Factors Affecting the Engagement of International Students of the University in Xi'an City, Shaanxi Province, China.

Jingyue Zhai*, Apirut Singthangarn, and Phanthida Laophuangsak

Master of Education Program in Educational Administration

Faculty of Business Administration, Southeast Asia University

*E-mail: 1064289224@qq.com

ABSTRACT

This study aimed to: 1) analyze factors affecting international students' engagement at Xi'an University, Xi'an, Shaanxi Province, China; 2) examine approaches to promoting international students' engagement at Xi'an University. The sample size was calculated using Soper (2025)'s sample size calculation, with an effect size of 0.10, a power of 0.95, and a probability level (α) of 0.05. Data were collected using stratified sampling and simple random sampling. A questionnaire with an IOC between 0.67 and 1.00 and a reliability score of 0.01 (Cronbach's alpha between 0.868 and 0.889) was used for data collection. Semi-structured interviews with key informants were conducted.

The results revealed four key factors influencing international students' engagement at universities in Xi'an, China. The analysis of the Asian students' population, primarily young males with intermediate Chinese language proficiency, revealed four factors: cross-cultural communication skills, cultural adaptation, institutional and curriculum, and social and emotional skills account for 84% of the variance in students' engagement levels. Among these factors, cross-cultural communication skills are the most powerful predictor. Therefore, approaches to promoting international students' engagement at Xi'an universities include promoting participation by focusing on developing cultural understanding, strengthening adaptation support, improving curriculum design, and promoting students' social and emotional development.

Keywords: Engagement, cross-cultural communication skills, cultural adaptation, institutional and curricular, and social and emotional skills

Introduction

Xi'an city, a historical and cultural epicenter celebrated as the starting point of the Silk Road and home to UNESCO World Heritage sites such as the Terracotta Warriors, has established itself as a premier destination for international students seeking to learn Chinese and immerse themselves in China's rich cultural heritage. Aligned with China's national "Study in China" initiative and Shaanxi province's educational development goals, Xi'an's policies for international students prioritize language proficiency, cultural integration, academic excellence, and cross-cultural exchange. Xi'an's approach to international education serves as a model for other regions aiming to attract and retain international students (Lei and Xin, 2019).

In the context of globalization, the rapid development of international Chinese language education has brought both new challenges and opportunities. With the continuous expansion of global Chinese language learning, gaining a deeper understanding of the factors that influence international students' participation in Chinese classes has become a key factor in ensuring teaching quality and enhancing the interest of international students in learning Chinese (Wang et al., 2022).

The engagement of international students in Chinese language programs has significant implications for both individuals and schools. For students, high levels of engagement lead to improved language skills, cultural competence, and personal growth, enhancing their academic and professional prospects. For universities, fostering engagement contributes to the creation of inclusive and dynamic learning environments that attract and retain international students (Li and Xue, 2023). However, international students' engagement in studying Chinese is influenced by a combination of cross-cultural communication skills, cultural adaptation, institutional and curricular, and social and emotional skills. By addressing these factors, educational institutions can create a holistic and supportive environment that empowers international students to actively participate, achieve language proficiency, and fully immerse themselves in their academic and cultural journey. This approach not only benefits individual students but also contributes to the broader goals of fostering global citizenship and cross-cultural understanding.

Currently, there is a significant gap in the academic literature concerning a comprehensive examination of the factors influencing international students' engagement in Xi'an, particularly across four key dimensions: cross-cultural communication skills, cultural adaptation, institutional and curricular, and social and emotional skills competencies. Although

existing studies may address one or two of these elements individually, there is a lack of integrative research that systematically explores all four within the specific educational context of Xi'an. This gap restricts a full understanding of how these interrelated dimensions collectively shape the engagement, well-being, and academic performance of international students in the region (Guo et al., 2022). As Xi'an continues to emerge as a prominent center for international higher education, conducting a holistic and multidimensional analysis is both timely and essential for informing effective institutional support mechanisms and policy development.

Therefore, this research is interested in studying the engagement of international students of the university in Xi'an city, Shaanxi province, China, as a model and guidelines for promoting engagement of the university international students in Xi'an city, Shaanxi province, China. As a result, international students in universities will have good engagement in their classes and be able to continue to live and study happily.

Research objectives

1. To analyze factors affecting the engagement of international students of the university in Xi'an city, Shaanxi province, China.

2. To study the guidelines for promoting the participation of international students at Xi'an University.

Hypothesis of Research

Hypothesis 1: Cross-cultural communication skills have a significant influence on the engagement of international students of the university in Xi'an city, Shaanxi province, China.

Hypothesis 2: Cultural adaptation has a significant influence on the engagement of international students of the university in Xi'an city, Shaanxi province, China.

Hypothesis 3: Institutional and curricular have a significant influence on the engagement of international students of the university in Xi'an city, Shaanxi province, China.

Hypothesis 4: Social and emotional skills have a significant influence on the engagement of international students of the university in Xi'an city, Shaanxi province, China.

Literature Review

Student engagement is defined as the degree to which students are involved in academic and extracurricular activities, reflecting their behavioral participation, emotional attachment, and cognitive investment in learning (Fredricks et al., 2004).

Cross-cultural communication skills encompass a set of competencies that enable individuals to interact effectively and meaningfully across cultural boundaries. The key components of these skills include cultural awareness (understanding one's own cultural biases and recognizing cultural differences), empathy (the ability to appreciate and respect diverse perspectives), adaptability (flexibility in adjusting communication styles to suit different cultural contexts), and effective verbal and non-verbal communication (clear expression and interpretation of messages). Additionally, active listening and conflict resolution play crucial roles in overcoming misunderstandings and fostering mutual understanding (Bennett, 2015).

Cultural adaptation is conceptualized as a process of stress, adjustment, and growth, where communication competence plays a central role in helping individuals successfully navigate cultural differences (Gudykunst and Kim, 2003).

Institutional refers to the established structures, policies, and practices within an organization, especially educational institutions, that shape the environment and influence stakeholder behavior (Scott, 2014); Curricular pertains to the content, structure, and organization of the courses and learning experiences offered by an educational institution (Ornstein and Hunkins, 2018).

Social and emotional skills encompass a set of competencies including emotional regulation, empathy, social awareness, and interpersonal skills critical for effective social interaction (Denham et al., 2012).

In conclusion, student engagement is a multidimensional concept involving behavioral, emotional, cognitive, and psychological elements. It plays a critical role in promoting academic success, persistence, and meaningful participation in both academic and extracurricular activities.
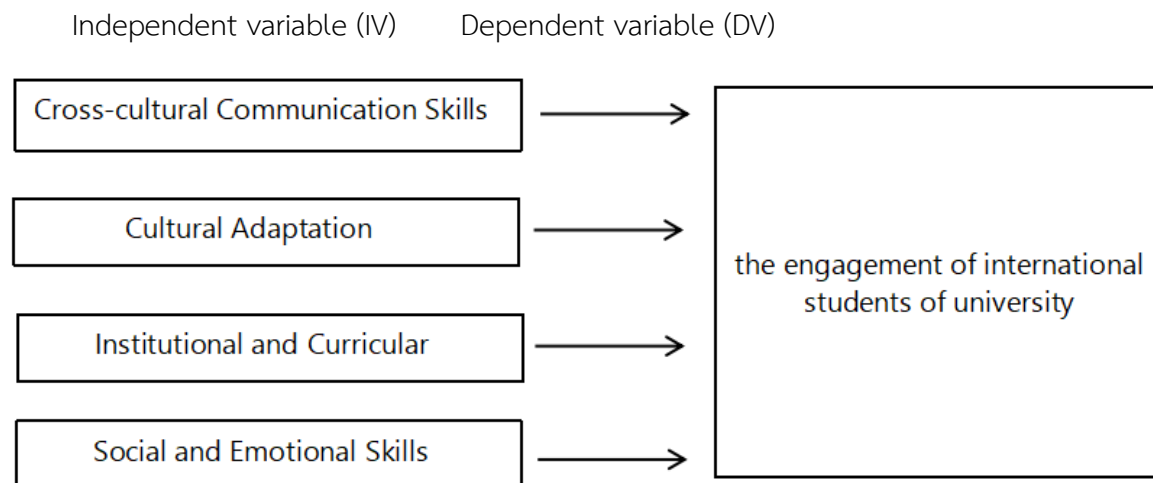
Research conceptual framework

Independent variable (IV)   Dependent variable (DV)

Figure 1 Conceptual framework

Research Methodology

Population and Sample, and Key Informants

In this research, the population is the university international students (language program) in Xi'an city, Shaanxi province, China:7500 students (Xi'an Jiaotong University Official Website, 2025); (NPU Official Website, 2025); (SNNU Official Website, 2025); (Xidian University Official Website, 2025). The sample is the university's international students in Xi'an city, Shaanxi province, China, from the calculation of the sample size. Effect size = 0.10, test power = 0.95, 4 probability level (α) = 0.05 (Soper, 2025) obtained the sample size of 200 students. The sample size in this research is 200 students. Using stratified sampling and simple random sampling according to the proportions.

Key informants were representatives of teachers from 3 universities: Xi'an Jiaotong University, Northwestern Polytechnical University, Shaanxi Normal University, 2 from each university, totaling 6 key informants, selected from advisors and administrators of universities with at least 5 years of working experience in universities and were willing to provide information related to the engagement of international students.

Research Tools

The research instrument is a questionnaire developed through a process that involves studying concepts and theories related to engagement, as well as factors influencing the engagement, based on a review of relevant research. These insights are synthesized into a conceptual framework, which serves as the basis for designing the questionnaire and semi-structured interview.

For the quality control of the questionnaire, it was found that all questions had an IOC between 0.67– 1.00, which is greater than 0.50. The reliability of the questionnaire, assessed using a group of 30 non-sample participants (try-out group) to determine the reliability of each variable. Based on the Cronbach's alpha coefficient of the questionnaire, according to the measurement scale, each variable should have an alpha coefficient between 0.70 and 0.95, and use triangulation for the interview.

Data Analysis

The quantitative research method was used in this study. Once the data collection was completed, the data was analyzed using Jamovi Program to help conclude the study, including descriptive analysis, the arithmetic mean (M) and the standard deviation (SD), correlation analysis, and multiple regression analysis. Analysis of data from in-depth interviews to study the guidelines for promoting the engagement of international students of the university in Xi'an city, Shaanxi province, China, using content analysis.

Results Analysis

1. Analysis of Personal Factors of Respondents

Most of international students of the university in Xi'an, China who responded to the survey were male (52.5%), aged 18-20 years old (65%), with a high school diploma (78.5%), stayed China about 6-12 month (38.5%), Chinese level HSK3-4 (36.5%), and come from Asia (53%).

2. Analysis of the Level of Factors Affecting the Engagement of International Students of the University in Xi'an City, Shaanxi Province, China

Table 1 Mean, standard deviation, skewness, and kurtosis affecting the engagement of international students of the university in Xi'an city, Shaanxi province, China: Overall.

(n = 200)

Factors affecting the engagement	Mean	SD	Skewness	Kurtosis
cross-cultural communication skills	4.35	0.430	-0.850	-0.118
cultural adaptation	4.41	0.444	-0.967	0.615
institutional and curricular	4.37	0.386	-0.991	0.682
social and emotional skills	4.26	0.496	-0.718	0.304

From Table 1, it was found that factors affecting the engagement of international students of the university in Xi'an city, Shaanxi province, China. The mean values provide insights into the results, with cultural adaptation the highest mean value of 4.41 (SD = 0.444), followed by institutional and curricular with a mean value of 4.37 (SD = 0.386), cross-cultural communication skills had a mean value of 4.35 (SD = 0.430), and social and emotional skills had the lowest mean value of 4.26 (SD = 0.496), with skewness between -0.718 and -0.850 and kurtosis between -0.118 and 0.682.

3. Analysis Level of the Engagement of International Students of the University in Xi'an City, Shaanxi Province, China.

Table 2 shows the engagement of international students of the university in Xi'an city, Shaanxi province, China. The mean values provide insights into the results, with during class, you will actively think and connect what you have learned the highest mean value of 4.46 (SD = 0.566); followed by you can complete the homework assigned by the teacher on time the high mean value of 4.44 (SD = 0.639); followed by you like the teaching method in the current class mean value of 4.44 (SD = 0.590); followed by the classroom atmosphere encourages you to participate mean value of 4.38 (SD = 0.614); followed by you regularly participate in university activities mean value of 4.36 (SD = 0.702); followed by you adapted to the teaching methods of Chinese teachers (such as mainly blackboard writing, less interaction, etc.) mean value of 4.28 (SD = 0.802); followed by how interested are you in Chinese class mean value of 4.26 (SD = 0.772); followed by you always participate in extracurricular activities the mean value of 4.20 (SD = 0.794); followed by you understand and adapt to Chinese classroom

etiquette (such as addressing teachers) the mean value of 4.18 (SD = 0.707); followed by you will preview or review the class content the lowest mean value of 4.13. (SD = 0.887) with skewness between -1.406 and -0.425 and kurtosis between -1.106 and 4.448.

Table 2 Mean, standard deviation, skewness, and kurtosis of the engagement of international students of the university in Xi'an city, Shaanxi province, China: Engagement.

(n = 200)

Engagement	Mean	SD	Skewness	Kurtosis
1. During class, you will actively think and connect what you have learned.	4.46	0.566	-0.599	0.367
2. You will preview or review the class content.	4.13	0.887	-0.520	-0.728
3. How interested are you in Chinese class?	4.26	0.772	-0.817	0.518
4. You always participate in extracurricular activities.	4.20	0.794	-0.425	-1.106
5. You regularly participate in university activities.	4.36	0.702	-0.723	-0.332
6. You like the teaching method in the current class.	4.44	0.590	-0.654	0.315
7. The classroom atmosphere encourages you to participate.	4.38	0.614	-0.582	0.123
8. You adapted to the teaching methods of Chinese teachers (such as mainly blackboard writing, less interaction, etc.).	4.28	0.802	-0.834	0.227
9. You can complete the homework assigned by the teacher on time.	4.44	0.639	-1.406	4.448
10. You understand and adapt to Chinese classroom etiquette (such as addressing teachers).	4.18	0.707	-0.788	1.551

4. Analysis of Factors Related to the Engagement of International Students of the University in Xi'an City, Shaanxi Province, China

Table 3 Analysis of factors related to the engagement of international students of the university in Xi'an city, Shaanxi province, China

(n =200)

	cross-cultural communication skills	cultural adaptation	institutional and curricular	social and emotional skills	Engagement
cross-cultural communication skills	—				
cultural adaptation	0.751***	—			
institutional and curricular	0.741***	0.774***	—		
social and emotional skills	0.603***	0.656***	0.821***	—	
Engagement	0.745***	0.824***	0.843***	0.827***	—

.Note * 001. > p *** ,01. > p ** ,05. > p

From Table 3, it is found that there is a significant positive correlation between international students' engagement (DV) and cross-cultural communication skills, cultural adaptation, institutional and curricular, and social and emotional skills (IVs). The Pearson correlation coefficients for these relationships are 0.751, 0.741, 0.603, and 0.745, respectively. The multiple regression analysis evaluates the impact of the predictor variables on the criterion variable using standardized coefficients. The significance of these effects is determined using the t-value and p-value, with statistical significance set at $p < 0.05$.

Table 4 Analysis of Factors Affecting the engagement of international students of the university in Xi'an city, Shaanxi province, China

(n = 200)

Predictor	Estimate	SE	t	Stand. Estimate	VIF	Tolerance
Intercept	0.350	0.1344	2.61	0.010		
cross-cultural communication skills (CCS)	0.125	0.0437	2.87	0.135	2.69	0.371
cultural adaptation (CA)	0.314	0.0449	6.98	0.348	3.03	0.330
institutional and curricular (IC)	0.157	0.0655	2.40	0.151	4.88	0.205
social and emotional skills (SES)	0.316	0.0405	7.82	0.393	3.08	0.325

R = 0.917 R^2 = 0.840,   Adjusted R^2 = 0.837 , F= 256

p = 0.000, *p < α =0.05 , ** p < α =0.01, ***p < α = 0.001

From Table 4, the data presented in the table show the following conclusions:

The fit of this linear regression model has an R-squared value of 0.840, which means that the four predictor variables, namely cross-cultural communication skills (CCS), cultural adaptation (CA), institutional and curricular (IC), and social and emotional skills (SES), account for 84% of the variance in the engagement. Therefore, the results of this data analysis effectively reflect the influence of these predictor variables on the criterion variable, which is the engagement.

The VIF values for the four predictor variables in this multiple regression analysis, VIF value is between 2.69-4.88, are less than 5, and the Tolerance values are between 0.205-0.371, which are more than 0.02. It shows that the independent variables are not related (no multi-collinearity), which means that the analysis results are both accurate and reliable.

The data reveal the significance of this regression equation, with an F value of 256 and each p-value less than 0.001. This indicates the significance of the model, showing that all four predictor variables have a significant impact on the criterion variable, which is the engagement.

When examining the regression coefficients of the predictor variables, the results indicated that cross-cultural communication skills (CCS), cultural adaptation (CA), and institutional and curricular (IC) significantly predicted international students' engagement at the $p < 0.001$ level. The regression coefficients for social and emotional skills (SES) were 0.316 in raw score (b) form and 0.393 in standardized score form (β); the regression coefficients for cultural adaptation (CA) were 0.314 in raw score (b) form and 0.348 in standardized score form (β); the regression coefficients for institutional and curricular (IC) were 0.157 in raw score (b) form and 0.151 in standardized score form (β). Similarly, the regression coefficients for cross-cultural communication skills (CCS) were 0.125 in raw score (b) form and 0.135 in standardized score form (β).

Regression equation in unstandardized coefficients

$$TS=0.350+0.125CCS+0.314CA+0.157IC^{***}+0.316SES^{***} \tag{1}$$

Regression equation in standardized coefficients

$$TS=0.135CCS + 0.348CA + 0.151IC^{***} + 0.393SES^{***} \tag{2}$$

It can be explained that cross-cultural communication skills (H1), cultural adaptation (H2), institutional and curricular (H3), and social and emotional skills (H4) have a statistically significant influence on international students' engagement in universities in Xi'an city at the 0.001 significance level (supported). Indicating that cross-cultural communication skills, cultural adaptation, institutional and curricular, and social and emotional skills are important factors affecting the engagement of international students of the university in Xi'an city, Shaanxi province.

5. The Guidelines for Promoting the Engagement of International Students in Universities in Xi'an, China

For the content analysis from key informants, the following approaches to promoting international students' engagement were proposed:

Cross-cultural communication skills provide a comprehensive approach to fostering meaningful engagement between international students and Xi'an's academic community. By prioritizing mutual understanding, inclusive practices, and intercultural exchange, they create an environment where diversity is celebrated and barriers are overcome.

Cultural adaptation establishes a robust framework for international students to thrive in Xi'an's academic and cultural landscape. By addressing transition challenges, fostering community integration, and providing comprehensive support, these guidelines enhance the study-abroad experience while positioning Xi'an as an inclusive, globally competitive education hub that values diversity and student success.

Institutional and curricular by implementing internationalized curricula, responsive policies, and career-focused programs, they create an academic environment where international students thrive. This strategic approach not only enhances educational quality but also solidifies Xi'an's position as a premier destination for cross-cultural learning and professional development.

Social and emotional skills by cultivating resilience, fostering meaningful connections, and promoting cultural understanding, these guidelines empower international students to thrive academically and personally. This comprehensive approach not only enhances individual well-being but also strengthens Xi'an's reputation as a truly supportive global education hub.

Discussion

Hypothesis 1: Cross- cultural communication skills affect the engagement of international students.

The study found that the relationship between cultural adaptation and engagement, which has been confirmed by many research studies, affects the engagement of international students in universities in Xi'an city, Shaanxi province, China. For example, the study by Sakurai et al. (2012) found that effective supervision and institutional support are key to international doctoral students' satisfaction and retention, while departmental challenges increase dropout risks. Improving these areas can enhance engagement and academic success. Similarly, Dong et al. (2024) showed that international students' experiences vary by race and language; institutions must provide targeted support to address their distinct academic and social needs. In addition, Young and Schartner (2014) revealed that cross-cultural communication education enhances international students' academic performance and adaptation, demonstrating its value in supporting intercultural learning success.

Hypothesis 2: Cultural adaptation affects the engagement of international students.

The study found that the relationship between cultural adaptation and engagement, which has been confirmed by many research studies, affects the engagement of international students in universities in Xi'an city, Shaanxi province, China. Studies such as Zlomislić et al. (2016) emphasize that intercultural competence boosts students' readiness for global experiences, emphasizing the need for integrated language and cultural education in curricula. Furthermore, Townsend et al. (2015) found that cultural experience boosts intercultural skills, but its impact plateaus; combining experiential learning with formal training optimizes global leadership development. Additionally, Mitrofanova et al. (2021) think that international students face diverse adaptation challenges; universities must implement targeted support systems to foster successful socio-cultural and academic integration.

Hypothesis 3: Institutional and curricular affect the engagement of international students.

The study found that the relationship between cultural adaptation and engagement, which has been confirmed by many research studies, affects the engagement of international students in universities in Xi'an city, Shaanxi province, China. For instance, the findings by Chen and Yang (2014) said that international students face academic and social challenges but value

growth opportunities, recommending enhanced institutional support and cross- cultural programs to improve adaptation. Similarly, Downing (2020) suggests that cross- divisional partnerships enhance leadership education by combining theory and practice, fostering student growth and career readiness through experiential, relational learning models. Robson (2015) argues internationalizing curricula must move beyond structural metrics, prioritizing transformative pedagogies that foster global competencies through inclusive, interdisciplinary approaches to learning.

Hypothesis 4: Social and emotional skills affect the engagement of international students.

The study found that the relationship between cultural adaptation and engagement, which has been confirmed by many research studies, affects the engagement of international students in universities in Xi'an city, Shaanxi province, China. Studies such as Thomson (2019) consider that social-emotional skills correlate with home/school environments, with the OECD SSES study aiming to establish global benchmarks for fostering student well- being and academic success. Furthermore, Jitaru et al. (2023) insist that social- emotional skills like emotional regulation and responsibility enhance first- year students' academic adaptation, underscoring the need for targeted university support programs. Besides, the study by Pang (2020) indicates that WeChat enhances Chinese international students' well- being by strengthening close-knit social bonds and maintaining home-country ties, though broader social connections show limited psychological impact.

Recommendations for future research

From the study on the factors affecting the engagement of international students of the university in Xi'an city, Shaanxi province, China, the following recommendations for future research are proposed:

1. The study sample should be expanded by broadening the geographical scope to include other regions, allowing for comparisons of factors affecting the engagement of international students in different contexts. Comparative studies should also be conducted across different types of universities (e. g., public and private) to gain a comprehensive understanding of the factors influencing the engagement.

2. The national and cultural context should be considered by examining cultural differences. Similar studies should be conducted in different countries or regions to assess how cultural and social factors impact the engagement of international students. Additionally,

variables such as family values, social norms, and educational policies that influence the engagement should be incorporated.

3．Action research should be utilized to test and refine strategies aimed at improving the engagement of international students in Chinese classes.

References

Bennett, J. (Ed.) (2015). The SAGE encyclopedia of intercultural competence. (Vols. 1-2).

Chen, D., and Yang, X. (2014). Striving and Thriving in a Foreign Culture: A Mixed Method Approach on Adult International Students' Experience in U.S.A. Journal of Education and Training Studies, 2(3), 16–25. https://doi.org/10.11114/JETS.V2I3.353

Denham, S. A., Bassett, H. H., & Zinsser, K. (2012). Early childhood teachers as socializers of young children's emotional competence. Early Childhood Education Journal, 40(3), 137–143. https://doi.org/10.1007/s10643-012-0504-2

Dong, J., Wang, C.-H., and Shannon, D. (2024). Exploring Heterogeneity of International Students' Racial and Native/Non-Native Language Backgrounds in Learning Engagement, Cultural Adjustment, Social Connections from QuantCrit Perspective. Forum for Linguistic Studies, 6(5), 187–200. https://doi.org/10.30564/fls.v6i5.6904

Downing, J. M. (2020). College students' experiences as underprepared learners: A basic qualitative study (Doctoral dissertation). Capella University. ProQuest Dissertations & Theses. (Accession No. 28028066)

ed.). Sage Publications. https://us.sagepub.com/en-us/nam/institutions-and-organizations/book241222

Fredricks, J. A., Blumenfeld, P. C., and Paris, A. H. (2004). School engagement: Potential of the concept, state of the evidence. Review of Educational Research, 74(1), 59–109. https://doi.org/10.3102/00346543074001059

Gudykunst, W. B., & Kim, Y. Y. (2003). Communicating with strangers: An approach

Guo X, Zhang Q, Cheng Y, Song J. (2022). Social Integration and Residence Intention of Foreigners in Xi'an, China. International Journal of Environmental Research and Public Health, 19(17), 10519. https://pmc.ncbi.nlm.nih.gov/articles/PMC9518320/

Jitaru, O., Bobu, R., and Bostan, C. (2023). social and emotional skills in Adapting Students to the Academic Environment. Revista Romaneasca Pentru Educatie Multidimensionala, 15(1), 590–605. https://doi.org/10.18662/rrem/15.1/713

Li J, Xue E. Dynamic Interaction between Student Learning Behaviour and Learning Environment: Meta-Analysis of Student Engagement and Its Influencing Factors. Behav Sci (Basel). 2023 Jan 9;13(1):59. https://pmc.ncbi.nlm.nih.gov/articles/PMC9855184/

Li Lei and Liu Xin, "Belt and Road drawing more international students to Chinese universities," Global Times, 20 May 2019 – reports Xi'an Jiaotong University's international student composition and Belt-and-Road ties.

Mitrofanova, A. V., Mutavchi, E. P., Stepanova, T. N. y Dragileva, I. I. (2021). The factors of adaptation of foreign students in the Kaliningrad socio-cultural environment. 291, 05024. https://doi.org/10.1051/E3SCONF/202129105024

NPU Official Website https://en.nwpu.edu.cn/

Ornstein, A. C., & Hunkins, F. P. (2018). Curriculum: Foundations, principles, and

Pang, H. (2020). Is active social media involvement associated with cross-cultural adaptation and academic integration among boundary-crossing students? International Journal of Intercultural Relations, 79, 71-81. https://doi.org/10.1016/j.ijintrel. 2020.08.00

Robson, S. (2015). Internationalisation of the Curriculum: Challenges and Opportunities. Journal of Perspectives in Applied Academic Practice, 3(3).
SAGE Publications, Inc. https://doi.org/10.4135/9781483346267

Sakurai, Y., Pyhältö, K., & Lindblom-Ylänne, S. (2012). Factors affecting international doctoral students' academic engagement, satisfaction, and dropping out. International Journal for Researcher Development, 3(2), 99-117. https://doi.org/10.1108/17597511311316964

Scott, W. R. (2014). Institutions and organizations: Ideas, interests, and identities (4th

SNNU Official Website https://www.snnu.edu.cn/

Thomson, S. (2019). Assessing and understanding social and emotional skills: The OECD Study on social and emotional skills.
to intercultural communication (4th ed.). McGraw-Hill. https://archive.org/ details/ communicatingwit0000gudy_w3v2

Townsend, P., Regan, P., & Li, L. L. (2015). Developing international managers: The contribution of cultural experience to learning. International Journal of Educational Management, 29(2), 234–251. https://doi.org/10.1108/IJEM-03-2014-0042

Wang, T., Zhang, X., and Wang-Bramlett, D. (2022). Engage students in Chinese language learning: Insights from teacher and student perspectives in a Chinese language study abroad program. International Journal of Chinese Education, 11(2).

Xi'an Jiaotong University Official Website https://www.xjtu.edu.cn/

Xidian University Official Website https://en.xidian.edu.cn/

Zlomislić, J., Radoš Gverijeri, L., and Bugarić, E. (2016). The significance of intercultural competence in cross-cultural communication. Ekonomski Vjesnik, 29(2), 433–451.