

Cross-Cultural Management and Recommendations for Chinese Students Studying in Malaysia

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Abstract—China has been publicly seeking to take the lead in globalization, developing its higher education and research systems at speed, and actively pursuing to cooperate with academic partners along the New Silk Roads. When Chinese students come to countries along the Belt and Road of different cultural habits and religious beliefs, how to help them to solve cultural barriers has become an urgent problem. The paper used cross-cultural management theory to explore the connotation of cross-cultural management of Chinese students, to understand the cross-cultural barriers, and to analyze the cultural differences of Chinese students in Malaysia. The research results revealed that there were some shortcomings in the cross-cultural management of Chinese students, including insufficient English language training for Chinese students, the difficulty in understanding cultural differences, and low classroom participation. By performing direct interviews, there was a high demand for academic guidance, psychological counseling, and employment assistance for Chinese students. Finally, analyzing the cultural differences of international students and evaluating cross-cultural management in a targeted manner was significantly important to reduce cultural conflicts, improve the quality and efficiency of the inter-cultural relation, and enhance the competitiveness of Chinese students in the global market.

Keywords—One belt one road, higher education, cross-cultural management, Chinese students

I. INTRODUCTION

The current “One Belt, One Road” initiative has been further promoted, and the project has been solidly implemented. China has formed rich cooperation results with the regions and countries along the route. Internationalization is the mission of the university to serve the national strategy, accelerate the process of internationalization of higher education, accelerate the opening of colleges and universities, increase international exchanges and interactions in international education, humanities, and academics, cultivate international vision and innovation, and understand international rules. The international talents involved in international affairs and competition are the fundamental guarantee for the continuous implementation of the “One Belt, One Road” initiative [7]. China is publicly seeking to take the

lead in globalization, developing its higher education and research systems at speed and actively seeking to cooperate with academic partners along the New Silk Roads. As a country with a high number of international students, when Chinese students come to countries along the Belt and Road of different cultural habits and religious beliefs, how to help them solve cultural barriers has become an urgent problem [7].

With the advancement of the globalization of enterprises, cross-cultural management has gradually gained increasing attention from enterprises. Cross-cultural management refers to reshaping the unique culture of a company by overcoming the differences between different heterogeneous cultures, ultimately creating performance-based management. That is to say, in the global operation, the inclusive management method is adopted for the culture of the country where the subsidiary is located. The conflict of any heterogeneous culture is overcome under the cross-cultural conditions, and the unique culture of the enterprise is created accordingly, thereby forming an effective management process. The purpose is to design a practical organizational structure and management mechanism in different forms of cultural atmosphere and to find corporate goals that transcend cultural conflicts in the management process. Thereby maintaining the common code of conduct of employees with different cultural backgrounds by maximizing the Control and leverage the potential and value of the business.

Only through successful cross-cultural management can a globally operated enterprise enable its business to operate smoothly, its competitiveness can be enhanced, and its market share can be expanded. The so-called cross-cultural management includes cultural management that transcends national borders and crosses national boundaries. Eliminating cultural differences is a core issue where cross-cultural management is focused on. Cultural differences may come from many factors, such as different understandings of communication and language, different religious beliefs and customs, and rigid corporate culture [8].

In the 1960s and early 1970s, Hofstede conducted a survey of 116,000 IBM employees in 70 different countries and regions. The data were then analyzed. For each specific problem, the average scores of each country were taken, and then a series of statistical techniques were used to analyze the different cultures at the national level, and then the famous culture. It is known as dimensional theory, and the academic community generally calls it the Hofstede culture dimension

theory. Hofstede took *mental progress* as the starting point to explain the difference in behavior. He argued that mental processes and situations collectively determine human behavior and that their behavior can be predicted if the mental processes and context of the individual are well understood.

The mental process acquired after the birth of an individual has a unique feature, but there is part of the collective share and has long-term stability for the operation of social systems to provide a basis. Following this logic, Hofstede is on the basis of Durkheim's discussion of collective consciousness. From the shared nature of collective consciousness, a culture can be seen as shared by a group of shared ideas and behavior. At the same time, he also noticed Bourdieu's concept of *habitus* and pointed out that *habitus* was consistent with the collective programming of the mind.

Unfortunately, Hofstede did not pay attention to the activism of social actors in Bourdieu's theory of practice, or that his focus was only on the culture of collective sharing, which may be one of the sources of his theoretical flaws [4]. Hofstede argued that collective shared cultural values are the basis of collective mental processes, so he focuses on the comparative analysis of cultural values. In discussing what culture is, Hofstede points out the elements of culture; symbol, hero, consciousness, and value. The first three can be observed through the external behavior, while the values are in the deep, and can not be directly observed, so Hofstede conducted cross-cultural comparative study anchored in the values above [5]. For its practical utility, Hofstede's logical division of culture is based on the state. He pointed out that the collective sharing of culture is mainly embodied in the mainstream of the country, so the study of the values of the mainstream groups, that is, on the basis of a cross-cultural comparison of cultural differences between countries in the world to explain.

In discussing the possibility of cultural comparisons, Hofstede cited the anthropologist Clarke's discussion: Mankind is faced with some basic common problems that all cultures must respond to the starting problems, infant helplessness, and meeting basic physiological needs. It is these basic common problems that form the basis of Hofstede's cross-cultural research. As mentioned earlier, Hofstede's theory comes from a cultural survey of IBM's multinational employees. The analysis of the survey results initially used four dimensions, which he later expanded to five, with Hofstede Cultural dimension and is well-known in the cross-cultural theory. The real significance of the five dimensions of Hofstede is outlined below [5].

The goal of cross-cultural management is to improve the cross-cultural adaptability of international students and promote the harmonious coexistence of international students and the external environment by coordinating the communication and integration of multiculturalism based on the understanding of cultural differences [4]. In the long run, cross-cultural management of international students can improve the quality of international students' management and establish a good reputation for colleges and universities. Students can learn and adapt to local customs and culture more effectively. The research used cross-cultural management theory to explore the connotation of cross-cultural management of Chinese students, to understand the cross-cultural barriers of Chinese students in Malaysia, and to analyze the cultural differences of Chinese students in

Malaysia. Through field investigations, using observation, interviews, and literature reading methods, this paper analyzes the current situation of cross-cultural management of Chinese students in Malaysia and finds out the problems existing in cross-cultural management of foreign students.

From the perspective of cross-cultural management, cross-cultural management of foreign students refers to the identification and analysis of different cultures in the management of international students, applying the principles of management to the adjustment and influence of people's concepts and behaviors, and overcoming students from different cultural backgrounds [5]. Such as cultural conflicts between students and managers to achieve the school's educational goals. Cross-cultural management can coordinate cultural differences in the management of international students, resolve cultural conflicts, and improve the management efficiency of international students.

By considering the preliminary study, there were some shortcomings in the cross-cultural management and cultural adjustment of Chinese international students, including insufficient English language training for Chinese students, insufficient understanding of cultural differences and Islamic life, insufficient classroom participation, neglect of international students in management functions, shortage of educational resources, and difficulty in cultural integration of Chinese and others international students. It was found through interviews that Chinese students have high needs for academic guidance, psychological counseling, and employment guidance.

Finally, based on the actual situation of Chinese students and universities, and according to cross-cultural management theory, we have improved the cross-cultural management system of international students and established across. The cultural management concept, the improvement of cross-cultural management ability, the construction of information management platform, and the strengthening of independent management of international students propose strategies to optimize the theoretical system of cross-cultural management of international students and enhance the international competitiveness of Chinese students. The objective of this current research is to study student's adaptations in Islamic culture and give the cross-cultural management recommendations to Chinese students during their study in Malaysia.

II. MATERIALS AND METHODS

Quantitative and qualitative research methods like an in-depth interview and focus group interview were applied in this work. The participants in each group discussed with their group members and shared their opinions or perceptions. The language medium in this research was fully conducted in Chinese. In this research, the data was recorded by notes and also audiotape for the whole interview. After conducting these focus group interviews, the researcher repeatedly listened to the tapes to transcribe the discussion. After that, the researcher read the interview notes and transcripts until some consensus among the participants about the interview questions has been generated.

The researcher took in-depth interviews to get a better understanding of the inner thoughts and opinions of the interviewees. Subsequently, the researcher proposed some cross-cultural recommendations to administrators from international offices both in China and Malaysia; and by using the information of respondents, the researcher created some suggestions to help Chinese students prepare better before they study abroad. To observe student's adaptations in Islamic culture, particularly in the level of psychological adaptation and social adaptation of Chinese students, the 5-point Likert scales of the questionnaire were performed. This tool was employed to determine the level of psychological adaptation of Chinese students in terms of emotion, mental health and life satisfaction.

There were five choices for respondents to measure the desired intensity of psychological adaptation which include: very low (1), low (2), moderate (3), high (4), and very high (5). The evaluation level of the psychological and characteristics of this section used a Likert rating scale with 13 items. The mean scores were classified into 5 interval scales, which were calculated as follows:

$$\begin{aligned} \text{The internal level} &= \frac{\text{maximum value} - \text{minimum value}}{n} \\ &= \frac{(5-1)}{5} = 0.08 \end{aligned} \quad (1)$$

Therefore, the mean scores are shown below:

TABLE I. THE MEAN SCORES OF THE DESIRED INTENSITY OF PSYCHOLOGICAL ADAPTATION.

Mean Scores	Criteria	Interval Scale
Score 1.00 - 1.80	Very low level	1
Score 1.81 - 2.60	Low level	2
Score 2.61 - 3.40	Moderate level	3
Score 3.41 - 4.20	High level	4
Score 4.21 - 5.00	Very high level	5

III. RESULTS AND DISCUSSION

A. The level of psychological adaptation of Chinese students

From the descriptive statistics on the relevant dimensions of psychological adaptation (Table II), it can be concluded that the overall mean of Chinese students' level of psychological adaptation is 3.2777 which indicates a moderate level of psychological adaptation. This implies that a large number of respondents have a fair or smooth transition in their psychological adaptation in Malaysia.

For the emotion, the mean score is 3.21 which indicates a moderate level of psychological adaptation on the aspect of emotion. In this part, item 1, 2, 3 indicates moderate level, item 4 indicates a high level. For mental health, the mean score is 2.55, which indicates a low level of psychological adaptation on the aspect of mental health. In this part, item 5, 6, 7 indicates a low level. For life satisfaction, the mean score is 3.69, which indicates a high level of psychological

adaptation on the aspect of life satisfaction. In this part, item 8, 9, 10, 11, 12, 13 all indicates a high level.

B. The level of social adaptation of Chinese students

From the descriptive statistics on the relevant dimensions of social adaptation (Table III), it is concluded that the overall mean of Chinese students' level of social adaptation is 3.4685 which indicates a high level of social adaptation. This implies that a large number of respondents have a high transition in their psychological adaptation in Malaysia. For Friends, the mean score is 3.37, which indicates a moderate level of social adaptation on the aspect of friends.

In this part, item 1, 2, 5 indicates a high level, item 3, 4, 6 indicates moderate level. For the ability to make a relationship part, the mean score is 3.71, which indicates a high level of social adaptation on the aspect of the ability to make a relationship. In this part, item 7, 8, 9, 10 indicates a high level. For networking, the mean score is 3.36, which indicates a moderate level of social adaptation on the aspect of networking. In this part, item 12 indicates a high level, item 11, 13 indicates a moderate level.

C. Cross-cultural management for Chinese students

In the context of cross-cultural management, language is one of the basic aspects of the adjustment process [9]. Poor English and Bahasa Malay proficiency and students' difficulty in understanding local dialects and slangs may hinder the adjustment process. Languages, both English and Malay are important for Chinese students. Subsequently, Chinese students need to interact with local folks to understand local culture and values. It will be better for them to adapt to the new environment.

Furnham & Bochner found that students from countries in nearer distance and culture adjust better because they are familiar with the language and values of the host country [3]. Students from countries with different culture often face cultural shock over different values. The Malaysian culture which stresses limitations in public and direct expressions, especially towards strangers, can easily be misinterpreted as a form of aloofness. Misinterpretations of certain behaviors may lead to social isolation [2]. Statements from the students below portray contradicting perceptions of international students regarding the values of Malaysians. Beyond language competencies and customs, the students' participation in the classroom is also a big challenge for Chinese students studying in Malaysia.

Kim showed that high achieving students do not fear displaying their performances in the classroom and that, when asked to, boosts their performances [6]. On the contrary, low achieving students fear any public display of their thinking and are inhibited by any request to demonstrate their understanding in front of their peers.

TABLE II. THE MEAN SCORES OF THE DESIRED INTENSITY OF PSYCHOLOGICAL ADAPTATION.

Psychological Adaptation	Strongly Disagree %	Disagree %	Neutral %	Agree %	Strongly Agree %	\bar{x}	Level
1. I feel confident when I interact with the locals	5	5	147	43	0	3.14	<i>Moderate level</i>
	2.5%	2.5%	73.5%	21.5%	0		
2. I feel frustrate when I interact with the locals by using other language rather than Chinese	0	10	157	33	0	3.12	<i>Moderate level</i>
	0%	5%	78.5%	16.5%	0		
3. I am happy to learn different culture in Malaysia	0	10	148	42	0	3.16	<i>Moderate level</i>
	0%	5%	74%	21%	0		
4. I feel stress when I must do my homework in English	0	10	99	91	0	3.41	<i>High level</i>
	0%	5%	49.5%	45.5%	0		
<i>Emotion of Psychological Adaptation</i>	$\sum \bar{x} = 3.21, S.D. = 0.46$ (<i>Moderate level</i>)						
5. I felt that my worry was out of my control	33	62	69	36	0	2.54	<i>Low level</i>
	16.5%	31%	34.5%	18%	0		
6. I had trouble sleeping	29	65	80	19	7	2.55	<i>Low level</i>
	14.5%	32.5%	40%	9.5%	3.5%		
7. I become a sensitive person when I am living in Malaysia	29	66	72	33	0	2.55	<i>Low level</i>
	14.5%	33%	36%	16.5%	0%		
<i>Mental Health of Psychological Adaptation</i>	$\sum \bar{x} = 2.55, S.D. = 0.80$ (<i>Low level</i>)						
8. I am excited about learning new things in Malaysia	4	9	44	109	34	3.80	<i>High level</i>
	2%	4.5%	22%	54.5%	17%		
9. I am excited about developing my skills and talents in Malaysia	0	12	56	100	32	3.76	<i>High level</i>
	0%	6%	28%	50%	16%		
10. I enjoy hearing other people's insights and points of view, even when they are different from my culture	2	17	47	100	34	3.74	<i>High level</i>
	1%	8.5%	23.5%	50%	17%		
11. I live my life with passion and joy in Malaysia	2	7	76	85	30	3.67	<i>High level</i>
	1%	3.5%	38%	42.5%	15%		
12. I know what my purpose in life is	2	11	75	83	29	3.63	<i>High level</i>
	1%	5.5%	37.5%	41.5%	14.5%		
13. I find positive ways to deal with stress	2	11	88	71	28	3.56	<i>High level</i>
	1%	5.5%	44%	35.5%	14%		
<i>Life Satisfaction of Psychology Adaptation</i>	$\sum \bar{x} = 3.69, S.D.=0.71$ (<i>High level</i>)						
Total =	$\sum \bar{x} = 3.2777, S.D. = 0.33373$ (<i>Moderate level</i>)						

TABLE III. LEVELS OF SOCIAL ADAPTATION OF CHINESE STUDENTS.

Social Adaptation	Strongly Disagree %	Disagree %	Neutral %	Agree %	Strongly Agree %	\bar{x}	Level
1. My Chinese friends help me to adapt to local culture	9	9	60	105	17	3.56	<i>High level</i>
	4.5%	4.5%	30%	52.5%	8.5%		
2. My Malaysian friends help me to adapt to local culture	17	10	67	86	20	3.41	<i>High level</i>
	8.5%	5%	33.5%	43%	10%		
3. My international friends help me to adapt to local culture	15	4	98	64	19	3.34	<i>Moderate level</i>
	7.5%	2%	49%	32%	9.5%		
4. Teachers help me to adapt to local culture	17	24	76	64	19	3.22	<i>Moderate level</i>
	8.5%	12%	38%	32%	9.5%		
5. Classmates help me to adapt to local culture	17	7	71	80	25	3.45	<i>High level</i>
	8.5%	3.5%	35.5%	40%	12.5%		
6. The administrative staffs of university help me to adapt to local culture	17	20	81	65	17	3.23	<i>Moderate level</i>
	8.5%	10%	40.5%	32.5%	8.5%		
Friends of Social Adaptation	$\Sigma \bar{x} = 3.37, S.D. = 0.88$ (<i>Moderate level</i>)						
7. I understand the thoughts, feelings of others who have a different culture	0	10	76	82	32	3.68	<i>High level</i>
	0%	5%	38%	41%	16%		
8. I have good communication with others even when we have conflicts	0	11	73	87	29	3.67	<i>High level</i>
	0%	5.5%	36.5%	43.5%	14.5%		
9. I have the ability to make friends with local students	0	20	58	87	35	3.69	<i>High level</i>
	0%	10%	29%	43.5%	17.5%		
10. I can make good relationship with international students	0	6	59	106	29	3.79	<i>High level</i>
	0%	3%	29.5%	53%	14.5%		
Ability to make relationship of Social Adaptation	$\Sigma \bar{x} = 3.71, S.D. = 0.71$ (<i>High level</i>)						
11. I like to invite friends from different countries to eat or have fun together	2	34	86	63	15	3.28	<i>Moderate level</i>
	1%	17%	43%	31.5%	7.5%		
12. I enjoy group activities with friends from a different culture	0	26	72	82	20	3.48	<i>High level</i>
	0%	13%	36%	41%	10%		
13. I always express my opinions when we work in group	6	21	96	59	18	3.31	<i>Moderate level</i>
	3%	10.5%	48%	29.5%	9%		
Networking of Social Adaptation	$\Sigma \bar{x} = 3.36, S.D. = 0.73$ (<i>Moderate level</i>)						
Total =	$\Sigma \bar{x} = 3.4685, S.D. = 0.61015$ <i>High level</i>						

D. Cross-cultural Management Recommendations to International Offices, both in China and Malaysia

The purpose of cross-cultural management is to make use of cultural differences correctly, give full play to the advantages of cross-culture, avoid cross-cultural disadvantages, and effectively manage enterprises. The cross-cultural management of college students refers to i) the identification and analysis of different cultures in the management of foreign students, ii) the application of the principles of management to the adjustment and influence of human concepts and behaviors, iii) the overcoming of the cultural conflicts between students and managers under different cultural backgrounds, and iv) the achievement of the educational objectives of the school. Cross-cultural management can coordinate the cultural differences in the management of foreign students, resolve cultural conflicts and improve the efficiency of foreign student's management in colleges and universities.

The cross-cultural management of college students is to make use of cultural differences correctly, give full play to the advantages of cross-culture, avoid cultural conflicts, and achieve the purpose of international student management through effective management. Therefore, colleges and universities must regard the concept of cross-cultural management as the core concept of overseas student management. Then, it needs to run through every part of the management of foreign students. The administrator of colleges and universities should i) improve their awareness of cross-cultural management, ii) take the initiative to understand the differences in culture, politics and historical development of various countries, iii) respect the cultural traditions of foreign students, iv) improve their intercultural communicative competence and v) master the skills of cross-cultural management through relevant training and study. Establish a teacher-student relationship of mutual trust and mutual respect.

The goal of cross-cultural management is based on the understanding of cultural differences, through the coordination of multicultural communication and integration, improve the cross-cultural adaptability of foreign student managers, and help the group of international students to live in harmony with the external environment [4]. In the management of international students, there are cultural differences between international students, between international students and managers, and between Chinese students and Malaysian students. Cultural differences are mainly reflected in religious beliefs, languages, customs, and habits. There are differences in social customs among international students from different countries. University administrators should always remember the word "respect" and treat students equally. Respect for the way of life. Due to cultural differences, when international students first come to China to study, they will unconsciously bring their own living habits with them. There are different habits in eating, shopping, seeing a doctor, driving a car and so on. University administrators should guide them based on respect and let them adapt to the new living environment.

Cross-cultural management is an inevitable development direction to adapt to the management of international students in colleges and universities. Its purpose is to create a beautiful and harmonious atmosphere for international students to study

and live in China. Management is an art, and the management of foreign students in colleges and universities should have both empirical summary and continuous collection and collation of information. The cross-cultural management of university students should i) keep pace with the times, ii) make use of the development of science and technology, iii) make use of the development of science and technology, iv) make better achievements in interactive communication, v) improve the management efficiency, and vi) promote the sustainable development of cross-cultural management of university students. Adler, 1972, a scholar, put forward the methods and suggestions of coordinating cultural differences in cross-cultural management. He believes that the common management culture of intercultural organizations is to reconstruct a beneficial and effective common management model for the development of the organization based on mutual understanding between the two cultures. According to the cultural model of individual organization members, managers produce a new form of management organization based on cultural coordination and cooperation [1].

The functions of an international office in colleges and universities are mainly for management, consultation, and service. Among them, counseling and service can help international students to improve cross-cultural adaptability through admission guidance, academic guidance and psychological counseling, which is helpful for the international students to quickly integrate into the new environment. Colleges and universities should carry out freshmen admission guidance after admission, including the education of school rules and regulations, Malaysian immigration laws and regulations. Also, providing comprehensive information for foreign students through student manuals, school websites, Facebook and so on, including student management system, campus map, life guide, introduction to Malaysian culture and customs. The more complete the information, the easier the process of international student's undefined adaptation. The student volunteers or students who have good English in the school help the host management personnel to serve the foreign students to establish a network psychological service platform to provide timely psychological guidance for the foreign students. The academic guidance center provides writing guidance, thesis guidance, and other services for international students. Psychological counseling departments employ people with a cross-cultural management background, as well as pedagogy, psychology and other related professional backgrounds.

Wang pointed out that the management of international students refers to non-academic education, management, and service carried out by managers according to the objectives and educational concepts of talent training [9]. For foreign students who meet the requirements of school registration, colleges and universities can easily adapt to campus life as soon as possible, achieve the goal of personal and academic development, and ensure their physical and mental health and personal safety. The management of foreign students involves all non-academic affairs and extracurricular activities from admission to graduation, including the growth guidance of foreign students, daily campus behavior management and life services [9]. The specific work contents include daily life management, handling foreign events, campus cultural activities, foreign students reward, and punishment,

employment guidance, psychological counseling, and other creative treatment.

E. Further Recommendation for Cross-cultural Management Work

Challenges faced by Chinese overseas Students in Malaysia comprise of three major themes that emerged, these are culture, language, and social interaction. Culture is the topic with the biggest interest in the focus group. Elements in cultures that were considered as challenges by the international students were customs, taboos, values, food, and social practices of Malaysian society. To help Chinese students overcome these challenges, the Chinese students need not only efforts but also the help from international office both in China and Malaysia. Cross-cultural management will be applied to these organizations. The cross-cultural management of college students refers to i) the identification and analysis of different cultures in the management of foreign students, ii) the application of the principles of management to the adjustment and influence of human concepts and behaviors, iii) the overcoming of the cultural conflicts between students and administrators under different cultural backgrounds, and iv) the achievement of the educational objectives of the school.

Thus, it is recommended that first, both organizations offer English training classes to Chinese students based on their proficiency. Second, the administrator of the international office in China should prepare guidance or handbook about the Islamic culture or Malaysian culture. The international office in Malaysia should teach Islamic culture to Chinese students before and after they arrived in Malaysia. Third, the Chinese international office should offer cross-culture training courses to help them adapt better to the study environment in Malaysia. The international office in Malaysia should offer the academic guidance center providing writing guidance, thesis guidance, and other services for international students. Also, both organizations should make full use of the international office, improve serviceability and improve administrator cross-cultural management ability.

It is also necessary to conduct more in-depth research to help Chinese overseas students understand their social interactions and emotional tendencies. Then, and at the same time, improve their knowledge of Islamic cultures. This way, the students can adjust their learning and living styles in a different cultural environment and promote interactions between Chinese overseas students and local students. The purpose is to help them overcome cross-cultural adaptation barriers and successfully obtain their social and academic achievements in Malaysia. Moreover, in recent years, the population of Chinese students studying at Malaysian universities and Colleges has risen dramatically. There is now a growing need to explore the variables that affect Chinese overseas students' achievements and happiness.

For the Chinese international office, the university in which this study was conducted, is home to a large number of international students, they send Chinese overseas students to Malaysia. How does the international office react to the distinctive adaptation challenges encountered in a new setting by a large group of Chinese overseas students? For the Malaysian international office, the university in which this study was conducted, is host to a large number of Chinese international students; they receive Chinese overseas students

to Malaysia. How does the international office react to the distinctive adaptation challenges encountered in a new setting by a large group of Chinese overseas students?

Before Chinese students arrive in Malaysia, the administrator of the international office in China should prepare guidance or handbook about the Islamic culture or Malaysian culture. This handbook should including food, religion, weather and especially custom and taboos to help Chinese students better preparation. In domestic universities or colleges, teaching plan for the students has already been set and arranged in perfect order. However, in foreign countries, students must plan their studies all by themselves, choose courses according to the requirements of the syllabus independently, buy or borrow textbooks and reference books. In order to adapt to the new learning environment, international students must abide by the new teaching model and the rules of the teaching environment. In that case, Chinese administrators should make a study plan for the students to encourage them to learn independently before they study abroad. They should offer cross-culture training courses to help them adapt better to the study environment in Malaysia.

Thus, the international office should offer admission guidance, academic guidance, and psychological counseling. It is beneficial for international students to integrate into the new environment quickly. When Chinese students stop by the international office for a consultation, the officers should give them information and answers to their questions, offer service, and not giving them orders. Moreover, they should provide detailed information about the host country for Chinese students. Colleges and universities can take the following measures to improve the professional ability of overseas students' management team. First, experts can be invited to give lectures or short-term teaching, including foreign language learning, cultural traditions, and etiquette of various countries, cultural sensitivity training, and handling of emergencies. Second, the administrators are allowed to study abroad, exchange and visit universities in developed countries in Europe and the United States, and absorb the experience and methods of international student's management in western countries.

The international office in Malaysia should teach the Islamic culture to Chinese students before and after they arrive in Malaysia. The culture of Malaysia is established within the convention and legacy of profoundly held Islamic convictions. Among Malaysians, Islam constitutes a central component in ethnic personality and has a noteworthy effect on the advancement of Malay culture. University should offer orientation of school rules and regulations, Malaysian immigration laws and regulations, and provide comprehensive information for international students. Establish a network psychological service platform to provide timely psychological guidance for foreign students.

The academic guidance center should provide writing guidance, thesis guidance and other services for the foreign students. Psychological counseling departments should also employ people with a cross-cultural management background, as well as pedagogy, psychology and other related professional backgrounds. Colleges and universities should create entertainments between Chinese students and local students. For example, using traditional Chinese festivals,

such as the Spring Festival and Dragon Boat Festival for Chinese and Malaysian students to promote cultural exchange between them. Colleges and universities should strengthen the construction of a multilingual information management platform to realize the network of foreign students in terms of entry and exit management, curriculum management, daily life management, as well as the timely sharing of campus information, employment information and other resources. By building an international virtual network management platform, convenient and efficient management services for foreign students could be provided.

IV. CONCLUSION

The descriptive statistics on psychological adaptation showed that the overall mean of Chinese students' level of psychological adaptation is 3.2777, indicating a moderate level of psychological adaptation. Subsequently, the overall mean of Chinese students' level of social adaptation is 3.4685 which indicates a high level of social adaptation. The research results revealed that there were some shortcomings in the cross-cultural management of Chinese students, including insufficient English language training for Chinese students, the difficulty in understanding cultural differences, and low classroom participation.

By performing direct interviews, it was found that there was a high demand for academic guidance, language training, psychological counseling, and employment assistance for Chinese students. In this context, language is the most important and basic aspect of the adjustment of the cross-cultural management process. Poor English and Malay cause students' difficulty in academic life.

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