

Study on Adjustment Problems of International Students Studying in Universities of The People's Republic of China: A Comparison of Student and Faculty/Staff Perceptions

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Abstract

China is advancing rapidly and moving towards the path of rich diplomatic relations and cultural exchange programs. With her attempts to internationalize education system, China is inviting good flocks of international students to spread cultural delicacy to all worlds. To some extent, China is successful winning the recognition by developing countries in Asia and Africa while having more and more cultural exchange programs. International education has become important component of universities in China and the value is improved through government support. Universities in China are giving more importance to academic exchange and cooperation with foreign universities. The world ranked universities in China are important that are hosting more flock of international students and have signed agreements with more international universities and promoting international exchange in higher education. It is good for students to study in foreign universities in order to get more exposure and experiences.

The purpose of this study was to examine problems of international students in China and to know the perception of faculty/staff attached with students to compare problems in Higher Education in China. The methodology used in this study was quantitative and qualitative to show problems and experiences of international students in academics, culture and social educational environment in China and comparison of faculty/staff perception to know the extent of understanding in education in China for international students.

The findings of this paper proved that social and cultural problems were more prominent noted in problems in Higher Education in China in cultural, social and academic contexts. The policy recommendations were made to improve Educational understanding for International Students in China for policy makers and faculty/staff as well.

Keywords: *educational problems in international education, language barriers, research problems in education, cultural barriers in education, social problem in education*

1. Introduction

International education has become important component of universities in China and the value is improved through government support. Universities in China are giving more importance to academic exchange and cooperation with foreign universities. The world ranked universities in China are important that are hosting more flock of international students and have signed agreements with more international universities and promoting international exchange in higher education. The development of higher education in China is closely related to economic development since 1979 and the government is expending higher education at great level. China membership in World Trade Organization (WTO) means the opening up of market and her participation in world economy. To compete with international market knowledge based economy, China also started participating in higher education import and export to the society and market for development. WTO impacted in Chinese Higher education market and China is decreasing the gap between Chinese higher education and higher education in developed countries and Chinese higher education institutes have introduced advance teaching resources (Li & Zhao, 2008, p.1).

After joining WTO, China's higher education has become more market oriented and the higher education system has developed to meet the needs of international educational standards. After joining WTO, foreign capital in higher education and competition in international exchange is increased in China and the massive reform and up gradation of higher education is started.

It is good for students to study in foreign universities in order to get more exposure and experiences. The universities in China yet now have not enough attraction for International students because they have not good plans for foreign students (Rong, 2005, p. 5) and under the complex international situation and tremendous pressure of competition, Chinese government is trying best to provide better facilities to international students in academics and social life. The adjustment of international students to cultural and academic environment in China needs more attention in policy making and in academic settings and in socio cultural adaptation. International students are the community that can be easily affected by adjustability and impression of the country. The host country that is unable to fulfill the requirements and to solve the problems, leave students hopeless and with mixed impressions.

The economic reforms vide to be opened the chances for international students to have study in China and the government of China is promoting education for International students. Joseph and Mcleans (2010, p.45) states that 'Globalization, marketization and quality/efficiency driven reforms around the world since the 1980s, have resulted in structural and qualitative changes in education and policy, including an increasing focus on the ,lifelong learning for all', or a ,cradle to-grave' vision of learning and the ,knowledge economy' in the global culture'. The government of China is also competing with the globalization of knowledge power and catering education to attract international consumers in knowledge power. The new guiding theme of developmental plan (2010-2020) paves the way to modernize Chinese education system will make possible to make them able to compete with human resources to the working world.

In 9th fifth year plan (1996-2000), the 211 project was included to improve 100 higher education institutes quality of education, research and capacity. The key development of this project was to improve economic and social development carrying international standard in quality of education. The spirit to build world-class universities in China shows the aim to ‘develop high quality higher education in the context of globalization and the knowledge based economy’ (Ngok & Guo, 2008 p. 10). Tab. 1, Following 985 project, in 2009 C9 league was created by the nine top Chinese universities to build a model of sharing resources.

Table. 1: China’s C9 League

	Founded	Students*	Province
Fudan University	1905	26,7000	Shanghai
Herbin Institute of Technology	1920	37,700	Heilongjiang
Nanjing University	1902	22,100	Jiangsu
Peking University	1898	30,100	Beijing
Shanghai Jiao Tong University	1896	33,000	Shanghai
Tsinghua University	1911	26,700	Beijing
University of Science and Technology	1958	16,600	Anhui
Xi'an Jiao Tong University	1896	32,000	Shaanxi
Zhejiang University	1897	39,000	Zhejiang

*-Undergraduates + postgraduates

Source: *R&D Magazine**

*Battelle, 2011 Global R&D Funding Forecast: China's R&D Growth Engine. R&D Magazine, 2010.

The increase in economic development in all over the world has given more exposure in study environment for cross cultural interaction and in China, there is need to know how to sort out the international students problems to provide them suitable culture (Yun, 2003). For universities hosting international students must study in depth the cultural problems of international students and to understand culture as complex which includes knowledge, belief, art, morals, law and customs (Xiexin, 2004 p. 35). Demographic differences in culture have different changes and culture difference especially the culture shock among international students can be liable to cause social crisis and accidents on and off at campus (Xiexin, 2004 p. 50). A deeper understanding of the nature of cultural differences would be obvious as international students are the carrier of their own culture (Xiexin, 2004). All individuals are different in perceptions of different cultures and understand culture in different ways like Chunyan (2005 p. 11) states that Chinese education is based on family way conception that is totally different culture form others. “Students who study abroad, in fact shows a greater change in intercultural communication skills than students who stay on campus”, Pointed out by Williams (2005). The local people must understand the needs of foreign students and help them in understanding Chinese culture and in socio-cultural adjustment that may be leading to mentally illness (Zheng, 2010). Social differences in new environment, the new social patterns for international students give them feeling of uncomfortable environment resulting series of problems (Jiongmei, 2010). The most difficulty, international students encounter is with the university community and such difficulties are important to indicate about the needs

of international students (Chu, et al., 2010). To remove the cultural barrier that is the major hindrance to understand academic culture of a country, the interaction faculty and other fellows is necessary for language practice and better understanding (Baohua, 2008). The class room of international students is of multicultural and more chances of conflicts are possible while interacting between teachers and students (Jiongmei, 2010). Other researches on cultural adjustment, Xiexin (2004 p. 91) concentrate on overall problems of international students in new culture and about culture shock and dealt with university management to cope with these kinds of problems in China. The study on cross cultural communication problems in China has also been done by Dongfong (2005) and the study centre were only eighteen students in the context of cross-cultural communication in China.

Researchers have done work on the improvement of foreign students' education in China but there is lack of proper problems perceptions of students including social, cultural and academic. In terms of practical implications, this research provides useful suggestions and a vivid picture to improve policies for international students and to be aware of the international students' needs and the guidelines for faculty/staff dealing with international students.

2. Methods

The method used in this study was quantitative and close ended questionnaires on likert scale pattern were used to get the perception of international students and faculty/staff involved with international students. Apart from close ended questions, one last question was open ended for suggestions from international students and faculty/staff. The staff in this research stands for the supporting staff in universities and in international offices.

2.1 Participants

The participants were selected from seven public sector universities in Beijing hosting international students. Approximately questionnaire was distributed to 500 students in the survey and 50 faculty and staff from seven universities on convenient basis but the data was received only of 420 students and 39 teaching faculty and staff altogether to analysis the results. In selection of population, no favoritism or biasness was counted and international students from seven universities were from all over the world studying in degree and non degree program and living in China since different years.

2.2 Demographics of Participants

The participants were from the seven Public Sector universities in Beijing in China and the universities selected included in survey were those universities that were having more number of international students. The majority of participants were from social sciences disciplines as political sciences, international studies, business, politics, law, education, psychology, philosophy, sociology, social development public policy, finances and other humanities and some science students. The International students were from all continents and were studying in degree and non degree programs. To measure demographic of international students, the name of university was not included by name in analysis to show the research unbiased.

Demographically the two population participants were divided in to gender category followed by Continent and Country wise division. Further the rate of response of the participants was categorized by program of study, program and years living in China along with university of study. International students participated in this study were 247 male and 173 females. Among 420 international students respondents 41% were female and 58.8% male students the ratio of the faculty/staff proportion of male and female ratio was 45% male and 35% females. Among the respondents majority were from Asia 61%, 13% from Europe and same percentage from Africa, America 27%, Oceania 1.9%, North America 1.7%, Middle East 1% and Australia and Canada .5%. 43% respondents indicated they were living from 1 year, 18% indicated they were living from 2 years, 17% indicated 3 years, 9% indicated 4 years, 5% indicated for 5 years and same percentage indicated for 6 years. The majority respondents were living from 1 to 3 years range. The most popular area of study program for respondents was master program, followed by undergraduate and then PhD and short term programs.

2.3 Instrumentation

This study used one survey instrument based on idea derived from Michigan International Students Problem Inventory (MISPI Porter 1993) but more different having 19 potential problems and one open ended question for suggestion. The responses to each problem each questionnaire ranged from 1= no problem and 4 = major problem and 4 point measurement scale was used to demand much more from participants to select negative or positive position. The questionnaire for international students was also having space for the country of origin and about study program and gender for calculation of demographic information. This instrument in this study is called Chinese International Student Problem Inventory (CISPI). The questionnaires were having four options containing no problem, minor problem, moderate problem and major problem for students and faculty/staff having 19 series of problem. The score of survey was counted from 1 to 4 as 1 for no problem and 4 to major problem.

The faculty/staff received little modified questionnaire but having same 19 series of problems. The questionnaire for faculty/staff was in English because the faculty and staff involved with international students were well known to English language. For ease of all international students and faculty/staff members, the questionnaire was also translated in Chinese language to get better results. The validity of translation was measured in Chinese language translation by native Chinese student and there was zero percent of error as exact translation from English. The instrument was modified according to the needs and problems of students in China from time to time during planning of research. The instrument was tested on 30 international students in study period and later it was modified according after testing and discussions with foreign students to make it more valid.

2.4 Procedures

The target population was selected in seven universities according to disciplines of international students and questionnaire was in English and also translated in to Chinese including covering letter for those students and faculty/staff that were not comfortable with

English version questionnaire. Mostly Japanese and Korean students were not good in English and Chinese questionnaire was used for them to give them ease. The Chinese version of questionnaires was later translated in to English to interpret data in calculation. It was impossible to get emails of all international students and target population so questionnaires was personally distributed to International students in each university in departments and in international dormitories and to faculty/staff in respective schools and department. A covering letter was also attached with questionnaire depicting the importance of their perception and assuring that the all data was only for research purpose and would be treated with complete confidentiality. In order to get variety of perception of students, the questionnaire was distributed to international students who were studying in China since one year to six years from different continents. The questionnaires of survey were completed within two months from March to April, 2011. The analysis was made in to two sections, first section was quantitative in which the responses of students and faculty/staff were ranked in Mean sequence and t-test was applied for comparison of students and faculty/staff perceptions. Furthermore regression analysis was made to know extend of problems regarding language barriers. The comparison was made between students and faculty staff perception regarding problems faced by international students.

The level of t-test was 0.5 for acceptance or rejection because this level is the most moderate level used by many researchers and it reduces the risk of error. The differences among students groups based on length of stay in China (maximum 6, 5 & 4 years) were compared with (minimum 3, 2 & 1 years) in responses of problems. The students of seven universities were placed in regression analysis with set of variables to make clear the problems of students of different universities and all tests were conducted on 0.5 levels to avoid error. The second part of analysis was in qualitative way on students' suggestions during survey that was noted.

3. Results

As shown in Table 2, the perception of the faculty and staff were tabulated for each area and compared to the mean scores from the students, and compared with ranking of students. It was found that group of 420 international students had major problems in 6 of the 19 potential problem areas (since the mean score were between 2.59 and 2.22) and moderate problem in the 8 areas (since the mean score were between 2.18 and 2.00) and minor problem in 5 potential areas (since the mean score was below 2.00). This result is especially important because the majority of the students in sample were in their first-year at the university, and at this stage they could feel cultural shock and adjustment problems they had.

Issues of social problems like part time job opportunities, language, data, and health facilities received the greatest concern, followed by food and living and offices reluctance for data. When these responses were compared with the perceptions of the problems by the faculty and staff, it was emerged—in all 19 problem areas faculty and staff underestimated 3 problems areas the extent of the problems that the students were facing in health facilities and data access and offices reluctant for data. In other 3 problems as major problem ranked by students, faculty/staff estimated approximately near to students' perception.

Table 2: Ranking of Mean adjustment problem levels

Adjustment problems		Mean Level of Students: Ranking in Descending Order	Mean Level: faculty/staff perceptions ranking (in parentheses)
1	Part Time Job Opportunities	2.59	2.03 (4)
2	Language and Cultural Barriers	2.36	2.08 (2)
3	Access to Data for Research	2.32	1.82 (16)
4	Health Facilities	2.30	1.82 (14)
5	Food and Living Problems	2.24	2.03 (5)
6	Offices Reluctant to Provide Data for Research \	2.22	2.00 (8)
7	Non-Public Opened Research Topics for International Students	2.18	2.05 (3)
8	Difference in Treatment of People in Study and Social Environment	2.18	1.90 (10)
9	Chinese as Medium of Instruction for International Students	2.18	1.82 (13)
10	Students Activities to Reduce Stress	2.18	1.97 (9)
11	Lengthy Study Duration Period Because of Chinese Language	2.11	1.87 (11)
12	Assurance of Chinese Warrantor for Self Paid Students	2.07	2.28 (1)
13	Academic Counseling Problems	2.06	1.82 (15)
14	Financial Problems	2.03	2.00 (7)
15	Academic Competition	1.99	2.00 (6)
16	International Office Services	1.90	1.79 (17)
17	Environment in China Allows Fullest Extend to Develop Culturally, and Academically	1.90	1.59 (19)
18	Facilitation provided by Universities	1.86	1.85 (12)
19	Admission and Selection Problems	1.78	1.67 (18)

In table 3, the std. deviation measures the spread of the set of observations. The more the std. Deviation shows the more spread out the observations are. The range gives measures equal to difference between the largest and the smallest. The students' observations were more spread in health facilities followed by Part time job opportunities, Chinese as Medium of Instruction, lengthy study duration and activities for students to reduce stress albeit other problem areas showed more in spread observation. The faculty/staff observations as compare to students were more in spread in part time job opportunities and in assurance of Chinese Warrantor. Faculty/Staff observations were more in spread in academic competition. The range showed measure equal differences in students and faculty between smallest and largest scales.

Table 3: Std. Deviation and Range

	Students		Faculty/Staff	
	Range	Std Deviation	Range	Std Deviation
Part Time Job Opportunities	3	1.100	3	1.246
Language and Cultural Barriers	3	.966	3	.839
Access to Data for Research	3	1.006	3	.823
Health Facilities	3	1.115	3	.756
Food and Living Problems	3	.989	3	.932
Offices Reluctance to Provide Data for Research	3	1.006	3	.973
Non-Public Opened Research Topics for International Students	3	.978	3	.857
Difference in Treatment of People in Study and Social Environment	3	1.009	3	.882
Chinese as Medium of Instruction for International Students	3	1.060	3	.823
Students Activities to Reduce Stress	3	1.026	2	.668
Lengthy Study Duration Period Because of Chinese Language	3	1.050	3	.894
Assurance of Chinese Warrantor for Self Paid Students	3	1.026	3	1.075
Academic Counseling Problems	3	.991	3	.914
Financial Problems	3	.969	3	.889
Academic Competition	3	.986	3	1.026
International Office Services	3	.882	2	.801
Environment in China Allows Fullest Extend to Develop Culturally, Socially and Academically	3	.900	2	.715
Facilitation provided by Universities	3	.904	3	.875
Admission and Selection Problems	3	.906	3	.806

The respondents were asked to mention the degree of scale which areas of adjustment had caused difficulty for international students. There were four choices presented: ‘major problem’, ‘moderate problem’, ‘minor problem’, and ‘no problem’. In table 4, the magnitude of these differences were highly significant at the $p=.05$ level in access to data for research ($p=.003$) and all of the other differences were statistically significant at the $p=.01$ level in on language and cultural barriers ($p=.078$), health facilities ($p=.009$), part time job opportunities ($p=.002$) and Chinese as medium of instruction ($p=.040$), difference in treatment of people ($p=.091$) and social environment ($p=.040$) suggesting that these results did not occur by chance.

Table. 4: Independent Sample t-test in Students and Faculty/Staff

Language and Cultural Barriers	Health Facilities	Part Time Job Opportunities	Access to Data for Research
.078	.009	.002	.003
Chinese as Medium of Instruction for International Students	Difference in Treatment of People in Study and Social Environment	Environment in China Allows Fullest Extend to Develop Culturally, Socially and Academically	
.040	.091	.040	

International students were asked in survey to mention in years the length of stay already spent in China. The students were divided in to 6 groups in data analysis-Year 1, Year 2, Year 3, Year 4, Year 5 and Year 6. The mean score was ranked of each group and analysis made clear that students spent 6 years ranked part time job opportunities problem on 1 number and language problem was ranked by year 1, 2, 3 on 2nd number and same problem ranked by year 4 on 10th number, year 5 on 6th and year 6 on 3rd number. The language barrier problem showed the importance in groups of 1, 2 and 3 years as in start they had problem of communication. The first major 6 potential area problems ranked by all groups were to some extent within same range except year 6 group in health problem as they ranked this at 8 numbers. The results indicated that length of stay also matters in problems especially in language and other social issues, the more length of stay gives more adjustment chances and the intensity of problems decreases with time span. The all groups significance differences were measured through t-test to show more clear picture of differences in perceptions with in groups of students at $p=.01$ level. The two groups of students' year 1 and year 2 were compared with other groups to know the differences of short length of stay groups with long length of stay groups. Group year 1 is having significance difference in potential problem areas as food and living, health facilities, access to data research and offices reluctant to provide data, Chinese as medium of instruction, length of study duration, difference in treatment of people and social environment problems with group year 6. Same group year 1 was having significance difference with group year 5 in same problem areas as with group year 6 except health, data to access and offices reluctance. The group year 1 is having significance in less number of problems areas with year 4, year 3 and year 2. In group year 2 were also having same significance in problem areas as group year 1 had because length of stay matters in perceptions.

To know the extent of differences in perception t-test between students and faculty/staff perception was done as shown in table 5 differences were significant in student group year 1 in 11 potential problem areas out of 19. In year 2 group, 6 potential problem areas were having significance out of 19 and year 3 group differences were significant in 9 areas out of 19. Year 4 group, year 5 and year 6 significance differences were 2, 2 and 3 areas respectively out of 19.

Table 5: Significance Differences of perception Faculty/Staff and group of students (Divided on length of stay)

		t-test for Equality of Means					
		Sig. (2-tailed)					
		F/Staff/ /1year	F/Staff/ 2year	F/Staff/ 3year	F/Staff/ 4year	F/Staff/ 5year	F/Staff/ 6year
1	Food and Living Problems	.059					
2	Language and Cultural Barriers	.053	.104	.013			
3	Facilitation provided by Universities				.084		
4	Academic Counseling Problems	.079		.091			
5	Students Activities to Reduce Stress	.065			.027		
6	Health Facilities	.008		.000	.017	.016	
7	Part Time Job Opportunities	.006	.006	.001			.053
8	Access to Data for Research	.001	.025	.000			
9	Offices Reluctance to Provide Data for Research			.017		.032	
10	Non-Public Opened Research Topics for International Students			.102			
11	Chinese as Medium of Instruction for International Students	.010	.064	.064			
12	Lengthy Study Duration Period Because of Chinese Language	.075		.025			.090
13	Difference in Treatment of People in Study and Social Environment	.095	.036	.048			
14	Environment in China Allows Fullest Extend to Develop Culturally, Socially and Academically	.019	.045	.020			
15	Assurance of Chinese Warrantor for Self Paid Students						.059

The continent wise groups of students' problems were compared with faculty/staff perceptions in table 6, Asian group was having difference of significance in 4 areas, European group differences were significant in 3 problem areas, African group differences were significant 6 areas and American significance was in 3 areas. It is obvious that African group differences were significant in more areas as compare to other groups with faculty.

Table 6: Significance Differences of Faculty/Staff and Group of Students (Continent Wise)

		t-test for Equality of Means			
		Sig. (2-tailed)			
		F/Staff /Asia	F/Staff/ Europe	F/Staff/ Africa	F/Staff/ America
1	International Office Services				.022
2	Language and Cultural Barriers			.000	
3	Academic Counseling Problems			.013	.067
4	Students Activities to Reduce Stress			.026	
5	Health Facilities	.015	.092	.035	.001
6	Part Time Job Opportunities	.009	.092	.000	.011
7	Access to Data for Research	.018	.079	.000	.000
8	Offices Reluctance to Provide Data for Research			.009	.072
9	Non-Public Opened Research Topics for International Students			.062	
10	Chinese as Medium of Instruction for International Students			.000	.067
11	Lengthy Study Duration Period Because of Chinese Language			.010	
12	Difference in Treatment of People in Study and Social Environment			.000	
13	Environment in China Allows Fullest Extend to Develop Culturally, Socially and Academically	.072		.004	

Regression analysis was used to know the variation in students' problems in context to demographic factors (continent, gender, university and years already spent) and problems with language and cultural barriers. The 17 problem areas of students were used as dependent variables in regression analysis except language and cultural problem and Chinese as medium of instruction and the independent variables used were demographics and same 17 dependent variables were used to know problems with language and with Chinese as Medium of Instruction (that was used as independent variables). Table 7 indicates R square with demographic measures of each problem area and problems with language and cultural barriers. The problem with language and cultural barrier shows more in all problems. In 14 of the 17 problem areas there are big problem with language and cultural problems. The final R square is academic counseling as major issue.

The demographic regression with problem areas and problem areas with Chinese as medium of instruction shown in table 8, problem is big but slightly less than language and cultural barriers. In final R square is academic counseling as major issue.

Table 7: R2 with Demographics and Language and Cultural Barriers

Student Problem Area		R2 in demographic measures	R 2 Change in Language and cultural measures	Final R2
1	International office services	.004	.064	.068
2	financial problems	.009	.052	.061
3	food and living problems	.003	.035	.038
4	admission and selection	.003	.085	.088
5	facilities provided by the university	.010	.033	.043
6	academic counseling	.051	.164	.215
7	students activities	.008	.088	.096
8	Academic Competition	.004	.148	.152
9	Health Facilities	.015	.037	.052
10	Part Time Job Opportunities	.014	.098	.112
11	Access to Data for Research	.054	.129	.183
12	Offices Reluctance to Provide Data	.026	.129	.155
13	Reserved Topic Areas in Research no public opened	.020	.149	.169
14	Assurance of Chinese Warrantor	.008	.127	.135
15	Length of STUDY duration	.002	.152	.154
16	Difference in Treatment of People	.032	.088	.120
17	Environment in China allows fullest to grow	.016	.085	.101

Table 8: R2 with Demographics and Chinese as Medium of Instruction Barriers

Student Problem Area		R2 associated with demographic measures	R 2 Change associated with Chinese as Medium of Instruction measures	Final R2
1	International office services	.004	.073	.077
2	financial problems	.009	.148	.157
3	food and living problems	.003	.074	.077
4	admission and selection	.003	.077	.080
5	facilities provided by the university	.010	.060	.070
6	academic counseling	.051	.159	.210
7	students activities	.008	.065	.073
8	Academic Competition	.004	.048	.052
9	Health Facilities	.015	.044	.059
10	Part Time Job Opportunities	.014	.017	.031
11	Access to Data for Research	.054	.100	.154
12	Offices Reluctance to Provide Data	.026	.149	.175
13	Reserved Topic Areas in Research no public opened	.020	.170	.190
14	Assurance of Chinese Warrantor	.008	.099	.098
15	Length of STUDY duration	.002	.144	.146
16	Difference in Treatment of People	.032	.118	.150
17	Environment in China allows fullest to grow	.016	.056	.072

In order to obtain more accurate picture of the problems faced by international students while studying in China, the respondents were asked to indicate if they had any additional comments or problems which were not covered by the questionnaire. Students were asked to mention their most difficult problems and suggestions not included in survey. The suggestions were mostly comments were related to educational and social experiences. However, some students included the cultural and language problems. Out of the 420 students who responded to the questionnaire, 43 gave suggestions and commented on adjustment problems they personally encountered, and wrote additional comments. These comments and suggestions were categorized according to their nature in three categories. It shows the distribution of the comments, according to the identified categories. Many respondents appreciated in suggestions the importance of survey and commented as ,it is good contribution this survey’.

The respondents commented that they had experienced social problems like food, living, financial and they commented on gap between local Chinese and international students. Some of those who reported health problems stated that health facilities were not good. Overall, students suggested on socially environment and one student suggested that there was more need of more socially open environment. And some students suggested there needed to be more opportunities with local students of extracurricular and sports activities with them. Others mentioned there was need to create friendly environment need to live with Chinese students in same hostels for international students. Social environment was particularly evident in the comments from a male Bangladesh student:

‘All posters and notices are in Chinese at shops and post offices. All notices must be written in English’.

An African student commented, “after graduation in china I am afraid to find integration in my own country”; a female Indonesian student said “problem to find job for Asian and there is preference for western countries”; and a male Comoros student commented “Language is complex one itself and there should be much time given to language, health insurance should be easy to access for students”.

Respondents were nearly commented on academic problems and academic environment. One suggestion from an American student was made, ,basic administration of students and teaching system in Chinese has problem. Universities must higher proper management team’. One other male student from America commented ,facilities are good but quality of instruction is not good’. A male student from Cambodia also suggested on academic problem “Master and PhD should not be lengthy in studies”.

Another male international student stated that “establishment of strong relations needed between Chinese universities and foreign embassies.”

Some respondents specifically mentioned that nothing was centralized and we went office to office. No staff is good in English’. For instance, one African man commented: “Full information should be given about the School and the major before arrival in China’.

Many students expressed problems and suggestions regarding academic issues like; ,no career counseling for international students. Admin staff doesn't speak English they are not helpful at all especially in IT support'.

One female student from Germany suggested, Academic administration has been in challenge and no information is available in English'. One another male from Europe stated ,the flow of information should be improved in educational and financial issues'.

Many of the respondents felt that there could be more effective ways to respond to the language problems of international students. It is well known that international students may experience language barriers—but what was interesting about this study is that they emphasized on language barriers that is major hindrance in cultural understanding. Most common suggestions they made was for a more process of social interaction with Chinese students which would enable them to acquire Chinese language and culture. An Iranian male's suggestion that "Chinese language is too difficult but we do not have good teacher who can speak English to teach us in proper ways". One African male added like this ,Language barriers must be considered, more recreational activities should be increased, opportunities to be given to foreign students to visit places'.

For cultural understanding students commented like this as one Korean female stated ,Need of language instructors for all foreign students to learn language'. To mix up with Chinese community, one male student from France suggested ,There is need to have more Chinese friends and be more merged in Chinese culture in order to have more from China and Chinese people'.

The language problem was expressed by international students in China was obvious and it is evident in comment of American student, ,Problems of communication is the problems that foreign students face'. Student from Uganda expressed; ,Cultural background is becoming more of a problem in china especially in the public service sector'. One Asian student suggested; ,Chinese language course must be allowed in all semesters if program is in English if we want to learn more'.

Regarding barrier of language one Benin student stated; 'They have to teach us general Chinese instead of scientific or major Chinese in purpose to alleviate language barrier problems'.

One international student from United Kingdom suggested "Foreign students' union establishment is necessary. Annual activities cultural at national level are very important".

4. Policy Implication and Recommendations

The difference of faculty/staff and students perceptions in cultural problems (table 2) as ranked by faculty/staff cultural, language and environment on 2, 13 and 19 level respectively as compare to students who ranked 2, 9, and 17 mean level. Slightly there is difference in estimation students' problems as indicated in table (3) difference of significance is obvious.

Overall faculty/students underestimated social problems of students like health. Environment and data problems as they ranked at 14, 19 and 16 numbers in mean levels

(table 2). In groups of students in year wise and continent wise, faculty has a significance difference (table 5 & table 6). The perception of faculty/staff in academic problems is lower than students. As indicated in table 2, faculty/staff ranked problems counseling, access to data, reluctance of offices, on 16, 15, and 8 respectively as compare to students who ranked 13, 3, 6 mean levels respectively. With comparison to group of students faculty/staff perception is significant in difference (table 5 & table 6) that faculty is different in counseling, part time job opportunities, academic problems, data access and others.

The main results and findings indicate that the extent of problems of international students studying in China and these problems were underestimated in some major areas by the faculty and staff involved with them. Some problems are overestimated by faculty/staff that are not major problems for international students. It is obvious that students have overall problems with social culture and some academic problems that are linked with social set up. The direct problems with universities are at low scale and faculty/staff is not having idea of the needs of international students. The authorities need to show concern with students problems as responsiveness towards the international students problems and need of more improvement in higher education sector are the need of time for international students. Recommendations for policy implications are integrated to cope up with upcoming challenges for China as destination of international students.

In China, the higher education services are increased for international students but it is still important to improve the services in all aspects at government policy level and universities level to attract more students. This requires cooperation between China government and other developing countries to make more strong foreign affairs and cooperative programs. International officers, academic centers and authorities in government must act as responsive to the problems of international students.

All international students either they are on scholarship or self paid study in China come with high expectations and feel restless and stressed because of unnecessary barriers language barriers. It was reported by some students that students leave the studies without completing. Due to the increasing number of students coming to Chinese universities and having interaction with university administration. It is very important to improve the English ability of most of the staff in order to provide appropriate support to international students.

China government has announced in National Outline for Medium and Long-Term Education Reform and Development (2010-2020) the need for more 'first-rate teachers' with fluent English for international students before 2020. This study recommends the friendly environment for international students and in government policy more recreational programs for students should be included to look in depth to Chinese culture. There is need to provide comfortable environment to students in understanding Chinese as it is difficult language and there is need of space for international student to be adjusted in language (Wan et al, 2003).

The popularity of Chinese language and increasing entry of international students into the People's Republic of China needs more adjustment of international students to the culturally and academically and this view has been supported in the work of Baohua (2008).

China is more concentrating on western educational concept and having more exchange programs with western countries. The developing countries also need to have reciprocal exchange of scholars to know more needs of human development. The international students coming to China need a planned system of study to meet the challenges of their countries. Chinese educational experts look in to the problems of developing countries in higher education and plan the programs according to long term development of knowledge based human resource. The training of Academic Staff is necessary to deal with international students in their counseling in academic issues. It is good for foreign students to study in foreign universities in order to get more exposure and experiences but the universities in China have not enough attraction for International students because they have not good plans for foreign students (Rong, 2005).

To loosen the burden of financial problems of international students, there is need to open more opportunities for them of trainings and employment. The living cost in China is increasing day by day and there is need to increase the amount of scholarship for students to manage the decreasing value of currency. More and more room should be provided to international students to have practical insight of application of studies in China and this exposure will enhance the vision of international students.

In the current issue of the journal Foreign Affairs, Professor Levin president of Yale University argues that while the ambitions of Asian universities are unparalleled, their teaching often "focuses on the mastery of content, not on the development of the capacity for independent and critical thinking". Guiding theme of China's education reform 2010 to 2020 is to build the foundation for a learning society by modernizing the current educational system in its entirety. Main goal for a modernized Chinese education system is to be able to surrender globally competitive human resources to the working world.

The social problems health facilities, housing, food and students activities must be solved by authorities. To solve social issues, the hospitals must take care closely with international students and in medication. Different kinds of social activities must be arranged for international students like coffee hours, parties and picnics with local students and sports activities to have interaction of students with local culture. The important documents must be in major language like English.

The committee consisting of business, economic and political leaders, international education professionals and educational experts need to analyze the need and system to give best services and good quality of education to international students and needs of joint business opportunities for fresh graduates of developing countries. One minister of MOE, China said, "We encourage more presidents of universities, and heads of middle and primary schools to visit foreign countries and bring more of the Western educational concept to China," (MOE, 2010). The developing countries also need the attention of educational experts of China to visit their countries and have insight look in to the needs and requirement of education.

The trend to have host families who can offer hospitality to foreign students and give them chance to live with them and understand culture and feel like home, is also the good solution to remove cultural barriers.

This study recommends improving the English ability for staff on campus in order to construct a friendly campus environment for foreign students. Moreover, as China government's vision, to cultivate world citizen and create a global role in improving human capital is another good point for Asian countries in developing their educational policies since Asian countries has played an increasingly important role in world society.

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