

A Study on the Influencing Factors of Cross-cultural Adaptation of African Students--Take Zhejiang Normal University as An Example

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Abstract: Based on the research of other scholars, this paper analyzes the new factors affecting the cross-cultural adaptation of African students in the study of African students from Zhejiang Normal University - the culture of “ethnic group”. Inspired by American scholar Edward Hall's interpretation of transcendent culture, the paper puts forward that the influencing factors of cross-cultural adaptation can be divided into two categories: “dominant” and “recessive”

1. Introduction

The growth of African students coming to China is conducive to the development of communication and cooperation between Zhejiang Province and Africa, which will not only enhance the international influence of Zhejiang's higher education, but also be of positive significance for Zhejiang culture going out. However, with their special skin color, language, character and culture, African students will be affected by many factors when they come to China. This article takes African students from Zhejiang normal university as the research object and aims to explore the influencing factors of their cross-cultural adaptation.

2. The influencing factors of cross-cultural adaptation

There are lots of researches on the influencing factors of cross-cultural adaptation, and the research methods also show a trend of diversification. However, due to the complexity of cross-cultural adaptation itself and the differences in researchers' professional backgrounds, there is no unified conclusion at present. Some scholars divide the factors influencing cross-cultural adaptation into internal factors and external factors, among which external factors include life change, social support, the time of living overseas, cultural distance, discrimination and prejudice, etc. The macro factor refers to the cultural and social factors of the host country and the homeland. ^[2]

3. Research and analysis

3.1 Research object

A total of 55 students from 16 African countries were recruited from Zhejiang normal university as research object. Among them, 10 from Cameroon, accounting for 18.2%; 8 from Tanzania, accounting for 14.5%; 7 from Mozambique, 12.7%; 6 from South Africa, 10.9%; 5 from Ghana, 9.1%; 4 from Egypt, 7.3%; Three in Equatorial Guinea, accounting for 5.5%; two in Kenya, Mauritania and Somalia, respectively, accounting for 3.63%; the remaining six from Ethiopia, Benin, Malawi, Congo (Brazzaville), Comoros and Morocco.

3.2 Research methods

The survey method is based on questionnaires, supplemented by interviews with international students and some African students studying in China. The questionnaire is based on Colleen Ward's (1999) five-level socio-cultural adaptation scale ^[3] and Yang Junhong's “Research on Intercultural Adaptation of International Students in China” questionnaire 2 ^[2]. The questionnaire has 55 questions, divided into 5 levels, given 1 to 5 points, 3 dimensions: life adaptation survey (1.1 to

1.23 questions), learning adaptation survey (2.1 to 2.9 questions), social interaction survey (3.1 to 3.13) Question), the results of this study use SPSS19.0 and Excel data statistics software to organize and analyze the data.

3.3. Analysis of results

3.3.1 Life adaptation survey

As for the survey and analysis of the life adaptation of foreign students coming to China, as shown in Table 1, the score of 1 to 5 is 1 = no difficulty, 2 = rarely difficult, 3 = general, 4 = greater difficulty, 5=It is very difficult.

Table 1 Life adaptation survey statistics

Questionnaire title	Number of valid questionnaires	Average value	Standard deviation
1.1 Make friends with Chinese students	55	3.03	1.426
1.2 Find the food I like to eat	55	3.57	1.501
1.3 Compliance with the system of Chinese universities	55	2.38	1.613
1.4 Finding a part-time job	55	4.10	1.398
1.5 Adapting to Chinese teaching and learning methods	55	2.57	1.345
1.6 Learning and Using Chinese	55	2.75	1.206
1.7 Stay healthy	55	2.11	1.166
1.8 Dealing with daily problems such as housing, transportation, shopping, etc.	55	1.97	1.149
1.9 Understanding the values of local people	55	2.62	1.178
1.10 Let me be understood	55	2.62	1.178

Among the above 10 questions, the top three most difficult for African students: “Finding a part-time job”, with an average of 4.10; “Find the food I like to eat”, with an average of 3.57; “Make friends with Chinese students”, The average value is 3.03. The first three are less difficult for African students: “Dealing with daily problems such as housing, transportation, shopping, etc.”, with an average of 1.97.

3.3.2 Learning to adapt to the survey

The survey and analysis results of the study on the study of African students studying in China are shown in Table 2. Among them, the scores of 1 to 5 are 1 = never, 2 = occasionally, 3 = general, 4 = often, and 5 = very frequent.

Among the above nine questions, the top three things that African students often do: In the standard deviation data, “I travel around China while studying” “I participate in Chinese culture classes, such as painting, local music, calligraphy, etc. “ “I will seek the help of my compatriots/families in my study” The three values are large; “I participate in Chinese college students' activities, such as weekend dances, volunteer activities, etc. “ “I use Chinese in class and daily interaction “ “I attended the academic salon of Chinese universities” has three smaller values.

Table 2 Learning Adaptation Survey Statistics

Questionnaire title	Number of valid questionnaires	Average value	Standard deviation
2.1 I use Chinese in class and daily interaction	55	3.55	0.985
2.2 I participate in Chinese culture classes, such as painting, local music, calligraphy, etc.	55	2.69	1.365
2.3 I travel around China while studying	55	2.62	1.374
2.4 I visited Chinese culture classes, watched Chinese TV and movies, read Chinese newspapers, etc.	55	3.38	1.208
2.5 I participate in Chinese college students' activities, such as weekend dances, volunteer activities, etc.	55	2.21	0.940
2.6 I attended the academic salon of Chinese universities	55	2.18	1.090
2.7 I participated in a research project hosted by a Chinese professor	55	2.29	1.150
2.8 I participated in traditional Chinese festivals	55	2.45	1.152
2.9 I will seek the help of my compatriots/families in my study	55	3.00	1.217

4. Analysis of factors affecting cross-cultural adaptation

The founder of intercultural communication, Edward T. Hall, a famous American scholar, put forward in his book *Beyond Culture* that there are profound differences in different cultures. Explicit, at-a-glance culture – patience and goodwill can help us bridge this level of cultural differences. Second and more importantly, transcend unconscious culture – a culture that is more difficult to transcend. It is an inherent hidden influence factor.

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