

A Study on Cross-cultural Integration: A Case Study of International College, Rangsit University, Thailand

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Abstract

Nowadays, many Asian universities are accepting international students from all around the world, both as full-time students and exchange students. This creates a cornucopia of information and culture that can benefit the student population of the world, allowing internationalization to flow freely through university life. However, as noticed at Rangsit University International College, there seems to be some obstacles stopping international students and Native-Thai students from successfully meshing. This study has been done in order to truly understand the reasons behind the inability of Native-Thai students and international students at Rangsit University International College to bond. The objective of the study is not to rectify the situation, but to understand why such friction occurs. This may lead to possible solutions in the future but in order to formulate such solutions, we must fully understand and analyze why they exist. In terms of research methodology, as this research was conducted in a span of approximately four months, questionnaires were used to collect data in order to manage time efficiently in order to collect as much data as possible and analyze said data. Findings revealed that a key instigator in this gap of communication is the language barrier between international students and Native-Thai students and a student's reason to attempt this cross-cultural communication stems from their motivation to study.

Keywords: *cross-cultural relationships, international students, social groups, exchange students, university*

1. Introduction

A recurring issue that can be observed at Rangsit University International College is the fact that students face difficulties merging and integrating with other students from different nationalities. This includes full-time students and exchange students as well. Mostly, Thai students will bond together, foreign exchange students bond together, and the other full-time students (i.e. Chinese, Bhutanese, Burmese, Nepalese, etc.) will congregate with their respective nationalities. It might not necessarily be a destructive problem, but resolving this issue would be beneficial to the college and the people within it.

This research could lead to a more tightknit international community within the International College to truly represent it. With a better understanding of the opinions different groups of students have, collectively students can come closer to understanding the barriers of communication between them and how to possibly rectify it in the near future. Future students can benefit from the melting pot of different views and skill sets provided from students of different nationalities when communication between one another becomes sounder. In contrast, if these issues are not resolved, this can lead to many consequences for both the students and the university itself. The inability of cross-cultural communication between students can lead to international students feeling out of place or discriminated against. Also, when there is a lack of cohesion in the learning environment, it makes it hard to work effectively as ideas and opinions are rarely exchanged. In addition, students may take the experience from their interactions (or more precisely, lack of) with students from different countries and become biased against future classmates. This can lead to the university developing a poorer perception as the international college does not reflect a true international environment. Many issues occur because of this lack of communication in Rangsit University International College. For example, after graduating, many home students aren't able to communicate in an international work environment as they never had the practice during their university years. This reflects badly on the university and the individual. Also, exchange students find their time here uncomfortable or depressing if they feel like the Native-Thai students don't want to socialize with them.

In the past, there has been research on the foreign exchange students and how they adapt to their host university. These studies usually explore the communication between students of the host university and the exchange students and whether or not they can communicate and adjust (Sadrossadat, 1995) which relates very closely to this study as well. Many of them also try to explore the reasons behind why students decide to communicate or not communicate between each other.

A recurring theme of why students from different nationalities cannot communicate properly is the language barrier. Jung (2016) wrote a study on why Korean students at US universities were considered silent participants. The study showed that the main reason for this is that the proficiency of Korean students' English is lower than that of American students and that stops them from trying to communicate. This is generally because Korean students became self-conscious about their English skill affecting how intellectual they appeared to the American students. In addition, this language barrier stopped Korean students from sharing their thoughts and ideas during group work as they couldn't effectively communicate their ideas the way they wanted. Korean students viewed the more proficient students as more skilled and with more authority. Another study by Harrison and Peacock (2010) also found that when foreign students spoke in languages other than English, it caused slight resentment with the Native students as they felt neglected or that the students were talking about them.

Harrison and Peacock (2010) also discovered that most host students stuck together in a tight knit group, usually bonded over pop culture references that foreign students could not understand. Therefore, this leads to a clear barrier of culture between these students. Guilfoyle and Harryba (2009) builds on the fact that once a perceived lack of interactions between these students leads to a feeling of isolation which caused an even less interaction between students as students are not even willing to try anymore. This, and the fact that foreign students and host students rarely have social situations outside the class, cuts out any opportunity of intercultural relationship. This led to discrimination between different cultures and nationalities. This discrimination can cause a negative effect on a student's belongingness in the university. This is an important problem as this belongingness is what usually has a positive effect on the students' academic achievements and motivation for cross-cultural interaction (Glass & Westmont, 2014).

Understanding differences in communication styles and the cultures where these differences derive from provides a framework to evaluate culturally different communication styles. Collectivistic societies such as found in Asian countries interact as part of an interconnected social network. The focus is on obligations toward their in-group members who are willing to eschew individual wants for group benefits. The onus is on fitting in, finding belonging and harmony from greater conformity. Personal thoughts and opinions are expressed taking into consideration the impact on others. Collectivists value their relationships within groups, differentiating between in-groups and outgroup often by treating strangers differently from their group members. Social intercourse is characterized as high-context communication where most of the meaning is conveyed in an explicit verbal code. In individualistic societies such as northern and western European countries more weight is given to individual rights, such as freedom, privacy, and autonomy. Individualists consider themselves unique with the freedom to express their individual thoughts, opinions, and emotions. The value is on independence and self-reliance emphasizing individual responsibility. Placing value on equality, individualists do not stress in-groups or outgroups. Individualistic cultures communicate in a low-context mode featuring an analytical thinking style, where most of the attention is given to specific, focal objects independent of the surrounding environment (Liu, 2016).

However, there are reasons why foreign students and host students liaise. According to Dunne (2013) four distinct factors motivate host students in engaging in intercultural contact. These are perceived utility (the possibly usefulness of having some sort of relationship with these foreign students), shared future (i.e. finding contacts for future work), concern for others (generally, foreign exchange students will not know much about the university or country and host students may want to help), and interest and curiosity (with the diverse nationalities students could be coming from, host students may be interested in understanding their culture or just making new friends). The most impacting factor of these four motivators is the perceived utility which suggests that host students interact with foreign students mainly for their own benefit.

The interrelation between foreign and host students is very crucial and beneficial to the student's life. Studies found that foreign students that have a higher ratio of friends from the host country have much higher satisfaction, contentment and lower homesickness (Hendrickson, Rosen, & Aune, 2011).

Glass, Gomez, and Urzua (2014) discovered that there exists a strong relationship between a foreign student's satisfaction with the university (academic environment), social adaptation, and their attachment to the university and that students' cross-cultural interaction outside academic settings aided in the creation of intercultural friendships and college adaptations. This study reported that nationality had a large effect on how the students reacted to the host college. Results show that non-European students socialized more with co-national students rather than the host national students. This can apply to my

research as well, but in the opposite as our host students are non-European. International students find it hard to adjust to new academic conventions and expectations as they've been brought up a different way (Bird, 2017) For example, time management is a big issue of conflict between host students and foreign exchange students (Wang & Hannes, 2014). Some countries (i.e. Thailand) are more laid back in general and are more focused about play than work whereas other countries (i.e. Japan or America) would rather precisely manage their time in order to maximize their work performance and then relax.

Most of the studies done are on cases of non-Western students entering Western universities. Although they do bring up good points as to the reactions of these students between each other and the main barriers between them, it does not effectively show what would happen if a foreign student from the Western side has to do to adapt or cope with the non-Western culture/society. Will the barriers be the same, and if not, what will those barriers be? Thus, relates to my research question for my study: why does there exist these barriers between Western exchange students and non-Western home students from being able to bond and communicate?

2. Objectives

The main objectives of this study are as follows:

1. To understand the causes of why students from different nationalities find it hard to bond.
2. To discover methods that people could potentially connect and if any of these solutions have been put in place before.
3. To analyze the different opinions of students from different nationalities and try to find a common ground among everyone that Rangsit University International College can build upon to help students mix easier.
4. To find enough data to further solutions into making Rangsit University International College a more diverse, "true" international environment.

3. Material and Methodology

3.1 Sample

This paper used a random sampling of students in the Rangsit University International College. Two main groups in this population that were used for the sampling: full-time students and exchange students. There were 214 full-time student responses and 56 exchange student responses (there were actually 58 but two responses were sent in after the quantitative analysis was complete, some of their open ended answers were used in the qualitative analysis). For the full time students, 115 answered by hand whilst 99 students completed the questionnaire online. 39 of the exchange students answered by hand whilst 19 answered online. Although it was random, most of the students in the sample were from the International Business major, which has the highest rate of exchange students. In the sample of full-time students (offline questionnaire only), 68 were Thai, 17 were Chinese, 2 were Japanese, 9 were Bhutanese, 11 were Burmese, and 8 were from other countries. In the sample of exchange students (offline questionnaire only) 8 were German, 4 were Swedish, 5 were Finnish, 9 were from the Netherlands, 7 were French, 3 were from Holland, and 3 from other countries.

3.2 Data Collection

The data collected is primary and is a mixture of quantitative and qualitative data. Two questionnaires were given out: one offline questionnaire, given out in classes with a high level of exchange students, and one online questionnaire, an online form sent as a link. Both questionnaires were collected in the time span of around 1-2 months and were both anonymous; the only indicator asked for was what country the respondent was from. The offline questionnaire for full-time students consisted of 1 question asking what country the respondent was from, 10 closed questions and 6 open-ended questions. The offline questionnaire for the exchange students included 1 question asking what country the respondent was from, 8 closed questions, and 10 open-ended questions. The online questionnaire included 11 statements placed on a Likert scale of 5 points (Strongly Agree = 1 through to Strongly Disagree = 5), and included one open-ended question. Using SPSS, the quantitative data was analyzed using cross tabulations between different elements of the questionnaires and frequency tables. The details of these analyses are explained in detail in the results and discussion section.

3.3 Ethical Considerations

There were some considerations that needed to be made in order for the research to run smoothly. First, the questionnaires were made anonymous so that people could freely answer them without fear of judgement or embarrassment. This was especially crucial for Asian students, as they aren't very open about sharing their opinions freely. Next, respondents were asked consent prior to giving them the question, as not to pressure them into doing it.

4. Results and Discussion

Although there were many more tables, cross tabulations and frequencies done, they were not primary to the objectives of the research and so these are only the relevant tables. It includes data from the close-ended answers of both questionnaires, online and offline. First, an initial frequency of both full-time and exchange student respondents were measured (as shown below)

Table 1 Frequency table of full-Time students by country

	Frequency	Percent	Valid Percent	Cumulative Percent
Thai	68	59.1	59.1	59.1
Chinese	17	14.8	14.8	73.9
Japanese	2	1.7	1.7	75.7
Valid Bhutanese	9	7.8	7.8	83.5
Burmese	11	9.6	9.6	93.0
Other	8	7.0	7.0	100.0
Total	115	100.0	100.0	

As you can see, most of the full-time students in the sample are Thai (59.1%) and the least are Japanese (1.7%). Disregarding the "other" students, we can see that the sample is somewhat Asian, and this could be an indicator of the culture in the university, the ways they study, and how they react to exchange students (i.e. Asian culture is usually very collectivist).

Table 2 Frequency table of exchange students

	Frequency	Percent	Valid Percent	Cumulative Percent
Germany	8	21.6	21.6	21.6
Sweden	4	10.8	10.8	32.4
Finland	3	8.1	8.1	40.5
Valid The Netherlands	9	24.3	24.3	64.9
France	7	18.9	18.9	83.8
Holland	3	8.1	8.1	91.9
Others	3	8.1	8.1	100.0
Total	37	100.0	100.0	

For the sample of Exchange students, the nationalities are somewhat spread out but disregarding the others, the frequency shows that the sample was from European countries and could be used as an indicator of their culture as well (i.e. individualism, work-oriented).

Table 3 Cross tabulation of full-time students' country they are from*Rank of language barriers

	Rank of Language Barriers			Total
	Highest	Medium	Low	
Thailand	43	14	11	68
Chinese	8	9	0	17
Japanese	1	1	0	2
Bhutanese	4	4	1	9

	Rank of Language Barriers			Total
	Highest	Medium	Low	
Burmese	5	4	2	11
Other	7	1	0	8
Total	68	33	14	115

This first cross tabulation was between the countries the full-time students were from and how they rated the language barriers of communication between them and exchange students. From the table above, 43 Thai students rated language barriers as highest (63% of the Thai students, 43 students divided by the total 68 Thai students), and although the percentage of other students that rated language barriers as highest (87.5%, 7 students divided by 8 in total), it is a much smaller sample. The table also shows that the percentage in each country rating language barriers at highest is over 44% percent of their total sample.

Out of the total full-time students, 68 of them pick language barriers as highest, a percentage of 59% from the total sample of full-time students.

As Thai students highly dominate the sample, with 68 of them in total, and 43 of them ranking language barriers at the highest, (63% of the students ranking language barriers as high), they largely influence the results on language barriers being high at 59%.

Table 4 Cross tabulation between exchange students' country of origin*Rank of language barriers

	Country of origin	Rank of Language Barriers		Total
		High	Medium	
	Germany	8	0	8
	Sweden	4	0	4
	Finland	3	0	3
	The Netherlands	9	0	9
	France	6	1	7
	Holland	3	0	3
	Others	3	0	3
	Total	36	1	37

In the cross tabulation of Countries the exchange students were from and how they ranked the language barriers, no one ranked it as low, and so the column does not appear in the table at all. In fact, only one person answered the language barrier as medium, giving the percentage of high language barriers at 97.3%.

In total from both tables, 104 students out of 152 students in the sample (68 full-time students and 36 exchange students) rated the language barriers at highest. This means 68.4% of the sample rated the language barriers as the highest barrier to communication.

Table 5 Cross tabulation between full-time students' interaction with exchange students per week*Rank of language barriers

		Rank of Language Barriers			Total
		Highest	Medium	Low	
Interactions with Exchange Students per week	1-2 times a week	37	17	8	62
	3-5 a week	14	5	3	22
	Everyday	4	1	0	5
	Never	13	10	3	26
Total		68	33	14	115

This is a cross tabulation between the amount of interactions full-time students have with exchange students per week with their rank on language barriers. The table shows that most people that had very few

interactions with exchange students, 1-2 times a week, rated language barriers as the highest at 60% (37 people in the 62 people that had 1-2 interactions a week with). However, none of the people who interacted with exchange students every day of the week rated language barriers as low. In addition, people who never interact with exchange students mostly rated language barriers quite high as well (13 full-time students ranked it high which is 50% of the full-time students that never interact with exchange students, and 10 ranked it at medium which is 38.5% of the full-time students that never interact with exchange students).

Table 6 Cross tabulation between exchange students' interactions with full-time students per week*Rank of language barriers

		Rank of Language Barriers		Total
		High	Medium	
Interactions with full-time students	1-2 times a week	21	0	21
	3-5 times a week	5	0	5
	Everyday	4	0	4
	Never	6	1	7
Total		36	1	37

Similar to the previous table, this cross tabulation of exchange students' interactions with full-time students with their ranking of language barriers also shows that students that have few interactions with full-time students rate language barriers as high (all of the students that had only 1-2 interactions per week rated language barriers as high). In addition, the exchange students that never interacted with full-time students still ranked language barriers as high (6 out of the 7 students, 85.7%)

Table 7 Cross tabulation between full-time students' interactions with exchange students per week*Rank of cultural differences

		Rank of Cultural Differences			Total
		Highest	Medium	Low	
Interactions with Exchange Students per week	1-2 times a week	13	27	22	62
	3- 5 times a week	4	10	8	22
	Everyday	1	2	2	5
	Never	2	12	12	26
Total		20	51	44	115

This cross tabulation between full-time students' interactions with exchange students per week and how they rank cultural differences is quite varied but most of the rank of cultural differences weigh heavily on medium (51 responses) and low (44 responses).

Table 8 Cross tabulation between exchange students' interactions with full-time students per week*Rank of cultural differences

		Rank of Cultural Differences			Total
		High	Medium	Low	
Interactions with full-time students	1-2 times a week	0	16	5	21
	3-5 times a week	0	2	3	5
	Everyday	0	2	2	4
	Never	1	4	2	7
Total		1	24	12	37

By looking at the table, it shows that cultural differences aren't as important as language barriers, with only one respondent stating that cultural differences are high.

Table 9 Cross tabulation between full-time students' interactions with exchange students per week*Rank of "do not see the point in trying"

		Rank of Do not See the Point in Trying			Total
		Highest	Medium	Low	
Interactions with Exchange Students per week	1-2 times a week	12	18	32	62
	3-5 weeks	4	7	11	22
	Everyday	0	2	3	5
	Never	11	4	11	26
Total		27	31	57	115

This is the cross tabulation of full-time students' interactions with exchange students per week with Rank of "Do not see the point in trying" to communicate. Many people answered this as a low barrier (57 people in total, 49.6 %, almost half) and most of these 57 people are people that interact with exchange students only a few times a week (32).

Table 10 Cross tabulation between exchange students' interactions with full-time students per week*Rank of "no point in trying to communicate"

		Rank in no point of trying to communicate		Total
		Medium	Low	
Interactions with full-time students	1-2 times a week	5	16	21
	3-5 times a week	3	2	5
	Everyday	2	2	4
	Never	2	5	7
Total		12	25	37

With this cross tabulation, the exchange students' interactions with full-time students with rank in "No point of trying to communicate" is much more diverse than with full-time students. However, there isn't even a column for this barrier being high, indicating that exchange students do want to communicate with full-time students.

Table 11 Cross tabulation between exchange students' interactions with full-time students per week*Motivation for studying

		Interactions with full-time students				Total
		1-2 times a week	3-5 times a week	Everyday	Never	
Motivation for Studying	Parental Pressures	1	0	0	0	1
	Social Positioning	0	1	0	1	2
	Create Connections	2	1	0	2	5
	Increased Job Prospects	8	2	2	3	15
	Personal development	6	0	1	0	7
	Just to have a degree	3	1	1	0	5
	Others	1	0	0	1	2
Total		21	5	4	7	37

This cross tabulation table is between Exchange students' motivation for studying and their interactions with full-time students. It shows that people whose motivation is based on parental pressures barely interact with exchange students at all (only one person and that person only interacts with exchange students 1-2 times a week). Exchange students whose motivation were increased job prospects showed the most interaction with full-time students (12 students out of 15, 80%).

Table 12 Cross tabulation between full-time students' interactions with exchange students per week*Motivation for studying

		Motivation for Studying							Total
		Parental Pressures	Social Positioning	Increased Marital Prospect	Create Connections	Increased Job Prospects	Personal Development	Just to have a degree	
Interactions with Exchange Students per week	1-2 times a week	6	3	2	9	15	18	9	62
	3-5 weeks	2	2	2	4	6	5	1	22
	Everyday	1	0	0	1	2	0	1	5
	Never	5	3	5	1	5	6	1	26
Total		14	8	9	15	28	29	12	115

This is a cross tabulation between full-time students' interactions with exchange students per week with motivation for studying. Similar to the previous table, the people whose motivations were increased job prospects have a high correlation with interactions (23 out of 28 people motivated by increased job prospects interacted with exchange students during the week, 82%). Also, full-time students motivated by personal development have a high correlation with interactions as well (23 out of 29 people motivated by personal development interacted with exchange students during the week, 79%). In addition, people motivated by just having a degree mostly interacted with exchange students only once or twice a week (9 people out of the 12 people who are motivated by just having a degree, 57%)

Table 13 Cross tabulation between full-time rank on "do not see the point in trying to communicate*Motivation for studying

		Motivation for Studying							Total
		Parental Pressures	Social Positioning	Increased Marital Prospect	Create Connections	Increased Job Prospects	Personal Development	Just to have a degree	
Rank of Do not See the Point in Trying	Highest	8	1	2	5	3	7	1	27
	Medium	4	1	1	5	5	11	4	31
	Low	2	6	6	5	20	11	7	57
Total		14	8	9	15	28	29	12	115

This table is a cross tabulation between full time students' rank of "Do not see the point in trying" and their motivation for studying. As we can see, people motivated by parental pressures mostly ranked "not seeing the point" as highest (8 students from 14 that are motivated by parental pressure, 57%). The table also shows that most people motivated by increased job prospects ranked "not seeing the point in trying" at low (20 students out of 28 that are motivated by increased job prospects, 71%).

Table 14 Cross tabulation between exchange students' funding of degree*Motivation for studying

		Motivation for Studying							Total
		Parental Pressures	Social Positioning	Create Connections	Increased Job Prospects	Personal development	Just to have a degree	Others	
Funding of this Degree	Parent's money	0	1	2	6	3	3	2	17
	Self-Funding	0	0	1	5	2	0	0	8
	Scholarship	0	1	0	2	0	1	0	4
	Other	1	0	1	2	2	1	0	7
	6	0	0	1	0	0	0	0	1
Total		1	2	5	15	7	5	2	37

This is a cross tabulation table showing Exchange students' funding of their degree with their motivation for studying. As seen in the table, people who are motivated by increased job prospects are mostly funded by their parents, which may also motivate them to communicate with full-time students (maximize their experience).

Table 15 Cross tabulation between exchange students' interactions with full-time students per week*Reason for exchange to Rangsit University International College

		Reason for Exchange to Rangsit University International College			Total
		Traveling Prospects	Interested in the culture	International Experience	
Interactions with full-time students	1-2 times a week	8	5	8	21
	3-5 times a week	2	2	1	5
	Everyday	1	1	2	4
	Never	5	1	1	7
Total		16	9	12	37

This cross-tabulation between exchange students' interaction with full-time students with Reasons for exchange to Rangsit University International College clearly shows that people interested in culture interacted with full-time students a lot (89%, 8 people out of the 9 people that are interested in the culture) and the same with people interested in International experience also interacted a lot (92%, 11 students out of the 12 motivated by international experience). The table also shows that people that exchanged here for traveling prospects are the highest in never interacting with full-time students (5 people; this may be because they are always traveling and have no opportunity to meet up and interact).

Table 16 Frequency of exchange students' motivation for studying

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Parental Pressures	1	2.7	2.7	2.7
	Social Positioning	2	5.4	5.4	8.1
	Create Connections	5	13.5	13.5	21.6
	Increased Job Prospects	15	40.5	40.5	62.2
	Personal development	7	18.9	18.9	81.1
	Just to have a degree	5	13.5	13.5	94.6
	Others	2	5.4	5.4	100.0
Total		37	100.0	100.0	

This frequency table shows that most of the exchange students are motivated by increased job prospects (15 people), followed by personal development (7 people). They are least motivated by parental pressure (1 person). This can be an indicator of the exchange student's culture, being more focused on themselves and being more individualistic.

Table 17 Cross tabulation between exchange students' interactions with full-time students*Who they want to work for after graduating

		Who they want to work for after university				Total
		Home/Family Business	Local Company	Multinational Company	Start own business	
Interactions with full-time students	1-2 times a week	0	6	10	5	21
	3-5 times a week	0	1	3	1	5
	Everyday	1	0	2	1	4
	Never	0	2	4	1	7
Total		1	9	19	8	37

This cross tabulation of exchange students' interactions with full-time students and who they want to work after university showed some interesting correlations as well. For instance, exchange students who want to work for a multinational company interact with full-time students very often (15 out of 19 students that want to work for multinational companies interact with full-time students, 79%) and most exchange students want to work for multinational companies, 19 out of 37 exchange students or 51% of the exchange students sampled (This could also explain why they're on an exchange program).

Cross Tabulation and Frequency tables were also done on the results of the online questionnaire. These answers were all based on a Likert scale, as mentioned previously. It is a mixture of both full-time and exchange student answers, providing an overall view of the RIC student community towards each other.

Table 18 Frequency table of scale of interaction with opposite group in class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	21	17.9	17.9	17.9
	Agree	43	36.8	36.8	54.7
	Neutral	37	31.6	31.6	86.3
	Disagree	15	12.8	12.8	99.1
	Strongly Disagree	1	.9	.9	100.0
Total		117	100.0	100.0	

From this frequency, we can see that more than half the respondents agreed and strongly agreed with this statement, meaning they do interact with the opposite group during class (21 people strongly agreed, 43 people agreed = 64 people somewhat agreed with this statement, 54.7% out of the 117 respondents). This could be due to the fact that many lecturers force students to do group work that mixes exchange and full-time students in a group, and so, both parties will have to interact even if they don't necessarily want to.

Table 19 Frequency table of scale of interaction with opposite group outside of class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	22	18.8	18.8	18.8
	Agree	46	39.3	39.3	58.1
	Neutral	34	29.1	29.1	87.2
	Disagree	13	11.1	11.1	98.3
	Strongly Disagree	2	1.7	1.7	100.0

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	22	18.8	18.8	18.8
	Agree	46	39.3	39.3	58.1
	Neutral	34	29.1	29.1	87.2
	Disagree	13	11.1	11.1	98.3
	Strongly Disagree	2	1.7	1.7	100.0
	Total	117	100.0	100.0	

As we can see from Table 19, even more people agree with interacting with the opposite group outside class (22 people strongly agreed and 46 people agreed = 68 people, 58.1% out of 117 respondents). This suggests that people do try to interact with the other party and may be more motivated by personal reasons rather than lecturers in class forcing them to interact.

Table 20 Cross tabulation between scale of interacting with opposite student groups in class*Interacting with opposite student groups outside class

I interact with opposite student groups very often in class. * I interact with the opposing student groups outside of class
Cross-tabulation

		I interact with the opposing student groups outside of class					Total
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
I interact with opposite student groups very often in class.	Strongly Agree	11	7	3	0	0	21
	Agree	9	23	9	1	1	43
	Neutral	2	12	20	3	0	37
	Disagree	0	3	2	9	1	15
	Strongly Disagree	0	1	0	0	0	1
Total		22	46	34	13	2	117

Now we have a cross tabulation table between those two elements, interactions inside class and outside class. The highest correlation here is the respondents agreeing with both parties (23 respondents).

Table 21 Cross tabulation between scale of opposing student groups give off positive attitude*Ease of approaching opposing student groups

		Approaching opposing student groups is easy.					Total
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
Opposing student group gives off a positive attitude.	Strongly Agree	9	7	1	0	0	17
	Agree	7	29	10	3	0	49
	Neutral	0	9	20	5	0	34
	Disagree	0	2	6	5	2	15
	Strongly Disagree	0	0	2	0	0	2
Total		16	47	39	13	2	117

This cross tabulation is between the scales of opposite student group giving off positive attitude with ease of approaching opposing student groups. It shows that the highest correlation is agreeing with both statements (29 respondents), showing that people that think approaching the other party is somewhat easy also agree that the other party gives off a positive attitude (out of the 49 people that agreed with opposing parties giving off positive attitude, 29 agreed with it being easy to approach opposing student groups, 59.2%). Therefore, we can assume that the opposite parties attitude has effect on the ease of approaching the opposite student group.

Table 22 Cross tabulation between scale of social group at university including people from opposite student group*Ease of communication with opposing group

		It's easy to communicate with opposing student groups.					Total
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
My social group at university includes people from opposing student groups.	Strongly Agree	6	10	6	1	1	24
	Agree	6	25	9	4	0	44
	Neutral	1	9	14	5	2	31
	Disagree	1	3	2	9	2	17
	Strongly Disagree	0	1	0	0	0	1
Total		14	48	31	19	5	117

This cross tabulation shows that most of the people that agree with having people from the opposite student group in their social group at university also agreed that it is easy to communicate with opposite student groups. This shows a possible correlation that if it is easy to communicate with the opposite student group, it's much more likely that they will be in the student's social group.

Table 23 Cross tabulation between scale of interacting with opposite student groups outside of class*Ease of working with opposing student groups

		Working with opposing student groups is easy.					Total
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
I interact with the opposing student groups outside of class	Strongly Agree	8	7	6	1	0	22
	Agree	5	26	10	3	2	46
	Neutral	3	4	17	5	5	34
	Disagree	0	1	6	5	1	13
	Strongly Disagree	0	1	0	1	0	2
Total		16	39	39	15	8	117

Table 23 helps identify whether there is a relationship between the ease of working with opposing student groups and the amount of interactions outside of class. For instance, 15 people disagreed with it being easy to work with opposing student groups, and out of those, 5 people disagreed with interacting with opposing students outside class. This may suggest that if students have a bad experience with working with opposing student groups in class, they may not be motivated to interact with these students outside of class.

In terms of the open-ended answers, interesting ideas will be incorporated in the conclusion in terms of what next.

The cohort of full-time students in the sample is Asian, particularly Southwest Asian from Thailand. In the cohort of exchange students the sample was predominantly from European countries. Most of the samples taken from full-time students are Thai and Chinese, who do not have a very high English proficiency level (73.9% of the sample).

A majority of students of the survey rated language barriers as the highest barrier to communication. Thai students seem to place very high importance on language barriers possibly because of the low English proficiency level of Thai students. This could explain them being shy and embarrassed to talk to exchange students. Most full time students had very few interactions with exchange students and rated language barriers as the highest. However, among students who interacted with exchange students every day of the week language barriers were not an issue. Students that have few interactions with full-time students rate language barriers as the highest. Also, exchange students that never interacted with full-time students still ranked language barriers as high.

It seems that full-time students that did not interact very much with exchange parties ranked language barriers as high. This may mean that because there is not much interaction, full-time students don't get many opportunities to understand them and communicate with them on other levels (i.e. through body language) and therefore base the communication on language and speaking solely. This could be a

reason why language barriers are so high. With exchange students, the same observation occurred. Most of the exchange students that had few interactions with full-time students ranked language barriers as high. This would also reflect the same thing as the full-time students' results, that fewer interactions may cause higher language barriers as there are fewer opportunities to bond.

Cultural differences aren't as important as language barriers, with only one respondent stating that cultural differences are high.

The results of the question "Do not see the point in trying" indicates fulltime students consider this a low barrier. Exchange students' interactions with full-time students on this issue of "No point of trying to communicate" is much more diverse than with full-time students, yet no respondent felt a barrier as being high. Because of such a varied result, this may mean that results are based more on individual personalities and so answers are very spread out. The reason for a lack of communication between full-time students and exchange students (from full-time students' perspective) is not a result of people not seeing the point in communicating. Therefore, full-time students actually do want to talk to exchange students but are stopped by other factors.

Exchange students' motivation for studying and their interactions with full-time students shows that people whose motivation are based on parental pressures barely interact with exchange students at all. Exchange students whose motivation was increased job prospects showed the most interaction with full-time students. Exchange students with their own goals rather than pressure put on them by their parents, are more likely to interact and communicate with full-time students. This could be because they want to maximize their experience in Rangsit University International College to gain international understanding which could aid in their job prospects.

Students whose motivations were increased job prospects have high interactions with exchange students. Also full-time students motivated by personal development have high interactions with exchange students. In addition, people motivated by just having a degree registered the lowest interactions with exchange students. The highest ranking of students "not seeing the point" to communicate with exchange students were those motivated parental pressures to study.

Students motivated by increased job prospects ranked "not seeing the point in trying" is low. Among exchange students' funding of their degree people who are motivated by increased job prospects are mostly funded by their parents. When full-time students are motivated by personal goals like increased job prospects, they tend to try more and see the importance in trying to communicate with exchange students. It also shows the opposite, that full-time students who are purely studying because their parents are making them study do not see the point in trying to communicate. An interesting result in the table is the increased marital prospects column. The cross tabulation between it and the rank of "do not see the point in trying" shows that most of the results rank it as low. This may mean that they see the importance of trying to communicate to find a spouse.

Exchange students interested in culture exchange had high interacts with full-time students. Exchange students interested in international experience also interacted a lot. Overseas exchange students with the desire for travel registered the highest in never interacting with full-time students, possibly because they are always traveling. Most of the people that are on exchange programs are for their personal goals, like increased job prospects and personal development rather than parental pressures or social positioning. This may lead us to believe that exchange students come here because they want to, not because they're forced to by their family or societal norms. They want to find better opportunities or gain experience internationally.

Most of the exchange students are motivated by increased job prospects, followed by personal development. This cohort is least motivated by parental pressure. Exchange students indicating a desire to work for a multinational company interact with full-time students very often.

Most of the exchange students that have come to study at Rangsit University International College are here to increase their job prospects and personal development. Also, most of the funding for their degree is parents or their own savings. This could be observed as a motivation for them to try harder at university in terms of communicating with others as they want to "get the most out of what they paid for" both in university and on their exchange program.

Exchange students who want to work for a multinational company interact with full-time students very often. This can show that exchange students are motivated to communicate with full-time students

because of their future job goals; they may want to understand different cultures/languages in preparation for their future goals or even to try and find future job prospects here.

Half the respondents agreed and strongly agreed with this statement, meaning they do interact with the opposite group during. This could be due to the fact that many lecturers force students to do group work that mixes exchange and full-time students in a group, and so, both parties will have to interact even if they don't necessarily want to.

The highest frequency for interaction with opposite groups was outside class, closely followed by interactions outside of class. Most people that interact with students that interact with the opposing student group in class also interact with them outside of class.

Responses strongly supported the idea that all students give off a positive attitude when approaching opposing student groups. We can draw the conclusion that when people feel that the other party is positive and open, they'll be able to approach them.

All students strongly agreed that having people from the opposite student group in their social group at university made it easy to communicate with opposite student groups or that most people that find it easy to communicate with the opposing group will most likely have them in their social group as they are able to connect and socialize together.

The responses demonstrated a relationship between the ease of working with opposing student groups and the amount of interactions outside of class. This may suggest that if students have a bad experience with working with opposing student groups in class, they may not be motivated to interact with these students outside of class.

5. Conclusion

The goal of this research was to identify reasons for cross cultural exchanges among Rangsit University International college full time and exchange students. Based on the foregoing discussion of the research results some conclusions follow.

Regarding cross cultural exchanges, the motivation is a central factor. Students who study for personal development, international experience or enhanced job prospects are much more inclined to engage with students outside their group that students who are motivated by parental pressure. Developing programs and activities to reach those students who are less motivated would create more meaning cultural interactions across the student population. It can also be concluded that communication is a real struggle in the environment of Rangsit University International College and although both exchange students and full-time students want to communicate and bond but due to certain factors or "barriers", they can't. The highest ranked factor was language barriers. Now although it is the highest, the language barrier may be more of a cultural barrier than a language barrier. It is more that they are afraid to talk with exchange students out of fear or shyness.

Students find difficulty communicating because of different cultural references. Harrison and Peacock (2010) also found these results in their research. Each student group, usually by nationality, will have built their group over pop culture references that hinders others from being able to join. Possibly, the creating of more shared cultural reference points among the student body, for example by activities which recognize this gulf and seek to bridge it, would produce better outcomes. Therefore, it is also important to try and find ways to bridge this gap, possibly through activities and trips. For instance, rather than doing one big trip to a province for three days, provide more regular activities that full-time and exchange students can do together to form a bond. Activities that are "closer to home" and tailored more towards what both bodies of students actually want

In addition to that, an informal buddy system could be implemented. When people only meet up for school work or group class assignments, a bond isn't usually formed because people are stressing out over getting the work done or possibly (with full-time students) looking bad in front of the other students if they can't articulate their ideas very well. Therefore, to try and get both groups more comfortable with each other, possibly finding a way to group students informally and propose that they do activities together maybe once or twice a week.

Also, many full-time students want to communicate but due to their culture or the society they live in, they might not be well-versed in traditional cross-cultural modes of communicating and might find cultural impediments. In this case, possibly finding a way to encourage more full-time students taking a semester abroad, either through an exchange program or a double degree, could help get them familiarized

with other people and other cultures. Motivation could be given through funding for their housing in exchange for a presentation on their stay, more interesting subjects overseas, and less paperwork to get through.

These solutions could also be implemented in other universities that have exchange students or even possibly in companies that have international or expatriate staff. Other universities could execute these suggestions the same way but it may be different for companies and organizations. Obviously, some of these methods may seem “childish” for companies and may have to be altered to fit the suitability of the situation. For instance, rather than a “buddy system”, companies may implement more of a group system by having a group of home employees and incorporating an expatriate into the group to help them settle into to the corporate culture as well as the home country’s culture. As for bonding trips, many companies implement this sort of strategy already and it is somewhat successful.

As for the benefits of these findings, it can aid Rangsit University International College to identify and understand the reason the cross-cultural issue is important and start applying some structures to rectify it with the help of the professors (through a revision and possible redesigning of courses) and with students (possibly enlisting aid from the student union or scholarship students).

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