychological resources and cultural adaptation among Chinese overseas students. It suggests that self-efficacy, resilience, and social support are essential components of successful cultural adaptation processes for these students. The findings of this research have significant implications for university assistance programs designed to improve the success and well-being of Chinese overseas students by promoting their psychological resources. This study contributes to a larger conversation on cross-cultural education by providing new knowledge about how different psychological factors influence foreign student mobility in intercultural contexts, which could be used as a basis for developing more effective interventions focused on improving outcomes related to acculturation stressors faced by international learners studying abroad.

Keywords: Cultural adaptation, psychological resources, Chinese international students. |

Introduction

The increase in Chinese students looking for higher education in Malaysia has had a tremendous influence on the global education industry. The comparably low cost of tuition has contributed to the exponential expansion in enrolment at Malaysian universities and colleges in recent years, making it an appealing alternative for overseas students. It is expected that this tendency is projected to continue, which means that the consequences will be felt in the long run by both local institutions and foreign student recruiting approaches. As a result, it is reasonable to assume that the increase in Chinese student numbers will have far-reaching consequences for the future landscape of international education in general. This trend is aided by different elements that have made Malaysia a more alluring location for Chinese students looking to develop their academic careers and extend their perspectives internationally. A number of aspects, such as the availability of high-quality instruction, reasonable tuition costs, English-medium instruction, and the promise of a variety of cultural experiences, contribute to Malaysian institutions' allure.

Despite the possibility of academic development and cultural participation, Chinese international students in Malaysia frequently encounter a variety of difficulties related to acculturation and psychological well-being.

These problems result from the strong cultural, linguistic, and social contrasts between Chinese society and that of their host nation. To help these students overcome these challenges as they work towards successful acculturation into Malaysian society, it is crucial to equip them with suitable support structures. The area of cultural adjustment and effective communication is one of the main challenges. The differences between China and Malaysia in nonverbal signs, social interactions, and communication styles can cause misunderstandings and even feelings of social isolation (Golson, et al., 2022).

Making meaningful connections with local students and foreign classmates can be challenging while trying to adapt socially, which is another important challenge. Chinese students may endure feelings of loneliness and a lack of support networks as a result of navigating a foreign social environment. This might make them feel even more alone. Additionally, it can be difficult for students to adjust to the academic requirements of a foreign educational system and teaching style, which may have an impact on their self-confidence and academic performance (Koo, Yao & Gong, 2023).

Another obvious problem is attempting to strike a balance between maintaining one's cultural identity while still having to fit into a new cultural setting. While adjusting to their new surroundings, Chinese students frequently deal with issues of self-identity, belonging, and cultural preservation, which adds to the complex process of acculturation (Li, Hue & He, 2023). In the middle of these difficulties, psychological stress frequently becomes a major worry. Chinese overseas students may experience increased stress and anxiety due to the demands of academic achievement as well as personal and familial expectations (Wu & Zhang, 2023).

Another obstacle is money since managing living expenses while travelling and potential financial limits can add to the stress of the situation. Chinese students' overall academic and social experiences may be hampered by concerns about their financial security and their pursuit of part-time jobs (Shen & Ender, 2018). Access to the right support services is also crucial, but Chinese students may find it difficult to use these services due to a lack of knowledge about them or a cultural stigma against asking for assistance (Huang, Kern & Oades, 2020). The rising tendency of Chinese students enrolling in Malaysian higher education institutions has both advantages and disadvantages. Even if a global education is appealing, it's critical to recognise and address the challenges of cross-cultural adaptability and psychological well-being. Recognising and resolving these issues is essential if institutions and authorities are to ensure the overall performance and welfare of Chinese international students while they are studying in Malaysia.

Research Objectives
The primary objectives of this study are as follows:
1. To consider how Malaysian students of Chinese heritage who are studying overseas are adapting into their new cultures.
2. To examine the significance of cross-cultural adaptation.
3. To look at how Chinese foreign students use their psychological resources (such as resilience, self-efficacy, and social support) and how it affects their psychological health and the results of adaptation.
4. To explore possible elements that may affect how psychological resources and acculturation interact among Chinese overseas students.

Significance of the Study
This study has important applications in both academic and real-world contexts. A greater knowledge of the difficulties and mechanisms related to international student mobility is achieved by examining the acculturation experiences and psychological resources of Chinese foreign students in Malaysia.

Literature Review

Factors Influencing Successful Acculturation
Adler's work (1993) underscores the importance of effective expatriate selection and training, asserting that careful consideration of age, gender, previous experience, and cross-cultural training (CCT) significantly influences successful acculturation. While this emphasis on preparation is commendable, the study's limited focus on Western contexts raises questions about its applicability to non-Western regions, such as Africa. Kim and Kim's (2022) study contributes valuable insights by illuminating the role of communication patterns and host receptivity in expatriate adaptation. Nevertheless, its geographical specificity to Korean and Indonesian expatriates prompts a need for broader investigations across diverse cultures.

Setti et al. (2022) further highlight the pivotal role of cultural intelligence in expatriate success, advocating for pre-departure training programs aimed at enhancing this trait. However, the study's exclusive concentration on the energy sector begs for examinations in different industries for comprehensive insights. Shafaei and Razak's research (2016) delves into international postgraduate students' acculturation, revealing the significant influence of psychological and sociocultural adaptations on their well-being and academic satisfaction. Nonetheless, this study's limited geographical scope to Malaysia raises questions about the generalizability of its findings to other host countries.

Chaiyasat's qualitative study (2020) provides an illuminating account of French exchange students' experiences in Thailand. The study's qualitative nature enriches our understanding of linguistic limitations, culture shock, and suggested extracurricular activities to foster acculturation. However, its specific focus on

French students and the Thai context necessitates broader cross-cultural comparisons to draw universal conclusions.

Mandari and Boer's ethnographic research (2021) offers an in-depth exploration of the acculturation process of Japanese expatriates in Indonesia. The study's comprehensive examination of critical points and stages in the adaptation process provides valuable insights for both scholars and practitioners. Yet, its focus on a single nationality limits the generalizability of findings to other expatriate groups.

Vesa Peltokorpi's study (2008) examines various determinants of expatriate cross-cultural adjustment in Japan, shedding light on the importance of language proficiency, personality traits, and organizational type. While offering valuable insights, the study's concentration on Japan leaves room for comparative analyses across multiple host countries.

Masgoret's (2006) study has provided a valuable insight into the importance of linguistic attitudes and motivation in sojourners' sociocultural adjustment and job success. This research is essential to understanding how these factors interact in different language and cultural contexts, however, further cross-cultural research is needed to confirm the results found by Masgoret's study which was exclusively focused on Spain. Therefore, more studies are necessary that examine this issue from a global perspective to gain an even better understanding of its impact on sojourners' experiences abroad. As per the figure below, the situational and individual factors play a pivotal role in aligning the adaptation towards the cross-cultural and the stress and coping mechanisms are important to tap accordingly.
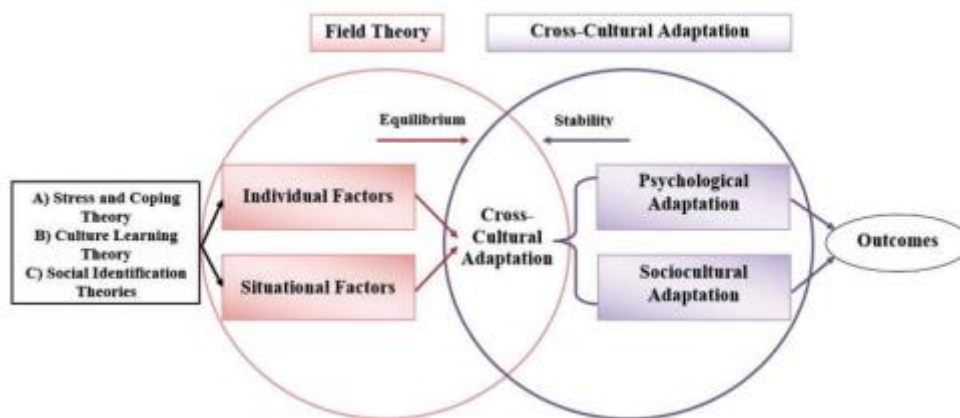

Figure 1: Theoretical perspectives pertaining to cross-cultural adaptation as well as other factors
(Source: Shafaei and Razak, 2016)

Challenges Faced by International Students in Acculturation

Peng and Wu's (2019) study provides a valuable framework for understanding the intricate dynamics of effective communication in intercultural adaptation. The four distinct pathways identified by the research are host communication competence, intercultural transformation, acculturation, and social identity change. Each pathway offers insight into how these two elements interact with one another to produce positive outcomes when adapting across cultures. However, further research is needed to gain a more nuanced perspective on specific challenges within these pathways in order to develop better strategies for successful adaptation that can be applied across different contexts. This will allow us to identify potential areas of improvement as well as provide guidance on how best practices can be implemented in order to create an environment conducive to successful cross-cultural interactions.
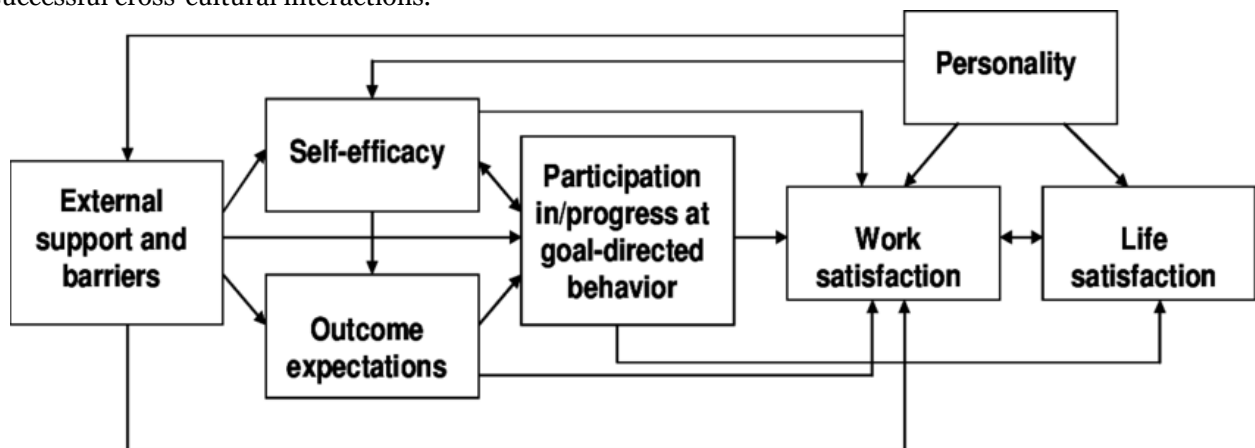

Figure 2: Social cognitive model

In contrast to other studies, Cao, Zhang, and Meng's study on cross-cultural transition embraces Lent's social cognitive model of well-being as being displayed above. This all-encompassing strategy considers crucial components such as a proactive personality, host university support, social self-efficacy, and host culture adaptation. This thoroughness is commendable, but greater research into external contextual elements may provide more light on the challenges encountered in such transitions. Shu et al.'s (2020) study, on the other hand, emphasises the significance of various sources of support when it comes to successful cross-cultural adjustment, but it could go further by examining potential barriers that individuals might encounter in order to avoid forming these networks and how they affect overall adjustment outcomes.

Psychological Resources and Their Impact on International Students' Well-being
The well-being and success of overseas students in higher education depend on their access to psychological resources. Research has indicated that these pupils' difficulties with acculturation might be lessened through resilience, social support, and coping mechanisms. Psychological tools help foreign students who are studying abroad to more successfully adapt to their new environment by giving a foundation for mental health outcomes. Therefore, it is crucial that universities place a high priority on developing supportive settings that make it easier for all on-campus groups of international students to use these services.

For international students to effectively negotiate the challenges of acculturation, resilience is a critical component. Resilient people are better able to deal with and manage the psychological consequences brought on by culture shock, academic expectations, and feelings of loneliness, according to Wang & Rahimpour (2022). These results imply that resilience plays a critical role in promoting well-being and assisting international students adjust to their new surroundings more successfully.

The social support that international students receive from their classmates, mentors, host nationalities, and family members at home has a significant impact on their well-being (Hartley et al., 2019). They are able to share their experiences, get advice, and find support at trying times because of their strong sense of belonging and security. Wei et al. (2021) found that those with more robust social networks frequently report reduced levels of loneliness, greater rates of life satisfaction, and better mental health outcomes. It is obvious that being able to connect with encouraging people through these many channels may be quite helpful for foreign students as they successfully negotiate the challenges of living abroad.

Foreign students frequently experience a variety of psychological difficulties as they adjust to their new environment. They can employ coping techniques as one important means of coping with these challenges. According to research, students are better able to cope with the challenges of acculturation when they use problem-solving, social support, and cultural activities as coping mechanisms (Poyrazli & Grahame, 2007). Foreign students report lower feelings of anxiety and despair while also feeling more in control of their circumstances when employing adaptive tactics like these. Thus, coping strategies play a critical role in assisting international students in effectively adjusting to life abroad.

A wide range of factors of cross-cultural adjustment in China are methodically explored in "Cao and Meng's" systematic review (2022). The intricacy of the elements at play is shown by the study's classification of predictors into six groups that include demographics, personal and environmental resources, as well as needs and barriers. The preference for resources over demands suggests the potential importance of possessing the appropriate psychological resources for effective adaptation. This strategy emphasises how crucial it is to develop one's own talents and take use of contextual assistance in order to advance well-being.

Similarly to this, "Luo and Zhang" (2021) offer a thorough analysis of determinants of acculturation using a variety of models. The study emphasizes the necessity for a strong theoretical framework to guide the management of foreign students by addressing the growing internationalization of higher education. The emphasis on a theoretical foundation suggests that a solid framework might make it easier to comprehend the psychological resources required for well-being during adaptation. This realization emphasizes the need for proactive approaches that cover psychological issues in interventions and support services.

Additionally, "Xie et al." (2021) explore how stereotypes affect how Chinese overseas students in the United States adjust psychosocially. The psychological burden that preconceptions may cause is highlighted by the discovery of stereotype dimensions connected to monetary status, academic prowess, personality characteristics, and social views. The study's understanding of the possible drawbacks, such as intergroup conflict and psychological problems, emphasises how crucial it is to fight preconceptions in order to create an atmosphere that is supportive of well-being.

These studies all point to the importance of psychological resources in determining international students' well-being during acculturation. Institutions and support services may provide students with the psychological skills they need to overcome obstacles and succeed in their new cultural contexts by recognizing the predictors, addressing prejudices, and developing a solid theoretical basis. This emphasizes the need for comprehensive strategies that prioritizes psychological well-being together with other elements of the experiences of foreign students.
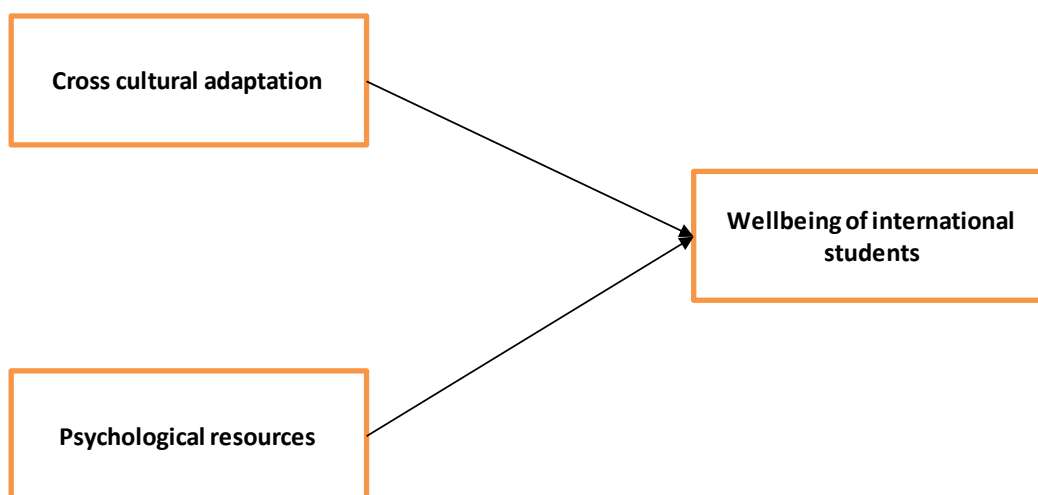
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│   Cross cultural adaptation  │
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                                    ┌──────────────────────────────┐
                                    │  Wellbeing of international   │
                                    │           students           │
                                    └──────────────────────────────┘
┌─────────────────────────────┐
│   Psychological resources    │
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Figure 3: Conceptual framework

H$_1$: Cross-cultural adaptation impacts on the well-being of Chinese international students studying in Malaysia in higher education

H$_2$: Psychological resources impact on the well-being of Chinese international students pursuing higher education in Malaysia

Methodology

A quantitative approach was chosen as the research strategy in this study. This decision was taken in order to provide a full and nuanced understanding of the acculturation experiences and psychological resources of Chinese international students in Malaysia. The study's diverse sample consists of 100 Chinese international students attending various higher education institutions around Malaysia. The use of questionnaire has been tapped and the questionnaire has been presented. The use of 5-point Likert scale has been adopted with values closer to 5 reflect upon a stronger agreement. The participants were chosen with the stratified purposive sampling strategy. Demographic information includes but is not limited to, information on age, gender, academic status, study subject, and length of residence in Malaysia. With this approach, we intend to capture a wide range of perspectives and experiences among Chinese international students. The deployment of SPSS has been carried out to ensure that the desired outcomes have been attained in a considerable manner. There are three main variables namely psychological resources, cross-cultural adaptation and well-being of international students and they have been assessed accordingly.

Data analysis

Demographic evaluation

The first testing procedure being carried out is based upon the demographic patterns' determination. The first element being highlighted is of gender. 51 % of the international students in Malaysia are male; while, the remaining are female.

		Frequency	Percent	Valid Percent
Valid	male	51	51.0	51.0
	Female	49	49.0	49.0
	Total	100	100.0	100.0

Table 1: Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18-21	37	37.0	37.0	37.0
	22-24	39	39.0	39.0	76.0
	25+	24	24.0	24.0	100.0
	Total	100	100.0	100.0	

Table 2: Age

As per the table above, 37 % of the concerned respondents are in the age group of 18 to 21 years old and it reflects upon the fact that out of the 100 respondents, 37 % are most likely to be in under graduate program; while, 39 % are in between 22 to 24 and they are more likely to be a mixture of under and post graduate. 24 % of the respondents are above 25 years old.

Reliability statistics

Cronbach's Alpha	N of Items
0.943	17

Table 3: Reliability

When it comes to determining the reliability levels, the value of 0.943 has been tapped and it has been affirmed that the value is above 0.6 which is the standard value related to the Cronbach's alpha and the concerned level of consistency in terms of the responses has been gathered in a pivotal manner. The degree of credibility and reliability of the data has been established in an appropriate manner.

Validity statistics

The next testing procedure being carried out is related to the validity testing. For this purpose, the KMO and Bartlett's test has been provided. The value of sampling adequacy of KMO is 0.739 and it is above 0.5. This means that the sample size being involved is influential and it paves the way for effective returns. The emphasis has been upon assessing whether the findings can be validated or not; however, Bartlett's test of significance value is appropriate and it can be indicated that the value of 0.000 is noteworthy and the desired level of significance has been achieved to lead towards acceptance.

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.739
Bartlett's Test of Sphericity	Approx. Chi-Square	240.572
	df	3
	Sig.	<.001

Table 4: KMO and Bartlett's test

	Initial	Extraction
Cross-cultural adaptation	1.000	0.873
Psychological resources	1.000	0.915
International student well-being	1.000	0.837

Table 5: Communalities

As there are three variables involved; thus, the use of communalities in terms of validity has been evaluated. The values of extraction for cross-cultural adaptation is 0.873 and it leads towards the fact that the degree of variance is high and it is above 0.5; thus, credibility is there. Similarly, for the psychological resources, the extraction is 0.915 and it is closer to 1 referring towards proficiency. In terms of the third variable of international student well-being, the value of 0.837 reflects upon favorable returns being aligned.

Descriptive statistics

The central tendency is required to be reviewed in the present case and the evaluation related to the skewness of the data and the direction of the data has been presented. The extreme values related to higher numbers such as 4 or 5 reflect upon the fact that majority of the responses are positive or in agreement; while, if the values are closer to 1 then it tends to indicate that the majority of the respondents have disagreed. As there are three variables involved, so, the evaluation has been done individually. The first variable under consideration is of cross-cultural adaptation. The values of mean are important and they tend to range from 4.33 to 4.45. This means that out of the six statements, all of them reflect upon the stronger agreement or agreement of the respondents. The first statement has been regarding the language proficiency. Majority of the international students studying in Malaysia affirm that they feel confident in their abilities to communicate in English with a mean value of 4.34 being highlighted. The standard deviation is 1.02 and it indicates that the data points are somehow scattered related to the actual mean value. Other than this, the mean value of 4.33 reflect upon the fact that majority of the respondents assert that their respective English language skills have transformed since their arrival in the vicinity of Malaysia. The mean value of 4.45 indicate that the degree of anxiousness when communicating in English has been on a higher side; thus, it indicates that despite of the anxiety, the desired outcomes have been attained in a considerable manner. The mean value of 4.40 reflect upon the fact that the sense of urgency to learn the concerned Malaysian culture has been on a higher side among majority of the respondents. The mean value of 4.38 reflects upon the fact that the degree of confidence associated with majority of the international students is high when it comes to interacting with people from different cultural backgrounds. It becomes relatively easier to shape up the ongoing state of affairs. The mean value of 4.45 indicates that majority of the respondents have good understanding of the cultural values and beliefs in

Malaysia and the standard deviation value of 0.8333 indicates that majority of the data points are closer to the mean value accordingly.

	N	Minimum	Maximum	Mean	Std. Deviation
CCA1	100	1.00	5.00	4.3400	1.02711
CCA2	100	1.00	5.00	4.3300	1.00559
CCA3	100	1.00	5.00	4.4500	0.86894
CCA4	100	1.00	5.00	4.4000	0.89893
CCA5	100	1.00	5.00	4.3800	0.92965
CCA6	100	1.00	5.00	4.4500	0.83333
Valid N (listwise)	100				

Table 6: Cross-cultural adaptation

	N	Minimum	Maximum	Mean	Std. Deviation
PR1	100	1.00	5.00	4.4300	0.83188
PR2	100	1.00	5.00	4.3900	0.95235
PR3	100	1.00	5.00	4.3300	1.02548
PR4	100	1.00	5.00	4.3200	1.00383
PR5	100	1.00	5.00	4.3600	0.96943
PR6	100	1.00	5.00	4.4200	0.87824
Valid N (listwise)	100				

Table 7: Psychological resources

The table displayed above is based upon the psychological resources and the six statements of this particular variable have been involved in the present case. The mean values tend to range from 4.32 to 4.43. In addition, the mean value of 4.43 indicated that the degree of believe in the abilities is relatively high among majority of the respondents and they tend to be confident in psychologically adjusting to a new environment in a viable manner. The mean value of 4.39 indicates that the degree of cultural disorientation has been adjusted in a viable manner by majority of the concerned respondents and the interventions in the location of Malaysia have been dealt in a viable manner accordingly. The mean value of 4.33 indicates that majority of the respondents believe that the degree of support being provided to them by friends from different cultural backgrounds has been enticing and it has been psychologically viable for them to deal with the core activities. The overall positioning has been diversified considerably. Moreover, the standard deviation value is 1.02 and it indicates that the data points are a little bit scattered from the mean value and favorable interventions are aligned through this. The mean value of 4.32 indicates that majority of the respondents believed that the welcoming nature of the classmates in the higher education has got the better of majority of the respondents and favorable outcomes have been addressed in this regard accordingly. The mean value of 4.36 indicate that the coping mechanisms have been proficient of majority of the respondents. The reason is that the linkage with older individuals surviving in the vicinity of Malaysia has been there and the overall positioning has been aligned related to it. The advice being extracted from the entities certainly help majority of the respondents in dealing with the issues in hand. Lastly, the mean value of 4.42 indicate that majority of the respondents are relying upon humor and laughter in order to cope up with the stressful situations with the standard deviation value of 0.87 reflecting upon the fact that the data points are closer to the mean value.

	N	Minimum	Maximum	Mean	Std. Deviation
WELL1	100	1.00	5.00	4.3100	1.00197
WELL2	100	1.00	5.00	4.3800	0.98247
WELL3	100	1.00	5.00	4.3700	0.93911
WELL4	100	1.00	5.00	4.3600	0.99005
WELL5	99	1.00	5.00	4.4141	0.86908
Valid N (listwise)	99				

Table 8: International students well-being

As per the table displayed above, the international student's well-being has been presented. The mean values range from 4.31 to 4.41. There are five statements under consideration being aligned. The mean value of 4.31 indicate that the sense of belongingness as well as the acceptance in the Malaysian community of academics has been there among majority of the respondents. It indicates that the linkage with the international students has been transformed in the community in a viable manner. The mean value of 4.38 indicate that the overall well-being has been transformed in terms of the journey of the concerned students in Malaysia. The mean value affirms that there has been a stronger agreement and the well-being has been aligned in an appropriate manner. The standard deviation value being highlighted is of 0.98 which means that the data points are closer to the mean value. It depicts that the majority of the responses are relatively same. In addition, the mean value of

4.37 reflects upon the fact that the experiences as an international student have been transformed related to majority of the respondents. The mean value of 4.36 indicates that the sense of urgency among majority of the respondents to seek for personal growth and opportunities in the vicinity of Malaysia has been transformed. It has been indicated that the personal growth has been quite incremental to the cause of the concerned respondents to diversify their position in a timely manner. The standard deviation being aligned is 0.99. In addition, the mean value of 4.41 indicate that the regular engagement related to cultural exchange activities have been noteworthy and they have enabled majority of the respondents to feel indulged and their well-being is tapped in a timely manner with the help of it. The standard deviation value is 0.869.

Regression analysis

The regression analysis is a statistical procedure being carried out in which the linear regression has been deployed. The first link is between the independent variable of cross-cultural adaptation as well as the dependent variable of international student well-being. The R value is 0.756 and it has been affirmed that the value is above the standard value of strong relationship. The values between 0.3 tend to reflect upon weak relationship or impact; however, when the values are in between 0.3 and 0.6 then it reflects upon a moderate impact. In the case of value above 0.6, the concerned impact is strong. The R value of 0.756 indicates that the cross-cultural adaptation definitely paves the way for effective returns and it leads towards the basis of international student well-being. The basis of cross-cultural adaptation has been transformed proactively and better positioning has been aligned related to it. The significance value is 0.000 and it depicts that the hypothesis has been accepted. The value is lower than the standard value of 0.05 and it reflects upon favorable returns.

Model Summary
a Predictors: (Constant), cross-cultural adaptation

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.756ª	0.572	0.567	0.51932

Coefficients
a Dependent Variable: international student well-being

Model		Unstandardized B	Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	0.513	0.342		1.498	0.137
	Cross-cultural adaptation	0.875	0.077	0.756	11.381	.000

Table 9: Regression 1

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.816ª	0.666	0.663	0.45851

Coefficients
a Dependent Variable: international student well-being

Model		Unstandardized B	Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	0.436	0.286		1.524	0.131
	psychological_resources	0.896	0.064	0.816	13.914	.000

Table 10: Regression 2

The second regression has been carried out in between the independent variable of psychological resources as well as the international student well-being as dependent variable. The significance value is 0.00 and it has been accepted that the psychological resources somehow comprehensively align the international student well-being in an appropriate manner. This means that the social support, coping mechanisms as well as resilience have been noteworthy in diversifying the overall position and better positioning has been aligned with the help of it.

The findings indicate that the Chinese international students somehow emphasize upon adjustment with the cultural norms of Malaysia. Despite of the national cultural differences that tend to exist, the Chinese international students rely upon the psychological underpinning as well as the adjustments being made in terms of social support to deal with the state of affairs.

Correlation analysis
The next testing procedure is linked with that of the correlation analysis and the most influential value is of the Pearson correlation. The Pearson correlation value of 0.756 has been associated with cross-cultural adaptation

and the international student well-being. The value closer to 1 and above 0.6 indicate that the strength of the association is considerably high and the if the value is lower than this then the value of moderate to weak has been linked. So, it has been indicated that the proficiency in managing the cross-cultural adaptation with the unique factors of language adherence can somehow help in diversifying the overall position. The alignment of the practices has been transformed. Apart from this, the Pearson correlation value of 0.816 affirm that there is a strong and positive link between psychological resources being aligned along with that of the international student well-being being tapped. So, it has been ascertained that the psychological well-being has been proficiently carried out through resilience, social support and effective coping mechanisms being deployed.

		Cross-cultural adaptation	Psychological resources	International student well-being
Cross-cultural adaptation	Pearson Correlation	1	.865**	.756**
	Sig. (2-tailed)		.000	.000
	N	100	100	99
Psychological resources	Pearson Correlation	.865**	1	.816**
	Sig. (2-tailed)	.000		.000
	N	100	100	99
International student well-being	Pearson Correlation	.756**	.816**	1
	Sig. (2-tailed)	.000	.000	
	N	99	99	99

Table 11: Correlation analysis

Discussion

The study's findings suggest a significant link between psychological resources and cross-cultural acculturation among Chinese international students in Malaysia. Particularly, it was discovered that social support, psychological resources, and resilience were important elements in determining effective adaptation to the new culture. The theoretical framework of acculturation and psychological well-being is supported by this conclusion, which is consistent with other research (Zhang & Goodson, 2011; Wu et al., 2020). The results highlight the crucial role that personal traits and social factors may play in supporting people as they adjust to life abroad. These findings underline the need of considering both individual characteristics and environmental settings when analyzing acculturation outcomes for foreign students.

The outcomes also highlight the multifaceted character of acculturation, where students succeed to variable degrees in various areas. The difficulties students confront in areas like cultural comprehension and psychological adjustment are consistent with other studies on culture shock and identity conflict. The stress and coping model's foundations, which state that the availability of coping mechanisms and social support impacts people's capacity to manage stresses, are echoed by the interconnection of psychological resources and adaptation outcomes. (Whealin, et al., 2021).

For institutions, support agencies, and legislators concerned with matters relating to overseas students, the findings have major ramifications. Universities can first provide specialised orientation programmes that emphasise building students' cultural intelligence and resilience. Students might benefit from workshops and activities that encourage acculturation and offer useful coping mechanisms. The range of support services can be customised to meet the unique needs of overseas students. Universities may help mentoring programmes, cross-cultural exchange projects, and peer support groups grow by recognising the critical role that social support networks play. These platforms may provide students with chances for cultural inquiry, emotional support, and practical advice, all of which can improve their overall well-being.

The study's conclusions can be used by policymakers to encourage policies that are welcoming and culturally responsive. Policymakers may support a more pleasant and enriching experience for international students by promoting an environment that embraces variety and promotes cross-cultural relationships.

Although the study provides insightful information, several limitations should be addressed. First off, the sample is limited to Chinese foreign students studying in Malaysia, which might restrict the findings' applicability to other student demographics and cultural settings.

Future investigations might go a number of different paths. A fuller knowledge of the dynamic nature of acculturation and how psychological resources change over time may be gained via longitudinal investigations. Comparative research across several cultural groups may highlight subtle variations in adaptation experiences and resource use. Investigating the importance of cultural identification and acculturation techniques may help to clarify how students manage the conflict between maintaining their own culture and assimilating into the host society. Finally, treatments that focus on certain psychological resources might be created, and their effects on the adjustment and well-being of international students assessed.

The study's findings offer important new understandings of the intricate link between psychological resources and acculturation among Chinese overseas students in Malaysia. The interpretation of the findings in light of the body of knowledge and theoretical framework emphasizes the significance of personal characteristics and environmental influences in determining the success of adaptation. Universities, assistance providers, and governments may all benefit from the practical consequences, which identify ways to improve the experience for foreign students. Although the study has several limitations, it provides a starting point for future research that can enhance our knowledge of this crucial issue and guide initiatives to foster foreign students' effective transition and well-being.

Conclusion

The two-hypothesis involved in the work have been accepted and H1 and H2 are accepted because the significance value is below 0.05. In terms of correlation analysis, the relationship among the variables such as cross-cultural adaptation, psychological resources and international student well-being have strong correlation with Pearson values above 0.6. Illuminating insights have been gained from the study's thorough examination of the experiences of Chinese overseas students pursuing higher education in Malaysia. The study of acculturation found a wide range of results, from acculturation and communicative success to difficulties in areas like psychological adjustment and cultural comprehension. This complex image emphasizes how intricately societal, cultural, and individual elements interact during the adaptation process. The study advances knowledge of the difficulties involved in acculturation by illuminating these distinct elements.

Equally significant are the findings concerning psychological resources. The study elucidated the pivotal role of psychological resources, resilience, and perceived social support in influencing the adaptation journey. Students equipped with higher levels of these resources reported smoother adaptation experiences, marked by a greater ability to navigate cross-cultural challenges, manage stress, and foster a sense of belonging in their new cultural environment. These findings highlight the potential for psychological resources to act as catalysts for positive adaptation outcomes, and their recognition could pave the way for more effective support strategies tailored to the unique needs of Chinese international students.

The implications of these findings reverberate across various domains. Educational institutions stand to benefit by leveraging these insights to develop targeted programs and support services aimed at harnessing psychological resources for successful acculturation. By emphasizing the cultivation of resilience, and facilitating meaningful social connections, universities can contribute to the overall well-being and academic achievement of Chinese international students. Moreover, support services can draw from these findings to design interventions that address the specific challenges encountered by this student demographic. Mentorship programs, counseling services, and workshops can provide avenues for enhancing social networks, imparting effective coping strategies, and fostering cultural exchange, thereby nurturing a supportive environment for adaptation.

Policymakers, too, can capitalize on these insights to advocate for policies that create an inclusive and culturally sensitive campus atmosphere. By championing initiatives that promote cross-cultural interactions and raise awareness about the unique needs of international students, policymakers can contribute to a more welcoming environment that facilitates successful adaptation. Furthermore, the study points towards avenues for future research, such as longitudinal studies to track the evolution of psychological resources and adaptation over time, and comparative studies across diverse student populations to uncover cultural nuances that shape adaptation trajectories.

The study's exploration of acculturation and psychological resources among Chinese international students in Malaysia sheds light on crucial aspects of their educational journey. By understanding the intricate interplay between adaptation experiences and psychological resources, stakeholders ranging from educational institutions to support services and policymakers can collaboratively work towards creating an environment that empowers these students to thrive academically, socially, and emotionally during their international sojourn. In essence, the study offers not only insights but also actionable pathways for enhancing the holistic growth, well-being, and success of Chinese international students in Malaysia's higher education landscape.

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