

# A Study of Intercultural Adaptation and Learning of Preparatory Students in the UK

Ben Huang

College for international cooperative programs, Shanghai International Studies University,  
Shanghai, 201620, China

## Abstract

**This study aimed to understand the Intercultural Adaptation and Learning of Preparatory Students in the UK. In this study, 513 preparatory students in Shanghai were asked to fill in the questionnaire. The results are as follows: The cross-cultural adaptation of preparatory students to Study in the UK is significantly different in terms of gender, place of birth, education of both parents, motivation to go abroad and parental support, while there are no significant differences in the situation of only children, school of high school graduation and reasons for going to the UK. There are significant differences in cross-cultural adaption among international students to the UK based on gender, place of birth, both parents' education, motivation to go abroad, and parental support, while there are no significant differences in high school leaving school, only child, or reasons for going to the UK.**

## Keywords

**Intercultural Adaptation; Learning of Preparatory Students; UK.**

## 1. Introduction

Education openness, learning, collaboration and discussion are the development strategies of advanced countries to cultivate international talents, promote international education competitiveness and enhance their national strength, while international students' learning is an important indicator of the degree of education internationalization (Xue et al, 2017). As one of the forms of transnational higher education cooperation to connect Chinese and foreign high-quality education resources, the preparatory study program undertaken by universities has exerted a positive and far-reaching influence on promoting the internationalization of higher education in China. At present, with the increasing trend of studying abroad, preparatory program has become the first choice for most parents and students.

The preparatory programs of Chinese universities should not only enhance the multicultural adaptability of preparatory students in the UK, but also promote the cross-cultural adaptation and coordination of overseas students so as to blend into domestic culture during overseas study.

Taking the preparatory Program of Shanghai H University to study in the UK as an example, this study aims to cultivate high-tech compound talents with international vision for preparatory students to study in Britain, and to help students to understand the motivation of preparatory students to study in Britain in a more comprehensive and faster way based on the educational goals adapted to overseas teaching methods and living environment. In view of the current situation of the cultivation of multicultural adaptability, the reasons for the obstacles of multicultural adaptability and the problems of the cultivation deviation, the author constructs the optimal research and training programs of the existing cultural adaptability.

## 2. Study Methodology

This study takes 513 preparatory students from B College of H University in Shanghai as the research object, and adopts stratified proportional sampling as the sample selection method.

This study is to study the status and relationship of cross-cultural adaptation of preparatory students to study in Britain in the current preparatory stage and questionnaire research. Likert five-point scale was used to score the questionnaire. The higher the score was, the higher the respondents' recognition of the question was.

## 3. Analysis

### 3.1. Cross-cultural Adaptation of Preparatory Students in UK

The average (M) and standard deviation (S) of respondents' responses to various levels and topics of "preparatory students' cross-cultural adaptation" in this questionnaire are shown as follow In terms of the overall situation of the intercultural adaptation of preparatory students to study in Britain, the total average is 2.07. According to the results of the overall survey, the cross-cultural adaptability of preparatory students is balanced on the whole, and it is known that most students can adapt.

The mean (M) and standard deviation (S) of the subjects' responses to each level and topic of "Preparatory students' Cross-cultural adaption disorder" are presented herein. Results show, travel to the UK students' cross-cultural adaptation obstacles in terms of the overall situation, the total average of 2.12, from the overall survey results present the travel to the UK students basic does not exist on the culture barriers, in the professional study, culture and emotion management aspects of the overall performance is better also, but there are many obstacles in English communication, All of them meet the criteria of cross-cultural adaption disorder.

### 3.2. Cross-cultural Adaptation of Preparatory Students with Different Variables

#### 3.2.1. Differences of Gender

This study uses independent sample T-test analysis to explore the differences in cross-cultural adaptation of preparatory students of different genders at various levels and on the whole. The results are shown in Table 2. There are significant differences in cross-cultural adaptation between preparatory students of different genders and the whole. The overall t value of the preparatory students' cross-cultural adaptation in The UK was -3.859 (P <.001), which also showed a significant difference. Therefore, the results show that the acculturation of female preparatory students is higher than that of male preparatory students.

**Table 1.** Summary table of T-Test of cross-cultural adaptation for prepsof different genders

|               | Gender | Volume | Average | Standard Deviation | T value   |
|---------------|--------|--------|---------|--------------------|-----------|
| Language      | M      | 233    | 11.957  | 5.427              | -3.726*** |
| Adaption      | F      | 280    | 13.625  | 4.711              |           |
| Learning      | M      | 233    | 11.631  | 5.170              | -3.617*** |
| Adaption      | F      | 280    | 13.189  | 4.584              |           |
| Psychological | M      | 233    | 11.030  | 4.988              | -3.551*** |
| Adaption      | F      | 280    | 12.539  | 4.626              |           |
| Overall       | M      | 233    | 34.618  | 14.601             | -3.859*** |
| Adaption      | F      | 280    | 39.354  | 12.863             |           |

\*\*\*p<.001

### 3.2.2. Differences Among Only-child Preparatory Students

This study uses independent sample T test to analyze the differences in cross-cultural adaptation at all levels and on the whole of preparatory students studying abroad with only child. The results are shown that there was no significant difference. Results For example, there was no significant difference in "language adaptation", "learning adaptation" and "psychological adaptation" in the cross-cultural adaptation of the only child preparatory students to study in The UK.

**Table 2.** Summary table of T-test of cross-cultural adaptation for pre-study students of only child

|               | Only-Child(Y/N) | Volume | Average | Standard Deviation | T value |
|---------------|-----------------|--------|---------|--------------------|---------|
| Language      | Y               | 302    | 12.844  | 4.825              |         |
| Adaption      | N               | 211    | 12.900  | 5.508              | -.119   |
| Learning      | Y               | 302    | 12.450  | 4.732              |         |
| Adaption      | N               | 211    | 12.526  | 5.180              | -.172   |
| Psychological | Y               | 302    | 11.841  | 4.733              |         |
| Adaption      | N               | 211    | 11.872  | 5.019              | -.071   |
| Overall       | Y               | 302    | 37.136  | 13.341             |         |
| Adaption      | N               | 211    | 37.299  | 14.622             | -.131   |

### 3.2.3. Differences of Preparatory Students From Different Places of Birth

Single-factor variance was used to analyze the differences between preparatory students from different places of birth in cross-cultural adaptation at all levels and on the whole. The result show that the preparatory students from different places of birth in cross-cultural adaptation at all levels have reached a significant level. Therefore, the Scheffel test was further used for post-hoc comparative analysis, and it was found that there was no difference in "learning adaptation", "psychological adaptation", and cross-cultural overall adaptation. In terms of "language adaptation", it was found that the preparatory students born in rural areas scored higher than those born in big cities.

### 3.2.4. Differences of Preparatory Students with Different Parental Education Background

Single factor variance was used to analyse the data. The results showed the the preparatory students with different parents' educational background achieved significant levels in cross-cultural adaptation at all levels and on the whole. Furthermore, the Scheffer test was used to make a comparative analysis. It was found that the fitness score of preparatory students with parents with master's degree or above was higher than that of preparatory students with bachelor's degree, senior high school, junior high school and below. In terms of "learning adaptation" and "psychological adaptation", the fitness score of preparatory students whose parents have junior high school education or below is higher than that of preparatory students whose parents have master's education or above. In addition, at the level of cross-cultural overall adaptation, the fitness scores of preparatory students with parents' education of junior middle school or below are higher than those with parents' education of master's degree or above and undergraduate degree.

### 3.2.5. The Differences of Preparatory Students with Different Motivation of Studying Abroad

Single factor variance was used and the results showed that preparatory students with different motivations for going abroad showed significant levels of cross-cultural adaptation at all levels and on the whole in studying in Britain. Therefore, the Scheffel method was further used to make a comparative analysis, and it was found that the fitness scores of the completely passive

preparatory students were higher than those of the active preparatory students, the slightly active preparatory students and the passive preparatory students at the three levels of learning adaptation, learning adaptation and psychological adaptation. In addition, the fitness score of the preppies who were completely passive was higher than that of the preppies who were active, somewhat active and passive.

### 3.2.6. Differences of Preparatory Students with Different Level of Parental Support

Single factor variance was used and the results showed the the preparatory students with different parental support levels have significant levels of cross-cultural adaptation at all levels and on the whole. Therefore, the Scheffel test was further used for post-hoc comparative analysis, and it was found that the fitness score of the preparatory students with average parental support was higher than that of the preparatory students with very supportive parents at the level of "learning-to-speech adaptation". In terms of "learning adaptation", "psychological adaptation" and cross-cultural overall, the fitness scores of preparatory students with average parental support were higher than those with very supportive parents.

### 3.2.7. Differences of Preparatory Students with Different Reasons of Studying in UK

Single factor variance was used and the results showed that differences in cross-cultural adaptation at various levels and overall adaptation of preparatory students who went to the UK for different reasons were not significant.

## 3.3. The Status of Cross-cultural Adaption Disorder Among International Studentswith Different Variables

In this study, independent sample T was used to analyze the differences in cross-cultural adaptation barriers of foreign students of different genders at all levels and on the whole by independent sample T test. The results showed that there are significant differences in cross-cultural adaptation barriers of preparatory students of different genders at all levels and on the whole. However, the adjustment barriers of female students in UK are higher than that of male students in UK in four levels and overall.

### 3.3.1. Differences Between Only Child International Students and Cross-cultural Adaption Disorders

In this study, independent sample T test was used to analyze the differences of international students with only child in cross-cultural adjustment barriers at all levels and on the whole. The results are shown in Table 4. There is no significant difference between international students with only child in cross-cultural adjustment barriers and on the whole.

**Table 3.** Summary table of T-test of the barriers to cross-cultural adaptation for only child students

|                               | Only-Child(Y/N) | Volume | Average | Standard Deviation | T value |
|-------------------------------|-----------------|--------|---------|--------------------|---------|
| Language Barrier              | Y               | 302    | 13.937  | 4.432              | .176    |
|                               | N               | 211    | 13.863  | 4.925              |         |
| Professional Learning Barrier | Y               | 302    | 12.281  | 4.667              | -.575   |
|                               | N               | 211    | 12.526  | 4.848              |         |
| Emotion Management Barrier    | Y               | 302    | 12.844  | 4.135              | .262    |
|                               | N               | 211    | 12.744  | 4.450              |         |
| Cultural Integration Barrier  | Y               | 302    | 11.765  | 4.479              | -.358   |
|                               | N               | 211    | 11.915  | 4.923              |         |
| Overall Barrier               | Y               | 302    | 5.828   | 15.951             | -.147   |
|                               | N               | 211    | 51.047  | 17.548             |         |

### **3.3.2. Differences Between Students of Different Places of Birth and Cross-cultural Adaption Disorders**

In this study, single-factor ANOVA was used to analyze the differences in cross-cultural adaptation barriers at all levels and on the whole among international students in different places of birth. The results showed that the F values of cross-cultural adaptation barriers at all levels and on the whole are significant for international students in different places of birth. Therefore, the Scheffel method was further used for post-hoc comparative analysis, and no difference was found in "emotion management disorder". In terms of "language communication barrier" and overall adjustment barrier, it is found that the students from urban areas are higher than the students from urban areas. Students from rural areas were higher than those from big cities and towns in terms of "professional learning disability" and "cultural integration barrier".

### **3.3.3. Differences Between Students of Different High Schools and Cross-cultural Adaption Disorders**

In this study, single-factor variance was used to analyze the differences in cross-cultural adaptation barriers at all levels and on the whole among international students from different high schools. The results are shown in Table 14 (omitted). The F values of cross-cultural adaptation barriers at all levels and on the whole were not significant for international students from different high schools.

### **3.3.4. Differences Between Students With Different Parental Education Background and Cross-Cultural Adaption Disorders**

In this study, single-factor ANOVA was used to analyze the differences of cross-cultural adaptation barriers at all levels and on the whole among international students with different parents' educational background. The results are shown as follow. The F values of cross-cultural adaptation barriers and overall intercultural adaptation for international students with different parents' educational background are both significant. Therefore, the Scheffer's test was further used to make a comparative analysis, and it was found that the scores of the parents with high school education and junior middle school or below preparatory students were higher than those with master's degree or above in "language communication disorder". In terms of professional learning disabilities, it was found that the scores of preparatory students whose parents were in junior high school and below were higher than those of preparatory students whose parents were in bachelor's and master's degree and above. In terms of "emotional management disorder", "cultural integration disorder" and overall adjustment disorder, it is found that the scores of preparatory students whose parents are junior high school and below are higher than those of overseas students whose parents are masters or above.

### **3.3.5. Differences Between Students with Different Motivations and Cross-Cultural Adjustment Barriers**

In this study, single-factor variance was used to analyze the differences in cross-cultural adaptation barriers at all levels and on the whole among international students with different motivations for going abroad. The results are shown as follow. The F values of cross-cultural adaptation barriers at all levels and on the whole reached a significant level. It is found that the score of the preparatory students who are completely passive is higher than that of the preparatory students who are active, a little active and passive.

### **3.3.6. Differences Between Students With Different Level of Parental Support and Cross-Cultural Adaption Disorders**

In this study, single-factor variance was used to analyze the differences of international students with different levels of parental support in cross-cultural adaptation barriers at all

levels and on the whole. The results are shown in Table 17 (not mentioned). The F values of international students with different levels of parental support in cross-cultural adaptation barriers at all levels and on the whole have reached a significant level. Therefore, the Scheffel test was further used to make a post-hoc comparative analysis. It was found that in terms of "language communication disorder" and "emotion management disorder", the scores of the preparatory students whose parents generally supported were higher than those who did not. In terms of "professional learning disabilities", it was found that the scores of the preparatory students with general parental support were higher than those with no or very supportive parents. In terms of "cultural integration barrier" and overall adjustment barrier, it is found that students whose parents are generally supportive score higher than those whose parents are very supportive.

### 3.3.7. Differences Between Students with Different Reasons of Studying In UK and Cross-Cultural Disorders

This study by single factor variance analysis of the different reasons for UK students in cross-cultural adaptation obstacles the differences of each level and the overall situation, the results as shown as follow. The different reasons for UK students in different levels of the cross-cultural adaptation of single factor variance analysis, found in cross-cultural on the four aspects and the overall obstacle of F values are not reached significant level.

### 3.4. Correlation Analysis of Product Differences Between Preparatory Students and International Students in Cross-Cultural Adaptation

In this study, the Pearson product-Moment correlation method was used to analyze the correlation between the three levels of the preparatory students in the UK and the four levels of the intercultural adaptation in the overseas study as well as the whole. Product difference correlation analysis was performed. The results are shown in Table 5 The overall correlation coefficient between different levels of cross-cultural adaptation of preparatory students to study in British and international students is as follows: The correlation coefficient between the overall intercultural adjustment of preparatory students and the overall cross-cultural adaption barrier of international students is .854. Hence, the cross-cultural adaption and cross-cultural adaption barrier of international students in UK are highly positively correlated.

**Table 4.** Summary table of analysis of the difference between preparatory students and international students in cross-cultural adaptation barriers

|                                    | LA     | LA2    | PA     | LB     | PLB    | EMB    | CIB    | OA     | OB |
|------------------------------------|--------|--------|--------|--------|--------|--------|--------|--------|----|
| Language Adaption(LA)              | 1      |        |        |        |        |        |        |        |    |
| Learning Adaption(LA2)             | .854** | 1      |        |        |        |        |        |        |    |
| Psychological Adaption(PA)         | .723** | .835** | 1      |        |        |        |        |        |    |
| Language Barrier(LB)               | .738** | .777** | .717** | 1      |        |        |        |        |    |
| Professional Learning Barrier(PLB) | .731** | .784** | .755** | .791** | 1      |        |        |        |    |
| Emotion Management Barrier(EMB)    | .677** | .728** | .707** | .753** | .818** | 1      |        |        |    |
| Cultural Integration Barrier(CIB)  | .632** | .700** | .722** | .669** | .797** | .762** | 1      |        |    |
| Overall Adaption(OA)               | .924** | .961** | .912** | .798** | .811** | .755** | .733** | 1      |    |
| Overall Barrier (OB)               | .766** | .824** | .799** | .886** | .940** | .914** | .890** | .854** | 1  |

PS: \*\*p<.01; \*\*\*p<.001

### 3.5. The Predictive Power of Preparatory Students to International Students' Cross-cultural Adaptation During Their Study Abroad

Table 6 shows the results of research on travel to the UK to study abroad preparatory phase of "language adaptation", "learning to adapt to", "psychological adaptation" three levels, the stage of studying intercultural adaptation obstacles "language communication barriers", "professional learning disabilities", "emotion management", "cultural integration barriers" four levels, and between the overall predictive power.

Among the levels of cross-cultural adaptation of preparatory students to study in Britain, the overall level of cross-cultural adaptation barriers has predictive function, which are "language adaptation", "learning adaptation" and "psychological adaptation" in order of strength. Its study in predictable stages of cross-cultural adaptation obstacles 73.3% of the total variance, the overall level of the language used to explain the variance is 67.9%, and the interpretation of the "learning adjustment variance is 4.1%, and the interpretation of the" mental adaptation variance is 1.3%. The three cross-cultural adaptation obstacles for studying period the overall level of the main prediction. Preparatory students to study in the UK had a predictive power of 73.3% for the cross-cultural adjustment barriers of overseas students.

**Table 5.** Summary Table of stepwise regression analysis of barriers to cross-cultural adaptation between pre-study students and foreign students in the UK

|                           | Multivariate<br>Correlation<br>Coefficient (R) | Decisive<br>Factor<br>(R <sup>2</sup> ) | ΔR <sup>2</sup> Variance | F Value    | β    |
|---------------------------|--|---|--------------------------|------------|------|
| Language Adaption         | .824   | .679                                    | .679                     | 108.355*** | .338 |
| Learning Adaption         | .848   | .720                                    | .041                     | 655.545*** | .361 |
| Psychological<br>Adaption | .856   | .733                                    | .013                     | 464.705*** | .216 |

Ps:\*\*\*p<.001

## 4. Conclusion

In terms of personal background of preparatory students to study in The UK, except in different high schools and the only child, there are significant differences in cross-cultural adaptation between gender and parents' educational background.

In addition to the reasons for going to Britain, there are significant differences in cross-cultural adaptation among other variables. Preparatory students in the UK are most adaptive at the 'psychological adaptation' level in terms of high cross-cultural adaptation. International students to the UK are most adaptive at the level of 'cultural integration barriers' in terms of high cross-cultural adjustment barriers. There is a high positive relation between preparatory students and international students in the UK in terms of cross-cultural adjustment. Preparatory students to study in the UK have a 73.3% predictive power for cross-cultural adaptation of overseas students to study in the UK.

## 5. Recommendations

English tutors are expected to cultivate the preparatory students in terms of culture and language. Preparatory students are expected to develop their hobbies and their unique learning methods via so called 'Foreign Language+', thereby overcoming the barriers of cross-cultural communication. It is expected to mock the teaching method of UK so as to alter the passive attitude towards learning of preparatory students. It is expected to strengthen the preliminary

language learning to guarantee the quality of preparatory study. In terms students, it is highly recommended to be psychologically prepared; in addition, students are expected to have enough information about the destination of study. It is never too much to be well prepared.

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