Study of Cultural Dilemma and Internal System of Chinese Learning for International Students in Zhengzhou University, China

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Abstract

Several research studies have investigated the relationship between students' satisfaction and cultural environment given that university students are more persuaded to act pro environmentally as they partake in different activities, debates on the global crisis. This study focuses on international students' satisfaction on-campus cultural environment, living, learning experience about the quality of education and available facilities. A questionnaire-based cross-sectional systemic survey where n=119 foreign students were targeted for data collection using the strategy of non-probability convenience sampling. For data processing, SPSS v 22.0 was adopted and P≤0.05 was considered statically significant. In order to explore the relationship between variables, the Kruskal-Wallis H and Mann Whitney U tests were carried out. The results show that high level of foreign students' satisfaction for adequate accommodation, influence of Chinese culture and quality of education. This study evaluated that the overall better level of satisfaction in cultural, living, standard of education, learning system, cost of accommodation, and sports. Moreover, these findings will also be helpful to the policy makers of higher education, administrators pertinent to educational governance.

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Estudio del Dilema Cultural y del Sistema Interno de Aprendizaje del Chino para los Estudiantes Internacionales en la Universidad de Zhengzhou, China

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Resumen

Varios estudios han investigado la relación entre la satisfacción de los estudiantes y el entorno cultural. El presente estudio se centra en la satisfacción de los estudiantes internacionales con el entorno cultural del campus, la vida, la experiencia de aprendizaje sobre la calidad de la educación y las instalaciones disponibles. Se trata de una encuesta sistémica transversal basada en un cuestionario en el que se seleccionaron 119 estudiantes extranjeros para la recopilación de datos mediante una estrategia de muestreo de conveniencia no probabilístico. Para el procesamiento de los datos se utilizó el programa SPSS v 22.0 y se consideró que $P \leq 0.05$ era estadísticamente significativo. Para explorar la relación entre las variables, se realizaron las pruebas H de Kruskal-Wallis y U de Mann Whitney. Los resultados muestran que el alto nivel de satisfacción de los estudiantes extranjeros por el alojamiento adecuado, la influencia de la cultura china y la calidad de la educación. Este estudio evaluó que el nivel general de satisfacción es mejor en cuanto a la cultura, la vida, el nivel de educación, el sistema de aprendizaje, el coste del alojamiento y los deportes.

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I n higher education institutions, international students are a major source of diversification, introducing new experiences and promoting cultural awareness and interaction among campuses and members of the community (Lee & Rice, 2007). While several scholars argue that organizations should not take advantage of on this (Leask, 2009; Montgomery, 2010; Volet & Ang, 1998). Their presence in campus will provide more chances for students to improve the level of cultural involvement, which can significant to enhanced their universal skills, leadership also professional growth (Luo & Jamieson-Drake, 2013). In this context, the larger globalization efforts of higher education institutions can benefit them, defined by de Wit et al (De Wit et al., 2015), as the systematic progression of participating an international, intercultural or global dimension into the aim, function, and transfer of tertiary education, to increase the effectiveness of education and study for students as well as staff, and to make a significant contribution to community. Besides, he or she has several opportunities to compare and construct an additional diverse world view as a person is exposed to diverse cultures. The assessment of the level of satisfaction with international student support offices in institutions in China was one of the guiding research questions for this study this has occurred over the last decade as a result of the large number of international students and the urgent need to effectively support the needs of such a diverse community.

The scope was widened to provide a wider background from Asia and African countries that have succeeded in adopting innovative approaches and best practices to help foreign students (Ammigan & Jones, 2018). A complex group of factors is the result of student satisfaction with their educational experience, and a higher comprehension of these elements, joined with an effect on fulfillment is moderately significant many higher education institutions (Appleton-Knapp & Krentler, 2006). Another major objectives of students satisfaction research studies is to know the factors relevant to the approach and the significance of these surveys tends to be a potential competitor is to more conventional teaching and learning students assessment system (Wiers-Jenssen et al., 2002). Students satisfaction may be analyzed either by enhancing the least satisfied experience of students or by defining elements of an experience that distinguish the general

satisfaction of students (Thomas & Galambos, 2004). Since the definition of students experience appears to be affected by various variables, a successful measure of students experience varies from one institution to another (Benckendorff et al., 2009). Theoretically, institutional structural characteristics such as visual, academical, socio cultural and psychological factors account for the determination of student enrollment and retention. The key measure of student-institution suitability, for this reason, is facility management (Price et al., 2003). International students are essential to the host countries national and organizational reputation, cultural enrichment, and economic benefits and can be serve as a catalyst for campus internationalization (Ammigan & Jones, 2018).

A contemporary report by the United Kingdom Higher Education Policy Institute and Kaplan International (HEPI), 2018 found in purely economic terms that the benefits to the United Kingdom of foreign students are more ten times higher than costs. However, the impact of foreign students in formalizing higher education, is more than just rising numbers as well meeting institutions financial objectives (HEPI, 2018). Planning for skilled migration, resolving skills development or learning and creativity in the values of host country, and promoting global influence for greater integration between countries, are broader social benefits arising from student mobility (Mellors-Bourne et al., 2013). In 2018, over 492,185 foreign students from 196 countries and regions were going to studying at 1004 universities and public institutions in China, according to the Chinese Ministry of Education. As the number of international students increases with each passing year, its indeed necessary to consider the problems of foreign students (MOC, 2019).

The proposed framework was employed in higher education sector of China. This sector was considered relevant to serve the purpose of the current analysis due to specific reasons given as follows. In the first place, as the current study intends to explain students' satisfactions on campus cultural environmental behaviors among the young generation, therefore, considering this sector logical. Accordingly, the higher education sector constitutes a large number of young students. According to ministry of China (MOC, 2019), the higher education sector of China currently holds an umbrella of multi-million students. In the second place, the higher education

sector of any country represents an audience with better education and advance knowledge, given that the issues related to the culture and quality of education have been brought in academic discussion quite recently. Therefore, it is expected that such an audience can better understand constructs like environmental, living, learning experience about quality of education and available facilities. Lastly the student spends a significant amount of their daily time at the universities, their satisfactions level of high importance for a country already in vulnerable cultural environment conditions.

However, a substance number of international students fascinated by given scholarships in different form, Zhengzhou university (ZZU) had over 1,800 foreign students from 116 regions around the world. In 2017, around 500 recently enrolled students were supported by different sorts of the grant, for example, Confucius, Chinese Government, President and Henan Government scholarships. These grants will cover: (a) for the bachelor program, the majority part of tuition (b) for the master program, whole tuition (c) for a doctoral program, tuition, accommodation, and living allowance. On a journey towards the "100 key universities" in terrain China, ZZU is continually maintaining the confidence of value instruction and meeting the desires of overseas students. ZZU is attempting to provide better services for overseas students on many accounts, but the systemic strategy has been implemented to concentrate on foreign student matters (ZZU, 2017). Our model is inventive, as very few studies have been done on this subject compared to other developed countries so far. We hope that our research will serve to measure the living and learning experience of foreign students studying at the University of Zhengzhou. This study, therefore, focuses on the key problems connected to foreign students and fills the gaps by concentrating more on the relationship between students and the administration and offering suggestions for improving facilities and promoting the international profile of ZZU.

The purpose of this paper is to identify possible factors influencing the satisfaction of international students with campus sports activities, living, learning, and cultural service facilities at well-established Chinese state university. The detection of possible influencers can be considered useful knowledge for the future mission of higher education. Study findings will be

beneficial in preparing and enhancing the quality of services and in helping the administration create better policy initiatives for international students.

Literature Review

Wiers-Jenssen et al. describe students satisfaction as the evaluation by students of the facilities offered by universities, including, among other things, the teaching standards and educational service providers, support facilities, social environment, and human capital (Wiers-Jenssen et al., 2002). The report also showed that students failed to establish relationships with both local and other foreign students, and also faced a gap beyond the classroom with the broader campus culture. Appleton-Knapp and Krentler (2006) found that when evaluating the correlation between student expectations and student's satisfaction, those whose standards of instructive practice were met were more fulfilled with their education atmosphere than students whose experience did not please their potentials. It is therefore critical for experts and stakeholders in higher education to have a sound thought of the factors that influence expectations and how they affect student fulfillment (Appleton-Knapp & Krentler, 2006). While the purpose, role, and reporting line can vary greatly in the structure and administration of international student support services, universities generally have dedicated offices in the US, UK, and Australia to support students in their transition to campus in educational, and socio-cultural terms. Usually, these offices offer a wide range of resources, from visa compliance assistance, academic assistance, career opportunities, personal and professional concerns, to the hosting activities and events that assist with the culture process and adaptation (Council for the Advancement of Standards in Higher Education) (CASHE, 2017).

But the ACE (2017), states that international students preservation refers to estate extensive interactions, so coordination between service workers and student affairs, career and residence and housing offices, multicultural centers, restaurants, counseling centers as well as university academic staff and skilled administrators is required to meet the requirements of foreign students throughout the university (Jones, 2013). Whenever possible, lobby for adequate funding. Considering the viewpoint of students, colleges also

help to improve the quality of their teaching and identify deficient areas for change (Sabatayeva et al., 2018).

The key goals of this research are to fulfill two fundamental objectives. First, the level of student's satisfaction and university policies concerning the needs of students must be measured. Second, to measure the prevailing facilities such as academic staff, standards of instruction, campus food, dormitories, resource centers, libraries, fitness centers, and other required living and effective learning facilities.

Materials and Methods

The material and methods in this study as follows;

Conceptual Framework

From the literature review and previous studies described, the conceptual structure of this study was constructed. The variables were, however, modified to match the study environment. As independent variables, the researchers proposed a conceptual model that consisting with one internal and seven external factors, which were believed to affect student's satisfaction. The overall satisfaction of international students has been used as a dependent variable. The conceptual model is shown in figure-1. In particular, cultural, working, studying, and supporting service interactions are investigated and their effect on student satisfaction with their overall institutional experience.
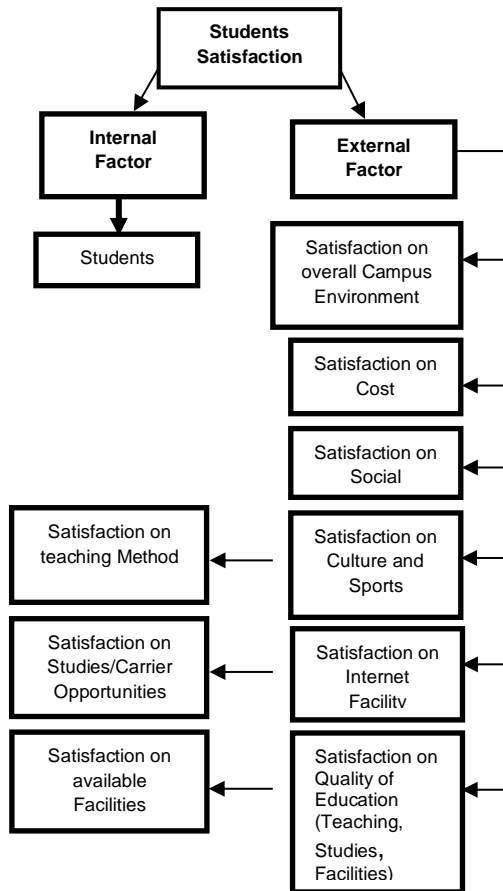
Figure 1. Conceptual framework of Students Satisfaction

Study Design, Duration, and Settings

A cross-sectional systemic survey-based study was conducted during September 2020- December 2020 among foreign national students of Zhengzhou University, Henan, China.

Survey Instruments

After the substantive literature review, a survey tool was self-designed. After developing the preliminary draft questionnaire, it was tested in two phases. First, to provide their expert opinion on its simplicity, relativity, and significance, the study tool was discussed with the appropriate experts available. Second, by assigning a small sample (N=25), a pilot study was conducted, questionnaire was updated based on the experts' proposals and its conformity with the literature available. After a comprehensive debate, when the questionnaire was validated by experts and then the questionnaire was drawn google form and sent links to participants by WhatsApp for their responses.

Structure of Survey

The questionnaire included questions on demographic evaluation focused on the study of the cultural dilemma in the Chinese learning process for international students at the University of Zhengzhou. Nationality, gender, age, area of study, major subject, level of education, mode of education, type of residency, and current country of residence were the demographic characteristics. The total seven portions of the questionnaire consist of 66 statements on, satisfaction with the overall campus environment, cost satisfaction, social events, culture and sports internet, food, quality of education. A five-point Likert Scale classified as "Strongly Agree (SA)," "Agreement" responded to each question (A).

Sample Size and Technique Selection Criteria

The non-probability convenience systematic sampling methodology approach was the subject of a total of 119 study respondents from international students aged 18 and over.

Data Collection

On Google forms, the questionnaire was built and the created link was

shared with the WhatsApp, WeChat, and WeChat official groups. The connection was also shared personally with the investigators' contact list. The data is compiled and converted into a Microsoft Excel sheet based on their responses.

Statistical Analysis

For quantitative analysis, this pre-existing data was imported into the SPSS statistics program v.22.0 Mean± Standard deviations have been calculated as numerical variables (Std). They expressed categorical variables as frequencies and percentages. To discover the relationship between variables, the Mann Whitney H and Kruskal Wallis U tests were carried out. The P≤0.05 was considered to be statically significant.

Ethical Consideration

The research questionnaire included a portion of consent that indicated the intent, evolution of the survey, goals of the study, voluntary participation, confidentiality declaration, and anonymity.

Results

Demographic Information

The total number of study respondents was 119, the structural survey responses listed, of which 62 (52.1 percent) were the majority of Pakistani students, followed by Bangladesh 12 (10.1 percent) and India 8 (6.7 percent) as shown in figure-3. The bulk of the respondents were 83 males (69.7 percent). The majority of the participants came from the 24-29 age group. As shown in figure-2, most of the study participants were of Pakistani nationality. The qualification levels are concerned, so the majority of respondents were enrolled in the 74 doctoral programs (62.2 percent). As far as their topic is concerned, as stated in Figure-2, the majority of the study respondents were from the discipline of social sciences, i.e., 38 (31.9 percent). Most of them were 97 (81.5 percent) on a full scholarship and

mainly living in 73 student dormitories (61.3 percent). Most of the 79 (66.4 percent) participants lived in their home countries, all of which are listed in Table-1 and Figure-2 for mean±standard deviation.

Table 1

Demographic Information

Description	Frequency	Percent
Gender		
Male	83	69.7
Female	36	30.3
Age Group		
18-23	22	18.5
24-29	69	58.0
30-35	21	17.6
36 and above	7	5.9
School Discipline		
Arts & Humanities	2	1.7
Social Science	38	31.9
Pure Sciences	37	31.1
Engineering & Technology	15	12.6
Medical Sciences & Technology	27	22.7
Level of Education		
Bachelor	22	18.5
Doctoral	74	62.2
Master	23	19.3
Mode of Education		
Full Scholarship	97	81.5
Partial Scholarship	11	9.2
Self-Finance	11	9.2
Type of Residency		
Dormitory (In Campus)	73	61.3
Outside of Campus	46	38.7
Current Status		
Home Country	79	66.4
In China	40	33.6

Mean±SD Chart

	Age	Gender	Level of Education	Mode of Education	Current Status	Type of Residence	School Discipline
Mean	27.3	1.3	1.56	1.28	1.66	1.39	3.22
Standard Deviation	3.74	0.46	0.78	0.62	0.47	0.48	1.17
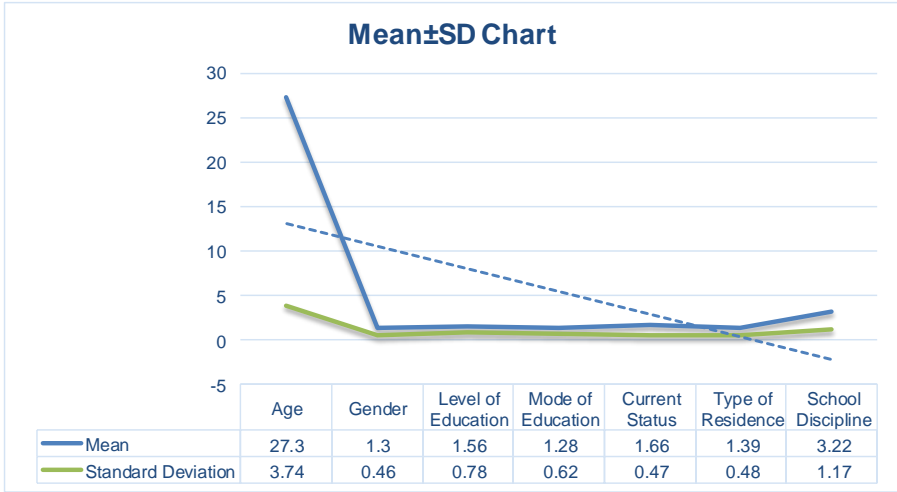
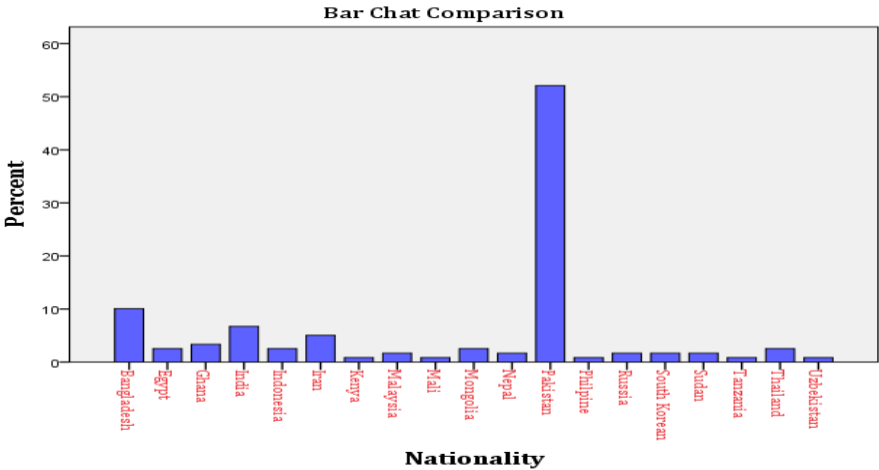*Figure 2.* Mean and standard deviation against the demographics

Bar Chat Comparison

Figure 3. Bar chart comparison between nationalities

Satisfaction Level of Foreigners Students of ZZU on Different Variables

Satisfaction on Overall Campus Environment

As illustrated in Table-2, several questions were raised about the cultural problem and the internal Chinese learning structure for international students. To understand the degree of satisfaction of the sample, 7 key variables were addressed. Most of the 72 (60.5 percent) study respondents strongly agreed that they felt safe and comfortable themselves. 68 (57.1 percent) were highly agreed upon when asked about the argument "the quality of the external campus environment (landscaping, street furniture, littler, trees, bicycle parking, signage)". Most of the ZZU students 56 (47.1 percent) were very pleased with the transport links to other places between institution locations.

Satisfaction on Cost

Most of the 37 (31.1 percent) respondents in the study were very impressed with access to adequate housing/dormitory, but most of the 26 (21.8 percent) respondents in the study disagreed on housing prices, while 30 (25.2 percent) remained neutral. Most of the 31 (26.1 percent) respondents were completely pleased with the cost of electricity.

Satisfaction about Social Activities

48 (40.3 percent) of the participants said they had an opportunity to make friends from China and other nations, i.e. 42 percent, from the point of view of Zhengzhou university students (35.3 percent). Most of the 42 participants (35.3 percent) were highly pleased that they would also be able to experience this country's culture and that communication will be beneficial for their future 22 (26.9 percent).

Satisfaction on Culture and Sports

Most of the 55 (46.2 percent) respondents in the study were very pleased with the unique experience of celebrating cultural festivals. On the other hand, most of the 50 study respondents (42.0 percent) responded that the impact of Chinese culture on their minds is too attractive. "Most of the 48 (40.1 percent) respondents in the study were fully satisfied with the statement "Universities should have new facilities for more advanced sports competitions.

Satisfaction on Internet Facility

Most of the 56 (47.1 percent) study participants strongly accepted that the internet allows them to better understand the project/assignment. The majority of 45 (37.8 percent) students said they used the internet most frequently and 33 (27.7 percent) thought that the internet was a reliable technology, especially in this epidemic era.

Satisfaction on Food

In this sense, the majority of the study respondents 48 (40.3 percent) disagreed that they are familiar with food like their home country, but most of the students 38 (31.9 percent) believe that food is also very costly. There are many cultural diversities in food facilities between China and other countries. Another thing is that most 23 (19.3 percent) students disagreed with their home country that food is better to consume.

Satisfaction on Quality of Education (Teaching, Studies, Facilities)

As shown below, this segment is further divided into three subcategories.

Satisfaction on Teaching Method

Most of 55 (46.2 percent) of the students strongly agreed that the quality of lectures, teaching methods of professors/assistant professors meets

International organization for standard (ISO), but 47 (39.5 percent) of the students face problems with the statement having time from academic staff when I need help for personal or learning support. The expertise like professors/supervisors were considered to be impressive by almost 44 (37.0 percent) of the study respondents.

Satisfaction on Studies/Carrier Opportunities

The majority of 46 (38.7 percent) of the students strongly agreed that learning with individuals from other cultures gives me a greater understanding of the multicultural approach, 43 (36.1 percent) of the students assumed that the professor/supervisor would then direct them in the selection of subjects and are completely confident in managing their research project. Approximately 42 (35.3%) of the study respondents were expected to study in China to help them develop their English language skills as well as other language support, which will be more useful for their job opportunities in the future.

Satisfaction of Available Facilities
49 (41.2 percent) were satisfied that the physical library facility is really fine, 45 (37.8 percent) of the students answered that they were strongly satisfied with the quality of laboratories and their facilities, and 42 (35.3 percent) of the study population were strongly satisfied with the quality of lecture theaters and classrooms.

Table 2

Satisfaction Level of Foreigners Students of ZZU on Different Variables

Question Statement	SA		A		N		DA		SDA	
	F	P	F	P	F	P	F	P	F	P
1. Satisfaction on Overall Campus Environment										
The organization and quality of the campus buildings (beauty, look, interior structure and usefulness)	41	34.5	73	61.3	2	1.7	3	2.5	73	61.3
The quality of the external campus environment (finishing, road furniture, trees, parking, signage)	68	57.1	27	22.7	22	18.5	2	1.7	-	-
The transportation links between institution locations to other places	56	47.1	44	37.0	13	10.9	6	5.0	-	-
The environment outside of the institution Good spot to visit	43	36.1	60	50.4	16	13.4	-	-	-	-
The institution's ecologically responsible attitude toward the environment (like, reuse, etc.)	34	28.6	65	54.6	14	11.8	6	5.0	-	-
Feeling safe and secure	72	60.5	38	31.9	9	7.6	-	-	-	-
2. Satisfaction on Cost										
Access to suitable housing/Dormitories	37	31.1	74	62.2	2	1.7	-	-	6	5.0
The quality of housing as per standard parameter	4	3.4	77	64.7	14	11.8	24	20.2	-	-
The cost of housing is suitable	14	11.8	43	36.1	30	25.2	26	21.8	6	5.0
The availability of financial support/scholarships etc.	22	18.5	79	66.4	-	-	18	15.1	-	-
Internet access at my housing	17	14.3	85	71.4	11	9.2	-	-	6	5.0
Utility cost is affordable	31	26.1	59	49.6	19	16.0	10	8.4	-	-
3. Satisfaction about Social Activities										
Making friends from my home country	38	31.9	67	56.3	8	6.7	-	-	6	5.0

Table 2
Satisfaction Level of Foreigners Students of ZZU on Different Variables (continue)

Making friends from this country	48	40.3	58	48.7	-	-	13	10.9	-	-
Making friends from other countries	42	35.3	57	47.9	10	8.4	10	8.4	-	-
Freedoms to encounter the way of life of this country	42	35.3	61	51.3	6	5.0	10	8.4	-	-
The social/ cultural activities, organized events done on regular bases	27	22.7	58	48.7	4	3.4	30	25.2	-	-
Making good contacts for the future	32	26.9	75	63.0	5	4.2	3	2.5	4	3.4
4.Satisfaction on Culture and Sports										
Influence of Chinese culture is too much attractive	50	42.0	54	45.4	6	5.0	4	3.4	5	4.2
Celebration of cultural festivals give unique experience	55	46.2	47	39.5	2	1.7	5	4.2	10	8.4
Religious worship facilities (quiet room, supplication room or prayer room etc.)	11	9.2	50	42.0	18	15.1	22	18.5	18	15.1
Campus cultural and sports events fulfill my expectations.	2	1.7	70	58.8	6	5.0	26	21.8	15	12.6
Sports and cultural activities match with my interests and skills	11	9.2	76	63.9	5	4.2	21	17.6	6	5.0
My complaints and suggestions about sports and cultural activities are taken into consideration by the university.	11	9.2	45	37.8	5	4.2	48	40.3	10	8.4
Modern facilities for advanced sports competitions should be provided by the university.	48	40.3	50	42.0	11	9.2	5	4.2	5	4.2
5. Satisfaction on Internet Facility										
There are no compatibility issues while using the internet.	24	20.2	58	48.7	20	16.8	11	9.2	6	5.0

Table 2

Satisfaction Level of Foreigners Students of ZZU on Different Variables (continue)

Internet is a reliable technology to use.	33	27.7	63	52.9	6	5.0	7	5.9	10	8.4
I use internet frequently	45	37.8	45	37.8	5	4.2	11	9.2	13	10.9
The internet assists me in getting a greater understanding of the project/assignment.	56	47.1	52	43.7	3	2.5	2	1.7	6	5.0
I am satisfied by the timeliness in which information is found on the internet.	20	16.8	82	68.9	12	10.1	1	.8	4	3.4
Internet is vital to enhancing exchanging cultures	20	16.8	80	67.2	4	3.4	6	5.0	9	7.6
Web access in university	34	28.6	61	51.3	10	8.4	2	1.7	12	10.1
Access to journals is available	29	24.4	62	52.1	10	8.4	12	10.1	6	5.0
6. Satisfaction on Food									
It is familiar to me like my home country	15	12.6	33	27.7	11	9.2	48	40.3	12	10.1
The quality is better than my home country	14	11.8	48	40.3	34	28.6	11	9.2	12	10.1
More variety is available in the China	7	5.9	86	72.3	11	9.2	6	5.0	9	7.6
The way that food workers are treated is better in the china	16	13.4	79	66.4	10	8.4	6	5.0	8	6.7
The price of food is cheap	22	18.5	43	36.1	6	5.0	38	31.9	10	8.4
Food is safer to eat than my home country	8	6.7	66	55.5	8	6.7	23	19.3	14	11.8
The campus environment provides abundant healthy food	11	9.2	82	68.9	8	6.7	7	5.9	11	9.2

7. Satisfaction on Quality of Education (Teaching, Studies/Carrier, Facilities)

a. Satisfaction of Teaching Method

way of teaching of professors/ assistant's professors meets the ISO standards	55	46.2	45	37.8	7	5.9	6	5.0	6	5.0

Table 2
Satisfaction Level of Foreigners Students of ZZU on Different Variables (continue)

The expertise of professors/supervisors are impressive	44	37.0	49	41.2	5	4.2	14	11.8	7	5.9
The teaching ability of teachers are good	41	34.5	54	45.4	6	5.0	8	6.7	10	8.4
The academic content of my program is pre-defining	34	28.6	63	52.9	13	10.9	7	5.9	2	1.7
The organization and smooth running of the program	18	15.1	81	68.1	6	5.0	12	10.1	2	1.7
The level of research activity	43	36.1	49	41.2	11	9.2	6	5.0	10	8.4
Academic staff whose English I can understand	21	17.6	56	47.1	17	14.3	15	12.6	10	8.4
Getting time from faculty and staff when I require personal or educational assistance	17	14.3	49	41.2	4	3.4	47	39.5	2	1.7
Feedback on coursework/ formal written submissions Performance feedback	17	14.3	77	64.7	13	10.9	10	8.4	2	1.7
Explanation of grading/ assessment criteria	11	9.2	82	68.9	7	5.9	12	10.1	7	5.9
Fair and transparent assessment of my work	29	24.4	64	53.8	3	2.5	16	13.4	7	5.9
b. Satisfaction on Studies/Carrier Opportunities										
My supervisor advised me on topic selection and refinement.	43	36.1	58	48.7	6	5.0	6	5.0	6	5.0
As a result of my previous experience, I am confident in managing a research project.	43	36.1	55	46.2	10	8.4	11	9.2	-	-
Academic staff provide advice and guidance on long-term job opportunities and careers.	11	9.2	80	67.2	13	10.9	9	7.6	6	5.0
Learning that will assist me with finding a decent line of work employability	16	13.4	72	60.5	12	10.1	13	10.9	6	5.0

Table 2
Satisfaction Level of Foreigners Students of ZZU on Different Variables (continue)

Possibilities for work placement as part of my studies	33	27.7	59	49.6	9	7.6	12	10.1	6	5.0
Studying with people from other cultures give me better understanding towards multicultural approach	46	38.7	58	48.7	3	2.5	6	5.0	6	5.0
Help to improve my English language skills as well as other languages support	42	35.3	51	42.9	12	10.1	5	4.2	9	7.6
Opportunities to teach	32	26.9	54	45.4	21	17.6	3	2.5	9	7.6
The size of classes	29	24.4	70	58.8	10	8.4	4	3.4	6	5.0
c. Satisfaction of Available Facilities										
The standard of the lecture halls and classrooms	42	35.3	51	42.9	7	5.9	7	5.9	12	10.1
The quality of laboratories and lab services	45	37.8	58	48.7	7	5.9	6	5.0	3	2.5
The physical library facility	49	41.2	45	37.8	7	5.9	12	10.1	6	5.0
The online library services (access to journals etc.)	30	25.2	63	52.9	5	4.2	15	12.6	6	5.0
The learning technology (PCs, Networking, etc.)	25	21.0	58	48.7	18	15.1	16	13.4	2	1.7
Learning Management System for Virtual learning	28	23.5	66	55.5	3	2.5	16	13.4	6	5.0

SA= Strongly Agree, A= Agree, N= Neutral, DA=Disagree, SDA= Strongly Disagree, F= Frequency, P=Percent

Association among Variables and Demographics

Table-3 explains the relationship between variables and demographics. Kruskal-Wallis H and Mann Whitney U tests were applied and the p-value

was tested and found statistically significant as per normative p≥0.05.

Table 3

Association among Variables and Demographics

P-Value (Cl=99.0%, df=1)						
Variables	Age Group[y]	Gender[x,y]	School Discipline[x,y]	Level of Education[x]	Mode of Education[x,y]	Type of Residency[xy]
Satisfaction on Overall Campus Environment	.01*	.00*	.30	.00*	.01*	.31
Satisfaction on Cost	.51	.41	.32	.00*	.00*	.61
Satisfaction about Social Activities	.01*	.02*	.15*	.00*	.65	.27
Satisfaction on Culture and Sports	.00*	.01*	.10	.01*	.00*	.01*
Satisfaction on Internet Facility	.11	.41	.21	.00*	.01*	.01*
Satisfaction on Food	.17	.37	.47	.01*	.00*	.01*
Satisfaction on Quality of Education (Teaching, Studies/Carrier, Facilities)	.00*	.01*	.41	.01*	.00*	.21
x=Kruskal Wallis H test, y= Mann Whitney U test, *=p≤0.05.						

Discussion

Findings from this study indicate that all aspects of their organization are typically satisfied with students. Most of the respondents feel the nature of the external campus environment (Beauty, look, interior structure and usefulness) up to the mark, their self-secure and safe. The evolving landscape of student prospects and the relationship to the facility of transport services is another important factor for consideration, most of the study respondents were very satisfied with the transportation links between institution locations to other places as explained in Table-2.

Research conducted by Ammigan, et al., revealed a concerning finding

that internet service was the least influential aspect of international students' overall living experience in the UK. On the other side, institutional feedback from i-graduate about ten years ago to one of the writers confirmed that this was the characteristic of highest concern to international students at the time (Ammigan & Jones, 2018). But in the current study, most of the participants in the study strongly agreed that the internet allows them to better understand the project/assignment, said they have used the internet most frequently and believed that, especially in this endemic era, the internet is a reliable source of information technology. Satisfied with cultural and sports issues, most of the students were very satisfied with the unique experience of celebrating cultural festivals. Most study respondents, on the other hand, assume that the influence of Chinese culture is too attractive and want universities to have facilities for more advanced sporting events.

Mostly more than 40 percent of the students were pleased with the teaching process, they thought that the ISO standards were met by the quality of lectures, teaching methods of professors/assistant professors. The expertise of professors/supervisors was remarkable for the majority of foreign students. Some results are less surprising and are widely heard in line with popular complaints, such as that international students are comparatively less satisfied with the time obtained from academic staff by administration staff when they need personal or educational assistance. They have the chance to make friends from China and China from the point of view of international students from Zhengzhou University.

The trust of international students in employment opportunities is another significant factor for consideration. Most students thought this was a good opportunity to research with individuals from other cultures to give them a greater understanding of the multicultural approach. Most students have been assumed that professor/supervisor will direct them in the selection of subjects and are fully assured that managing their research project in this pandemic state will help them develop their Chinese language skills and other language support, which will be more useful as well as for their career opportunities.

On the other hand, approximately 50% of international students were exactly satisfied with the facilities provide by the university authorities at their disposal. In this sense, most of the respondents in the study were

satisfied with the existing library building, the quality of laboratories, facilities, and the standard of classrooms and lecture theaters.

Another important aspect, however, is the overall picture provided here, cost most of the students were very satisfied with access to adequate housing/dormitory, utility cost, but housing cost dissatisfaction. Between China and other countries, there are many cultural diversities on food facilities, in this context, most of the students showed concern that they are not familiar with the food, but most of the students think that food is also quite expensive students think that meal is not safer to eat like their native country.

Limitation and Future Direction

This empirical study of international student's data explored the satisfaction of over 119 international students from Zhengzhou University, China, with various aspects of the student's experience While this represents a relatively small sample, there are some limitations to the analysis. First, the results are based on one particular tool that relies on self-reported data.

The research is a snapshot in time, and it must be taken into account in terms of the shifting nature of student's preferences and the growing complexity of the higher education experience.

Institutions of all students from foreign countries. No personal, cultural factors have been perceived that may have influenced students' experience. Other areas for future research would be to take a larger sample size, including data from other leading student recruiting nations, or to broaden the data by including students beyond those at the undergraduate level. Future studies on international student satisfaction should consider a comparative perspective with other student satisfaction techniques or a longitudinal analysis to assess the increasing complexity of student experience and expectations.

Concluding Remarks

The current study is one of the limited studies that attempt to employ the student satisfactions on campus cultural environment from the prospective of

international students' behavior evaluated that the overall improved level of satisfaction of international students with various features of university practice, namely their cultural problem, living, studying, the standard of education, learning system, cost of accommodation, and sports. But they have some questions about food, language, university administration also with cultural diversity because food is not familiar with their home countries, they have language gaps and are unable to communicate properly because of such a university administration. The Chinese authorities trying their best to overcome these issues, especially taken the initiative to overcome the language barriers and they make the Chinese languages proficiency test, Hanyu Shuiping Kaoshi (HSK) exam compulsory for the international students, which will be more advantageous for the university administration and international students as well. The empirical findings of this survey may help policymakers of higher education will significantly improve understanding of international students experience and satisfaction.

Acknowledgments

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