

南華大學管理學院企業管理學系管理科學碩士班

碩士論文

Master Program in Management Sciences

Department of Business Administration

College of Management

Nanhua University

Master Thesis

探討文化衝擊文化價值與社會文化適應干擾效果之研究：

以台灣越南學生為例

Socio-Cultural Adjustment of Vietnamese Students as
Expatriates in Taiwan

團氏玉翠

Doan Thi Ngoc Thuy

指導教授：紀信光 博士

Advisor: Hsin-Kuang Chi, Ph.D.

中華民國 108 年 6 月

June 2019

南 華 大 學
企業管理學系管理科學碩士班
碩 士 學 位 論 文

探討文化衝擊文化價值與社會文化適應干擾效果之研究：以台灣越南
學生為例

Socio-Cultural Adjustment of Vietnamese Students as Expatriates in Taiwan

研究生： Thuy Loan Thi Ngoc Thuy

經考試合格特此證明

口試委員： 李鴻文

紀信光
郭東昇

指導教授： 紀信光

系主任(所長)： 郭東昇

口試日期：中華民國 108 年 06 月 05 日

MBA recommendation letter

準碩士推薦函

本校企業管理學系管理科學碩士班研究生團氏玉翠 DOAN THI NGOC THUY君在本系修業1.5年，已經完成本系碩士班規定之修業課程及論文研究之訓練。

1、在修業課程方面：團氏玉翠 DOAN THI NGOC THUY君已修滿39學分，其中必修科目：研究方法、管理科學等科目，成績及格(請查閱碩士班歷年成績)。

2、在論文研究方面：團氏玉翠 DOAN THI NGOC THUY君在學期間已完成下列論文：

(1)碩士論文：SOCIO-CULTURAL ADJUSTMENT OF VIETNAMESE STUDENTS AS EXPATRIATES IN TAIWAN

(2)學術期刊：

本人認為團氏玉翠 DOAN THI NGOC THUY君已完成南華大學企業管理學系管理科學碩士班之碩士養成教育，符合訓練水準，並具備本校碩士學位考試之申請資格，特向碩士資格審查小組推薦其初稿，名稱：SOCIO-CULTURAL ADJUSTMENT OF VIETNAMESE TUDENTS AS XPATRIATES IN TAIWAN，以參加碩士論文口試。

指導教授：何偉忠 簽章

10815128

ACKNOWLEDGEMENT

I wish to express my gratitude to my professor Hsin-Kuang Chi for his teaching and helping and his guidance on this project. I wish that I could show my gratitude to you. However, it is hard to express by speech. I just hope I can show a part of my warmest appreciation from the bottom of my heart

I would like to acknowledge the financial help provided to me by Nanhua University's scholarship for the MBA program. Furthermore, I would like to give sincere thanks to the lectures who were helping and motivating me to get a good result in my studies.

I would like to thanks my teacher: Mr. Nguyen Tuan Duong who has strong energy, put fire on me, support me. There are no words to show my appreciation. I do appreciate it.

Finally, on a more personal level, I would like to thank my family: my Daddy. My Mommy, my Son who encourage me since the beginning and besides me. I give my thanks to all my friends in Taiwan and Vietnam, especially Jordan, he gave me lots of advice on my thesis. Thank you, without your support, I wouldn't have been able to make such progress in my thesis. I do appreciate it. Thank you, Trang, Quang- my best friends. Thank you for spending time to hearing me, put hire on me, besides me
The time I study MBA is difficult but exciting. I will never forget

Doan Thi Ngoc Thuy

June 2019.

南華大學企業管理學系管理科學碩士班

107 學年度第 2 學期碩士論文摘要

論文題目：探討文化衝擊文化價值與社會文化適應干擾效果之研究：以
台灣越南學生為例

研究生：團氏玉翠

指導教師：紀信光 博士

論文摘要內容：

全世界正在經歷全球化的過程，真正的趨勢是跨文化混合和學生交流。來自越南的大量學生來到國外學院。這項考試調查了越南海外人士對他們的社會文化變遷遭遇的認可，並在他們的第一次多元化進步中體現了對他們的社會文化變革的影響。本研究旨在建立一個更全面的框架來解釋文化衝擊如何緩和和文化價值與社會文化調整之間的關係。根據越南留學生的回復，使用 SPSS 22 進行數據分析。在學術界，我們的研究結果有所貢獻，社會文化調整是由文化價值決定的，文化價值又由文化認知，社會規範，態度，陳規定型觀念和文化衝擊共同決定。除此之外，本研究中調查的一些中等變量以前很少有經驗探索。本研究的結果揭示了文化衝擊，社會規範，文化認知和社會文化調整之間的正相關關係，這在過去的研究中通常被忽略。

關鍵詞：文化衝擊、文化認知、社會規範、社會文化調適

Title of Thesis: Socio-Cultural Adjustment of Vietnamese Students as
Expatriates in Taiwan

Department: Master Program in Management Sciences, Department of
Business Administration, Nanhua University

Graduate Date: June 2019

Degree Conferred: M.B.A

Name of Student: Doan Thi Ngoc Thuy

Advisor: Hsin-Kuang Chi, Ph.D.

Abstract

The whole world is experiencing the procedure of globalization which genuine tendency is intercultural mixing and students exchange. An extraordinary number of students from Viet Nam come to go to abroad colleges. This examination investigates Vietnamese abroad undersides' recognitions with respect to their sociocultural change encounters and catch the embodiment of the effects on their sociocultural change amid their first diverse progress. This research seeks to develop a more comprehensive framework to explain how culture Shock moderate the relationship between culture value and social cultural adjustment. Based on the responses Vietnamese overseas students, SPSS 22 was used to conduct data analysis. In academia, our findings make some contributions that sociocultural adjustment is determined by Culture value which in turn is jointly determined by Cultural cognition, social norms, attitude, stereotyping and culture shock. Besides that, some moderate variables investigated in this study are rarely empirically explored before. The findings of this study reveal a positive relation between culture shock, social norms, cultural cognition and sociocultural adjustment which is usually ignored in the past researches.

**Keywords: Culture Shock, Cultural Cognition, Social Norms,
Sociocultural Adjustment**

TABLE OF CONTENTS

MBA recommendation letter	I
ACKNOWLEDGEMENT	II
中文摘要.....	III
Abstract	IV
TABLE OF CONTENTS.....	V
List of Figures	IX
List of Tables.....	X
CHAPTER ONE	1
INTRODUCTION.....	1
1.1 Research Background	1
1.2 Research Purpose	5
1.3 Research Progress	7
CHAPTER TWO	9
LITERATURE REVIEW	9
2.1 Studying Abroad	9
2.1.1 Global.....	9
2.1.2 Studying Taiwan	9
2.2 Theoretical of Background.....	10
2.3 Definition of Constructs.....	12
2.3.1 Cultural Cognition	12
2.3.2 Culture Value	13
2.3.3 Stereotyping	14
2.3.4 Culture Shock.....	16
2.3.5 Social Norms.....	20
2.3.6 Attitude.....	20
2.3.7 Sociocultural Adjustment.....	21

2.4 Hypothesis Development	25
2.4.1 Cultural Cognition on Culture Value	25
2.4.2 Culture Value on Sociocultural Adjustment	25
2.4.3 Cultural Cognition on Social Norms	26
2.4.4 Social Norms on Culture Value	26
2.4.5 Culture Shock on Culture Value and Sociocultural Adjustment	27
2.4.6 Attitude Moderates when Cultural Cognition in Relationship with Culture Value	27
2.4.7 Stereotyping on Cultural Cognition and Sociocultural Adjustment ..	28
2.4.8 Cultural Cognition on Sociocultural Adjustment	28
CHAPTER THREE	29
RESEARCH METHODOLOGY	29
3.1 Research Model	29
3.2 Research Hypotheses	30
3.3 Research Design	30
3.4 Construct Measurement	31
3.4.1 Cultural Cognition	31
3.4.2 Culture Value	32
3.4.3 Stereotyping	33
3.4.4 Culture Shock	34
3.4.5 Social Norms	35
3.4.6 Attitude	35
3.4.7 Sociocultural Adjustment	36
3.5 Translation	38
3.6 Pilot Test	38
3.7 Demographics	38
3.8 Sampling Plan and Data Collection	39
3.9 Data Analysis Procedure	40

3.9.1 Descriptive Statistic Analysis	40
3.9.2 Factor Analysis and Reliability Tests	40
3.9.3 Independent Sample t-test.....	41
3.9.4 One Way Analysis of Variance (ANOVA)	41
3.9.5 Regression Analysis.....	42
CHAPTER FOUR.....	43
DATA ANALYSIS AND FINDING.....	43
4.1 Descriptive Analysis and Factor Analysis	43
4.1.1 Characteristics of Respondents	43
4.1.2 Measurement Results for Relevant Research Variables.....	45
4.1.3 Factor Analysis and Reliability Tests	48
4.1.3.1 Cultural Cognition	49
4.1.3.2 Culture Value.....	50
4.1.3.3 Stereotyping	51
4.1.3.4 Culture Shock.....	53
4.1.3.5 Social Norms.....	55
4.1.3.6 Attitude.....	57
4.1.3.7 Sociocultural Adjustment	59
4.2 Independent Sample t-test.....	62
4.3 One-way Analysis of Variance (ANOVA).....	63
4.3.1 Age of Respondents	63
4.3.2 Education of Respondents.....	64
4.3.3 Job of Respondents	65
4.4 Relationships Among Constructs.....	65
4.4.1 Pearson Correlation Analysis.....	65
4.4.2 The Mediating Effect of Social Norms.....	67
4.4.3 The Moderating Effect of Culture Shock	69
4.4.4 The Moderating Effect of Attitude	70

4.4.5 The Moderating Effect of Stereotyping	72
CHAPTER FIVE.....	75
CONCLUSION	75
5.1 Conclusion.....	75
5.2 Contribution	76
5.3 Limitation and Future Direction	77
REFERENCE.....	78
APPENDIX	82
QUESTIONNAIRE.....	82



List of Figures

Figure 1.1 The flow Chart of This Research.....	8
Figure 2.1 The U-Curve Theory	23
Figure 3.1 Research Framework	29
Figure 4.1 Mediating Effect of Social Norms Between Cultural Cognition and Culture Value.....	68
Figure 4.2 Moderating Effect of Culture Shock Between Culture Shock and Sociocultural Adjustment.....	70
Figure 4.3 Moderating Effect of Attitude Between Cultural Cognition and Culture Value.....	72
Figure 4.4 Moderating Effect of Stereotyping Between Cultural Cognition and Sociocultural Adjustment.....	74

List of Tables

Table 1.1 Foreign Students in Taiwan (ROC) 2015-2017.....	3
Table 2.1 Symptoms of Culture Shock.....	19
Table 2.2 Symptoms of Adaption	22
Table 3.1 Questionare of Cultural Cognition.....	32
Table 3.2 Questionare of Culture Value	33
Table 3.3 Questionare of Stereotyping	33
Table 3.4 Questionare of Culture Shock.....	34
Table 3.5 Questionare of Social Norms	35
Table 3.6 Questionare of Attitude.....	36
Table 3.7 Questionare of Sociocultural Adjustment.....	37
Table 4.1 Description of the Sample.....	44
Table 4.2 Mean and Standard Deviation.....	45
Table 4.3 Results of Factor Analysis and Reliability Tests on Cultural Cognition.....	49
Table 4.4 Results of Factor Analysis and Reliability Tests on Culture Value	51
Table 4.5 Results of Factor Analysis and Reliability Tests on Stereotyping .	52
Table 4.6 Results of Factor Analysis and Reliability Tests on Culture Shock	54
Table 4.7 Results of Factor Analysis and Reliability Tests on Social norms.	56
Table 4.8 Results of Factor Analysis and Reliability Tests on Attitudes	57
Table 4.9 Results of Factor Analysis and Reliability Tests on Sociocultural Adjustment.....	60

Table 4.10 The T-test Results Comparing Cultural Cognition, Culture Value, Stereotyping, Culture Shock, Social Norms, Attitude and Sociocultural Adjustment	62
Table 4.11 Results of the Difference of the four Constructs Among Group of age Levels	63
Table 4.12 Results of the Difference of the Four Constructs Among Group of Education	64
Table 4.13 Results of the Difference of the Four Constructs Among Group of Job Levels	65
Table 4.14 Descriptive Statistics and Bivariate Correlations of the Variables	66
Table 4.15 Mediation Test of Social Norms Between Cultural Cognition and Culture Value.....	68
Table 4.16 Modiration Test of Culture Shock Between Culture Shock and Sociocultural Adjustment.	69
Table 4.17 Modiration Test of Attitude Between Cultural Cognition and Culture Value.....	71
Table 4.18 Moderation Test of Stereotyping Between Cultural Cognition and Sociocultural Adjustment.	73
Table 5.1 The Results of Research Hypothesis	75

CHAPTER ONE

INTRODUCTION

1.1 Research Background

History demonstrates that individuals raised in one culture have dependably travel to different societies to exchange, getting the hang of, educating, or changing over others. Despite the fact that, in old occasions the capacity to travel in excess of a couple of miles from one's place of birth was exceptional and pondered an advantage, all through the many years this has changed (Bochner, 2006). Inventive enhancements, changes in legitimate rules, and augmentation in like manner and human-made calamities have incited a suffering addition in the inescapability and the limit with regards to individuals to move over their national and ethnic points of confinement (Bochner). Thus, today, intercultural contact is a general experience. In our front line society, individuals are displayed to various components of social effect either through sojourners or being people from an overall population that gets sojourners. In any case, notwithstanding the way that intercultural contact is regular in the present society, it is no spot close being more straightforward to oversee.

In any society, culture gives people regularizing data about its qualities and offers guides for conduct and considerations. Sojourners, for example, voyagers, evacuees, foreigners, and universal understudies, at first, experience an absence of such regularizing data and direction with respect to how to think and carry on in that culture. This data vacuum regularly prompts a lot of life stress. It is proposed that the dimension of pressure may even increment contingent upon the uniqueness between the way of life of an individual and the new culture (Yang & Clum, 1994).

Globalization has brought about the phenomenon of increased flow of international students; Statistics have shown worldwide advanced education had expanded from 32.6 million out of 1970 to 182.2 million of every 2011. From this staggering growth 46% was in the South East Asian region (UIS 2013), with such high growth various studies have been done to investigate the experiences and challenges international students face during their study abroad. Greater part of these investigations in the South East Asian area has focused more on bigger countries such as Singapore, Vietnam, China etc. With regard to countries in South East Asia, Taiwan is smaller and it has been dubbed 'The Heart of Asia' hence, with its rapid economic growth since the 1960's it has secured its place as the 22nd biggest economy on the planet. Additionally, it is positioned exceedingly as far as opportunity of press, human services, state funded training, monetary opportunity and has a workforce that is appraised as a standout amongst the most profoundly taught on the planet (UNESCO 2014).

With such characteristics it is no surprise that the flow of international students to Taiwan has increased over the years, fig 1 shows the statistics from the ministry of education in Taiwan which shows that between 2015 and 2017 the number of international students had increased from 111,340 to 116,416 respectively. It also shows the total number of students from the top sending countries to Taiwan with Asian countries at the top.

Table 1.1 Foreign students in Taiwan (ROC) 2015-2017

Number of Int'l Students in Taiwan by Top Sending Countries; 2015-2017				
RANK	COUNTRY	2015-2016	COUNTRY	2016-2017
1	Mainland China	41,951	Mainland China	41,981
2	Malaysia	14,942	Malaysia	16,051
3	Hong Kong	8,233	Hong Kong	8,662
4	Japan	6,455	Japan	7,548
5	Macao	5,152	Macao	5,295
6	Indonesia	4,454	Indonesia	5,074
7	Vietnam	4,086	Vietnam	4,774
8	South Korea	4,062	South Korea	4,624
9	U.S.	4,003	U.S.	4,002
10	France	1,633	Thailand	1,749
11	Thailand	1,591	France	1,637
12	India	1,163	India	1,310
13	Germany	1,119	Germany	1,174
14	Canada	841	Mongolia	833
15	Mongolia	810	Canada	729
Total		111,340		116,416

Source: Ministry of Education Republic of China (Taiwan)



Source: Ministry of Education Republic of China

Facing the issue of brain drain since the 2000's, Taiwan welcomed the growth and has implemented various policies to attract more international students', three of which include the 'advancement plan for world class Universities, Research communities for magnificence and Recognition of global Accreditation' (Hou 201). More recently Taiwan also implemented the 'Southbound Policy' which was aimed at fostering bilateral and mutual resource sharing between South East Asian countries.

Under this policy USD31.6 million was allocated and 70% was directed towards attracting more students from ASEAN countries, apart from these policies Taiwan also offers various scholarships for students from countries that have diplomatic ties with Taiwan.

One of these countries is Viet Nam. Over the past 10 years, the trend of studying abroad has been growing strongly. According to the website www.globalvisas.com, Vietnam ranks 8th in the top 10 countries with the highest number of students in the world. With the number of 18,044, Vietnam is just behind some countries has number of students go for a broad like China (196,857) studying in Korea (104,908), India (99,316),... This shows that Vietnamese people are investing heavily in studying abroad. As indicated by different insights from the Ministry of Education and Training, in 2014, almost 110,000 Vietnamese residents are concentrating abroad, up about 5% contrasted with 2013.

Therefore, with this increased flow of international students to Taiwan there have been few studies done in Taiwan regarding international students and the challenges they face as well as how they adjust to the new environment. One study found that that the main challenge that international students face in Taiwan was language, especially in terms of memorizing new Chinese characters' (Roberts et al. 2010) while another study found that the non-Asian respondents in the study often reported having had high feelings of stress, strangeness, discomfort and home sickness within the Taiwanese culture (Pare et al. 2014). This may be particularly true for Vietnamese students in Taiwan; hence, cross-cultural adjustment is something every international student may have experienced during their study abroad. There are four stages that international students go through in their cross cultural adjustment, this process was first conceptualized by the anthropologist Oberg

(1960). Stage one is called the honeymoon stage, in this stage individuals feel the initial excitement of being in a new environment however, stage two that is ‘culture shock’ sets in when the individual loses the perception of his/her own culture and experiences the unfamiliarity of the new environment.

Stage three begins when the individual gradually adjusts to the new environment and then at stage four the individual finally feels at home and accepts the new environment as his/her new home.

Though there are various challenge that international students’ face during their adjustment process the underlining factor for easier and better adjustment is ‘social interaction’, this is especially significant for international students’ who are studying in countries such as Taiwan whose national language is not English.

1.2 Research Purpose

The findings from this study are intended to make contributions to the field of study abroad encounters of global understudies through the investigation of records and semi-organized meetings utilizing a quantitative methodology. To research the change procedure of worldwide understudies in the Taiwanese. There are various adjustment issues Vietnamese students’ may face such as homesick, adjusting to new environment, language and so on. Social interaction is also a significant factor in the adjustment process of international students.

Therefore, this study will draw focus not only to the various cross-cultural adjustments of Vietnamese students but also to their social interactions thus, shedding light on three significant domains.

The first objective is to shed light on some significant cross-cultural challenges that Vietnamese students face. Cross-cultural challenges can be a

kind a rite of passage for international students and is something that international students most definitely will have to experience. As Hoffa (2002) stated, cross-cultural adjustment process is a kind of physiological disorientation that is a necessary discomfort that one has to experience in order to fully enjoy the pleasures brought about by this cross-cultural experience. Thus, this section will look into some of the cross-cultural issues the participants faced.

The second reason for this examination is to explore the social association of Vietnamese understudies' with other international students'. Living and studying in a different country can be intricate this is made more difficult when the national language is not English and often international students' find themselves drawn towards students' who have similar attitude or cultural background as them.

Finally, in order to investigate the difficulties international students experienced or keep on experiencing when gaining a ground to their social and academic lives in Taiwan. Perceiving how the overall understudies react to those troubles and dissected how, what components they utilize to conquer those difficulties.

International students bring international perspectives to the classroom and also encourage teachers to consider new teaching methods. Moreover, they help to internationalize educational environments (Ward 2001). However, studies have shown that international students' encounter more difficulties compared to local students'. The various challenges they face may include change in environment, language barrier, home sick, financial issues etc. To help them cope with these challenges international students often attribute their ability to overcome these challenges to social interaction and new environment adaption.

Interacting more with the locals and other international students enhances the feeling of home and students' become more comfortable in the new environment. Upon arrival international students' gain meaning not only from verbal correspondence however non-verbal correspondence also, non-verbal correspondence may originate from the environment and the earth itself (Moran et al. 2007).

This signifies the importance of social interaction and sociocultural adjustment in university life. Therefore, the findings from this research will enhance schools and international students' insight on how social interaction between Taiwanese and international students' can be improved so as to enable new global understudies' to all the more likely change in accordance with their new condition.

Hence, an increased culture knowledge in this area will provide insight for Taiwan or schools on the cross-cultural issues international students face and how social interaction between international students' and Taiwanese can be improved.

1.3 Research Progress

First of all, the study chose a topic related to How culture shock moderate between culture value and sociocultural adjustment Vietnamese students in Taiwan. After that, a literature review was shown in the relation of seven constructs: cultural cognition, Culture value, Social norms, Attitude, Stereotyping, Culture shock and Sociocultural Adjustment. Thirdly, the research methodology was explored. Then, the discussion about these variables had been shown based on the results after data analysis and test had occurred. Finally, the conclusions and limitations were showed base on the results of this thesis.

A questionnaire survey of this study is conducted to students. The research methodology used mainly quantitative. Survey area in Nanhua University Taiwan. The respondents are the students have age around 18 to 30 years old and studying in Nanhua University.

They were surveyed via email and direct surveys. Data analysis and hypotheses testing are analyzed with following techniques:

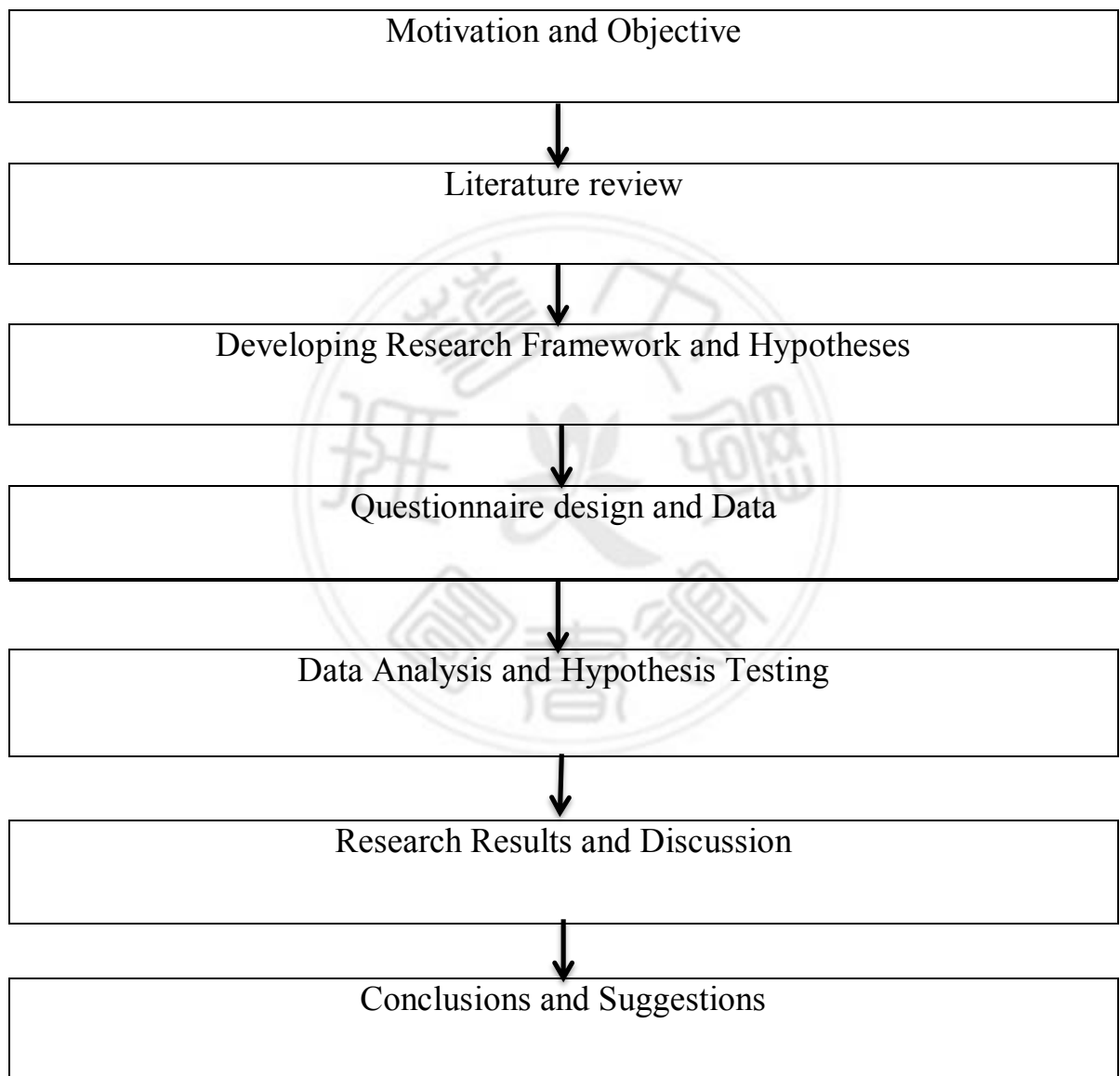


Figure 1.1 The flow chart of this research

Source: Original Study

CHAPTER TWO

LITERATURE REVIEW

2.1 Studying Abroad

2.1.1 Global

UNESCO (2005) stated that, there is an upward of 2 million students yearly that are presently concentrating in nations other than their own. The internationalization of advanced education is being embraced by numerous countries. Practically all nations are influenced by the nearness of universal understudies in the higher learning establishments, or the strain to send a few understudies to think about abroad (Paige, 1990). In nowadays, a developing number of understudies are making a trip abroad to get advanced education. Without hardly lifting a finger of movement, new innovation of long separation correspondence and the monetary globalization, a few people keep up binds and responsibilities to different nations immediately. These sorts of people have been named transnational (Basch, Glick-Schiller, & Szanton-Blanc, 1994).

The transnational is joined into host social orders while keeping solid secures home. One kind of a transnational is the international student Adler, P.S. (1975). As indicated by Paige (1990), worldwide understudies are people who incidentally dwell in a nation outside their nation of citizenship to take an interest in an instructive program.

2.1.2 Studying Taiwan

Every one of us is an intriguing social being a direct result of our adolescence and our brief culture (Swartz-Kulstad & Martin, 1999). Ethnicity, religion, language, childrearing practices and gauges of social subgroups inside our greater culture shape us and our perspective on those outside of our

portrayed culture. Strong relationship with our very own shows and customs inside our get-togethers undeniably remember us from various social orders, and an involvement with another culture causes reactions that may impact us from different perspectives.

Foreign students coming to Taiwan coming to Taiwan to seek after degrees at Taiwan. Schools and colleges experience another social experience that can cause what the composition calls culture paralyze, which incorporates pretty much serious side effects relying upon how well these understudies can adjust to the way of life and adapt to going with challenges. Understanding the way of life stun encounters and adjustment procedures of worldwide understudies and the manners in which they are influenced by a scope of factors affected by the other cultural background and how international

2.2 Theoretical of Background

In order to build my research, I was need a theoretical support. First theory that I will talk about is Cross – Cultural adaptation theory of Young Yun Kim (2001). Second, Contact theory from Gordon Allport (1952).

Young Yun Kim: Cross – cultural adaptation theory

The first theory from Kim (2001) considers adaptation processes in a new environment and pointing the host communication competence as a main. In her studies Kim (2001) mentions that nowadays there are many people who are on the move across cultural boundaries. Indeed, the millions of immigrants and refugees changing their homes each year and building a new life in different places. Author points: “By refusing to change, we can minimize the change.

By accelerating our adaptive efforts, we can maximize it”. By that, she meant that it is our choice rather to reject or accept the changes. If we fit her

point to the international students we can see that if students will refuse to the new environment, they won't be involved in 10 changes. If students will accept the new changes and go toward to them, changes are going to happen. Kim (2001) points that the choice is always after us. Further she argues about co-national and host national contacts and talks about beneficial and negative sites of each contacts. The benefit of the co-national contacts is the fact that it can provide to new comers feeling of social personality and offer an enthusiastic help. Indeed, if we consider International students we often can meet a group of co-national friends that coming to study together and facing a new challenge together. But as Kim (2001) points out, there is negative site for it that co-national contacts offer short-term support however ruins the long-term adjustment process. In this way, her hypothesis places that more the host national contact, the better and smoother the intercultural change. Collaboration with individuals from the host culture assume an essential job in the cross-social adjustment procedure and add to a person's host correspondence ability (Kim 2011).

Through these contacts global understudies can pick up understanding into the brains and conduct of nearby individuals. In her examination Kim (2001) likewise attempts to discover a highlights of solid and feeble ties in considering the fellowship association of remote foreign students. One unmistakable idea in interpersonal organizations of global outside understudies is the nature of ties factor wherein ties are depicted as strong ties or fragile ties (Kim 2001). Creator places that universal understudies who has made more grounded ties with host nationals will be additionally created in the cross-social adjustment process that is very important for healthy social integration. Consequently, international students who has more local friends will have higher level of satisfaction, less homesickness and discontent. Kim

(2001) also points that foreign students are able to make local friends at the point when contrasts are increasingly acknowledged and there is less strain to fit to a host culture. It means that for international students also can be easier to make a local friend in multicultural country where people used to see foreigners. So, friendships with host students will make newcomers to feel accepted and approved from probably a few sections of the host culture conceivably making them satisfied and feel a social connectedness and comfort.

2.3 Definition of Constructs

2.3.1 Cultural Cognition

In light of Nisbett and Norenzayan's (2002) explore in culture and insight, a possible strategy to relate the two abides in understanding that scholarly styles are appropriately formed systems of made information. These socially affected mental styles, when used by Web organizers, result in information age that is overseen by existing socially bound instances of thinking (see furthermore McDonough, 1999

Fundamental human mental attributes are regularly observed as general, inferring that individuals over the world see and reason similarly (Brown, 1991; Pinker, 2006). So also, programming architects and convenience experts presumably will in general accept that when a Chinese client and a European client take a gander at a similar page, they see a similar page – however they may decipher the information on it in different ways. Nisbett (2003; Nisbett et al., 2001) gives persuading confirmation against such universalism and fights that social bona fide complexities in physical condition, youth, preparing, and social structure shape how people from different regions of the world see things and conditions.

Nisbett (2003) centers specifically around two general gatherings of individuals Easterners (Primarily the general population from China, Korea, and Japan, Nisbett, 2003,) and (Westerners, Europeans, Americans and residents of the British Commonwealth, Nisbett, 2003) – on the grounds that they occupy two locales of the world that since antiquated time have had diverse scholarly customs and in this way unique social bases for perception. Nisbett finds that Westerners' perspective can be portrayed as logical – they tend to "think in a line" – though Easterners' perspective is increasingly comprehensive – they tend to "think in a circle". This general portrayal depends on a progression of tests, which exhibit predictable contrasts among Easterners and Westerners in a few principle parts of perception

2.3.2 Culture Value

Obviously there is nobody meaning of social incentive inside existing writing regarding the matter. Similarly, likewise with 'culture' and 'esteem' there are a scope of points of view and employments of the term, some of which supplement one another, while some are apparently opposing (Bennett and Belfiore 2008). Regardless of the absence of agreement on the significance of the term there have been two employments of the idea that speak to the most widely recognized employments of 'social esteem'. The primary originates from crafted by John Holden, from the British research organization Demos, and is worried about showing the characteristic, instrumental and institutional estimations of culture. The second is from crafted by the Australian financial specialist David Throsby, who looks to isolate social qualities from the sort of monetary qualities.

Hofstede characterized culture as "the aggregate programming of the mind that recognizes the individuals from one classification of individuals from those of another" (Hofstede, 1980). The word culture is typically held

for social orders which are a social framework "portrayed by the most abnormal amount of independence in connection to its condition" (Parsons, 1977, referred to by Hofstede, 2001). Hofstede (2001) expressed that in spite of the fact that a general public may contain diverse social gatherings, these gatherings for the most part share certain social qualities that make their individuals unmistakable to outsiders as having a place with that society.

In a significant part of the writing examined about culture, the word "esteem" is utilized as a characterizing apparatus for this term. Qualities have been portrayed as "the structure squares" (Hofstede, 1980) and the "basic centre" (Kroeber and Kluckhohn, 1952) of culture. People express culture and its standardizing characteristics through the qualities that they hold about existence and their general surroundings

2.3.3 Stereotyping

Stereotyping as related notions of "fixed," "unchanging" and "persistent" (Gordon, 1962) According to "Lippmann, stereotypes are cognitive structures that help individuals process information about the environment" (Lippmann, 1922)

Such human' features as parochialism, ethnocentrism, social government and stereotyping have been found totally pejorative with respect to multicultural organization, similarly as undertakings to manage human from different social establishments along these lines have wound up being a test to overall associations (Chaney and Martin 2011; Okoro 2013). As banality impression of interactants lie in the field of our bit of leeway, it justifies establishing that speculations are "broadly acknowledged, socially shared convictions portraying individual attributes and qualities of gatherings of people" (Ramasubramanian 2011). As indicated by W. Lipmann (1922), generalizations are disentangled and regularly mutilated "pictures in our

minds" which suggest miracles and people, and which help people rout a stunning proportion of information, unpredictability of the enveloping scene (cf. McGarty et al. 2002), and empower them to "comprehend their common experiences" (Hager, 2010). Regardless of whether a cliché discernment might be false, generalization responds to the subject of what something ought to resemble in the event that we need to think—basing on our social encounters—that that thing is the thing that it is (Habrajska, 1998). A few language specialists trust that stereotypization is an epiphenomenon of thinking that is distorted, schematic, and routinely wrong (Shaumjan, 2006), and that it twists the picture of people and things it insinuates. Regardless, playing out the apparent limit, speculation empowers people to mastermind the parts of the incorporating reality and understand their experiences. In this way to picture or legend, speculation is of fickle character and passes on both positive and negative ramifications and references, contingent upon such factors as age, sexual direction, race, religion, calling and nationality (Permyakova, 2015), which are shown by history show, administrative issues, and essentially by the expansive interchanges (Michajłowa, 2007).

Investigating the activity of social generalization (which comprises an "institutionalized conclusion on certain social gatherings or delegates of these gatherings", Kotorowa, 2014) in intercultural correspondence gives a chance to comprehend social establishments of the subjective procedure of arrangement, and thus empowers us to get a handle on society view of individuals from different societies, specifically—it enables us to reproduce the manner in which individuals see themselves as well as other people. This errand appears to be irreplaceable with regards to intercultural courses for understudies and trainings for delegates working in multicultural circumstances as it adds to their "general information base about the objective

culture just as increment reflection on the remote culture, the students' very own way of life, and the way toward framing decisions all in all" (Weber, 1990).

2.3.4 Culture Shock

Culture shock is defined as when people who travel abroad or move to a new social and cultural setting, they face the depression and anxiety experiences resulted from cultural differences. In addition, it could be defined as the field of international educational exchange for people who live, work, or concentrate in new social settings, and be depicted as the physical, mental, and conduct responses that regularly occur. When entering a new culture, people tend to find out that there are great differences between this new culture and their own familiar culture.

The differences about culture may cause people to adjust, and it leads to the problem of "culture shock". According to Chi-Ping Chang (2012), the new term of "culture shock" was created by Cora Dubois in 1951, in order to explain the situation and adjustment processes when people enter into a new culture. After Oberg published this new term of "culture shock" in 1953, it be becoming well-known among people; then more and more scholars joined the researches of culture shock. For those scholars, culture shock was the uncomfortable feelings caused by being in strange environments and chaos.

However, the "shock" is not really an intense ailment, yet alludes to the quickly physical development feelings and criticism feelings which may happen over an extensive stretch of time. As Bochner (1982) notes, "Culture shock can result in strain due to making psychological adaptations; a sense of loss in regard to friends, or special status; being rejected by and /or rejecting members if the new host culture; being confused about one's role or own self-identity; surprise, anxiety, and possibly revulsion after becoming

aware of various culture.” Culture shock can be a problem for people in both mental and physiological aspects. In the early times, the scholars pointed out some different view point about culture shock.

First, Smalley (1963) pointed out that in the field of linguistics it was defined as language shock when communication problems appear.

Second, Byrnes (1966) indicated that individuals may not be familiar with the new environments and can't play or change the roles or one of them was role shock.

Third, Guthrie (1975) used culture fatigue to define the feelings of depression and confusion when many unpredictable things constantly happen that causes the chaos and tiredness.

From the mental illness to tiredness of culture, it could be known that culture shock may affect the adjustment processes of people on many aspects Oberg (1960) and Taft (1977), these feelings could be categorized as following: However, the different views of the scholars provided us a more complete outline about culture shock.

According to Oberg (1954), culture shock happened when sojourners entering a new culture, and they could not understand the social values of the new culture. Meanwhile, they lost their familiar symbols and signs of their original cultures; and the feelings of depressed, confused and anxious followed by this situation. Based on:

- The pressure of mental adjustment
- The depression and deprivation of friends, status, professionals and property.
- Be refused by new cultures or refused to accept new cultures
- The confusion of roles, expected roles, values, feeling and self-esteem
- Having surprised, anxious, angry or sick feelings after being aware of

culture differences

- Unable to encounter the new cultures and environments

The emotional feelings of culture shock were hard to understand, control, or even predict other people's emotional reaction. For example, when an individual entering a new country as a student, the person may feel anxious or uncomfortable because he or she does not know how to behave appropriately or efficiently. For the change of behaviour, the person may misunderstand the new rules of the school or the society.

For the change of environment, culture shock is the reaction to changing a new environment for an individual; it may lead to the disorder and confusion of any aspects of life. Furthermore, the language ability also affects the adjustment processes of an individual. As for the adjustment of a new culture, culture shock is the beginning of the stages. People may temporarily form to lose their characters because of the changing of a new environment; they can't understand, predict or control other people's behaviours. This may cause them some problems, for example; depressed, confused, losing their hobbies or feeling lonely. In short, culture shock may not only effects mental problems, but also physiological problems.

Since culture shock is about being out of a place for a period of time, it takes time to recover, and to accept things or norms different from their own cultures. The variable of cultures may include the differences of their original culture and the host culture, for example; language, gender, education level, status, age, clothes, food, lifestyles, environment, self-esteem and so on. When entering a new environment, one may need to learn it from the beginning; and adjust to a totally different way of living.

In addition, the length of stay is a significant measurement during the time spent modification for sojourners, for example, global understudies, with inconvenience generally diminishing as the new culture turns out to be increasingly commonplace (Adler,1975, Ward & Rana-Dueba, 1999).

While the overall process of adjustment may be different from person to person, the time to adjust into a new culture can be relied upon to last around one year (Foster, 1973 & Ruben and Kealey, 1979).

According to Michael Kim Zapf (1991), many indicators or symptoms of culture shock have been identified in Table 2

Table 2.1 Symptoms of Culture Shock

sense of loss	Impatient	apathetic
confused	Irritable	depressed
ready to cry	Frustrated	withdrawn
isolated	Thwarted	helpless
exhausted	need to complain	vulnerable
afraid	desire to resign	inadequate
panic	need to 'get out'	overwhelmed
homesick	Resentful	self-doubt
insomnia	Contemptuous	bewildered
of clients	Bewildered	pessimistic
disoriented	unable to concentrate	hopeless
cynical	Hostile	rejected
Physically ill	Distrusting	unacceptable
fatigued	Alienated	anxiety
different	Angry	pessimistic
lonely	disenchanted	suspicious

Source: Original Study

2.3.5 Social Norms

Social standards have been utilized to allude both to normal practices themselves, just as to the convictions that help the adjustment to these practices. In the majority of the ongoing writing, nonetheless, social standards are commonly comprehended to be shared principles of leadership that are incompletely continued by endorsement and dissatisfaction (Elster, 1989). They have been depicted as the across the board combination of the “unplanned, unexpected result of individuals' interactions...that specify what is acceptable and what is not in a society or group” (Bicchieri and Muldoon, 2014), as well as “the unwritten codes and informal understandings that define what we expect of others and what others expect of us” (Young, 2015)

A few standards can be viewed as a lot of good propensities, for example, if the models in an affiliation "demand" people to be altruistic and veritable towards each other. Various principles reflect morally ghastly points of view, for instance, in the taboo on interracial relations, while a couple of stresses over hard-won great obligations, as in the standard against racial isolation. Sunstein (1996) further cases that there exist social models about essentially all aspects of human direct. For example, there are principles about driving, eating, when to talk, when to talk, reusing junk, etc.

2.3.6 Attitude

A frame of mind is considered as one of the determinants of expectation, Ajzen (1991) characterizes it as "how much an individual has a good or negative assessment or examination of the conduct being referred to". Disposition has demonstrated as a significant factor to clarify the goal towards social change. Mentalities toward conduct allude to one's certain or negative impression of the conduct (Ajzen, 1991). The social convictions incorporate two segments: conviction quality and result assessment. Conviction quality alludes to people's recognition about the probability of an

event of the specific results on the off chance that they play out the given conduct. Result assessment alludes to the degree.

2.3.7 Sociocultural Adjustment

In the field of brain science, social alteration is characterized as the mental procedure of "coexisting with individuals from society as well as can be expected." It is along these lines an effort made by an individual to adjust to new benchmarks, new characteristics and necessities of a given society to be recognized.

Building social and social relations in the open eye is both principal and testing since we live in an overall population where each has a substitute character, and where everyone shapes a substitute assumption around each other. Alternatively suggesting it as a social mix, Tinto (1975) substance that social change incorporates the understudy "fitting in" the informal community of the easygoing state of the association. It is such a huge plot for overall understudies' achievement in the host country that unprofitable social blend is the result of understudies' weakness to get cooperation into the grounds system, and it can incite academic dissatisfaction and withdrawal (Tinto, 1975).

They tended to refuse the new environment, do not interact with local people or have malice about messages from them. However, after the timeframe of passage and in the recuperate of social change, the positive processes were based on Michael Kim Zap (1991).

Table 2.2 Symptoms of Adaption

excitement	Challenge	satisfaction
fascination	Euphoria	elation
anticipation	Enthusiasm	creative
intrigue	Capable	expressive
confident	Optimistic	self-actualized
stimulation	Acceptance	energetic
sense of discovery	self-assured	purposive

Source: Original Study

During the processes of entering new cultures, the sojourners learned to behave positively about the new attitude toward learning and accepting new cultures and related skills. As Alder (1975) stated, this idea of culture shock was thought to be a new stimulus of values and behavioral models for the sojourners, and made them learn and progress. Therefore, the negative attitude of culture shock had changed into positive learning experiences. No matter the negative or positive attitudes toward culture shock, most people thought that their own cultures were the best of living. As people relied on their original cultures, when entering a new culture which differs from their own, people had the emotion of confused and mental reaction. Since each individual has various personalities, the reaction about culture shock will be different. Regardless of any ways to react, the end result was to adjust to the environment as soon as possible.

According to Adler (1975), Chaney & Martin (2007), Ferraro (1990), Furnham & Bochner (1986), Kohls (1984), Oberg (1954) Pederson (1995) Preston (1985) and Torbiorn (1982), the adjustment time may take six months to one year. And most scholars divided the adjustment processes into three

stages: euphoria, culture shock and adjustment. As Figure 2.1 shows the U-curve theory by Lsygaard (1995).

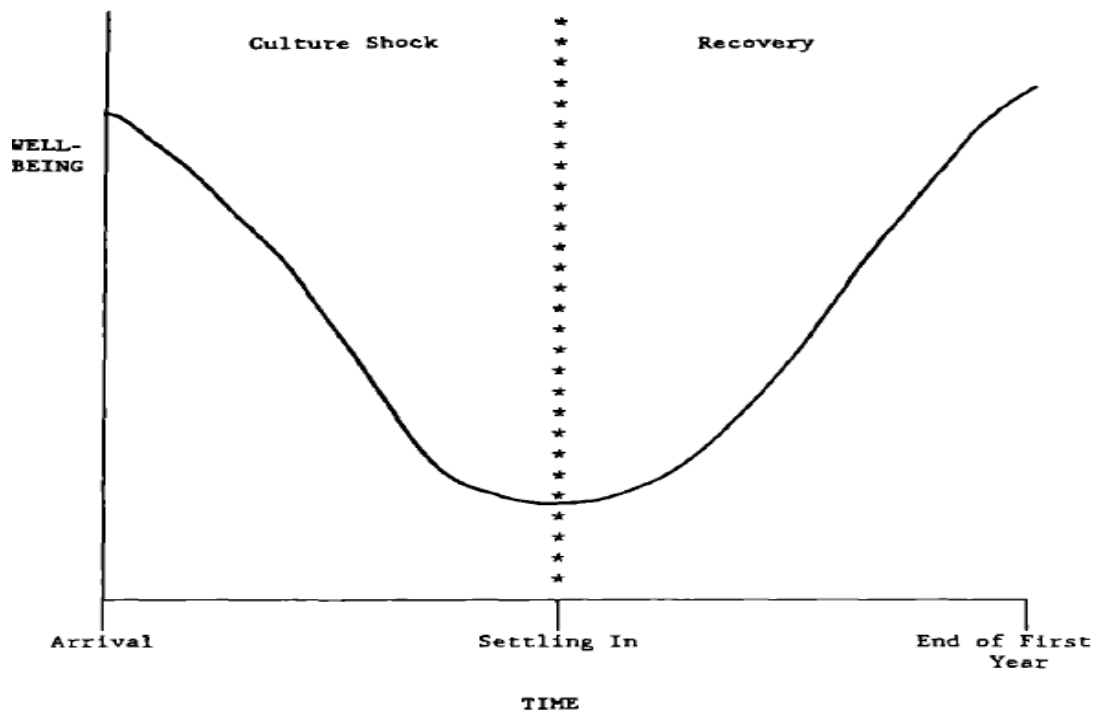


Figure 2.1 The U-Curve Theory

Source: https://www.researchgate.net/figure/U-Curve-Theory-of-Adjustment_fig1_45844120

Since adjustment is a continuous process, it takes time for an individual to adjust to the challenges, changes and stimulus in a new environment. Figure 2.1 shows the assumption and description of adjustment processes when entering a new environment. The top left side of the curve represents the beginning stage which is euphoria. It is the excitement and fascination period of the new culture. During these few days or several months, everything is new and different. As sojourners encounter a new culture, they tend to feel curious and fascinated with the new things that surround them. Sometimes this stage is referred to honeymoon stage, during the time with

wonderful imagination and curiosity; the individual did not deeply enter the local culture.

The individual may live as a visitor or someone who spends honey moon in the new country. Nevertheless, after few days or months; the honeymoon is over.

The excitement turns into disappointment as the individuals encounter more differences and problems between their own culture and new culture.

In the second stage as culture shock stage, there are more negative problems that happen to the sojourners. For example, the sojourners face the problems in communication they feel lonely, disappointed, depressed when they are not familiar with the environment. During this stage, the negative emotions such as anger, homesick, irritation, confusion and depression may happen. Moreover, some may choose to give up or leave. During this stage, as Figure 2.1 shows the bottom of the U-curve it is the most challenging period of the stage. During the acceptance and adaptation processes, the individuals go to the adjustment stage. They learn how to accept the new culture, and motivate themselves living in the environment. They may tend to adjust their behaviors and ways of living, involve in activities, cooperate with the new culture and feel more comfortable in social situations with host people. During this stage, the sojourners will tend to understand more deeply of the new cultures about local people, and to accept and enjoy their customs. They may know how to distinguish different values, languages or things between their own culture and the new culture. Besides, they may feel more comfortable as living in a new culture as their home. Although it may be impossible to completely adjust in the new culture or environment, the sojourners can predict more things, decrease their negative emotions and get along with more friends around them.

As the individuals may encounter the processes of feeling excited, depressed and adjusted, they are lack of the understanding and knowledge about the new culture. Under this kind of situation, the pressure will also happen to the sojourners.

During the processes of adjusting and accepting, the sojourners understand the problems and pains that may cause. Therefore, as individuals may have different time durations of adjusting, they have various processes. Besides, playing different roles in the new cultural settings individuals tend to adjust in different ways. During the process of adjusting and learning, the individuals learn how to encounter difficulties and gain the experiences in their lives.

2.4 Hypothesis Development

2.4.1 Cultural Cognition on Culture value

It portrays the 'ethics, standards, or thoughts that fill in as advisers for activity' (Mason, 2002), where social perception mirrors the significance and significance of social movement (Miles , Sullivan 2010 & Reeves, 2002), as opposed to the monetary origination of significant worth. This origination of significant worth utilizes a comparable spotlight on the qualities of social movement as a method for describing esteem. While this segment isn't proposing any immediate analysis of these sorts of methodologies, it is helpful to know about this utilization of significant worth and qualities inside the writing as a further case of the multifaceted nature of talking about culture esteem.

2.4.2 Culture value on Sociocultural Adjustment

Undertaking contemplates abroad could be energizing knowledge. However, that experience could be defaced with numerous different difficulties, particularly if the nation of origin of the understudy is strikingly not quite the same as the host nation as far as social qualities, convictions,

practices, social practices, and training frameworks. Thus, understudies are frequently looked with the way that their scholastic execution just as their physical and mental prosperity are adversely influenced by the provokes identified with the change following those components (Ward, Bochner and Furnham, 2001)

2.4.3 Cultural Cognition on Social Norms

This point of view of exemplified social perception that recognizes and speculates social varieties in exemplification reverberates with the suggestion of arranged epitome.

In an ongoing exceptional issue on exemplified perception, Schubert and Semin (2009) set that, by perceiving the situatedness of social comprehension in the socio-social settings, the insight view can profit mental speculations and research, especially in social brain science, through promising a binding together point of view (Johnson's (1999)).

2.4.4 Social Norms on Culture Value

Social standards will be measures or guidelines in regards to what is acknowledged and proper in a specific gathering (Deutsch and Gerard, 1955). In this investigation, solid social standards that esteemed genius natural and local cultivating conduct were distinguished and communicated as both elucidating and injunctive standards. Graphic standards portray what individuals trust others are doing while injunctive standards depict what they accept would be affirmed of or esteemed by others (Deutsch and Gerard, 1955). Besides, on the off chance that somebody demonstrations in manners that are not reliable with the social standards, open dissatisfaction may deliver humiliation or disgrace and maybe make a need to cover up. Subsequently, the social outcomes from these disagreeable emotions brought by infringement of social standards may be serious (Sunstein, 1996). At the point when individuals judge an individual, they, for the most part, depend on some

reference or standard (Dunning and Hayes, 1996). Kahneman and Miller (1986's) advanced standard hypothesis express that individuals utilize a few standards to pass judgment on other individuals. A standard is delivered by an amassing set of portrayals of information and utilizing them in making surmising, forecasts, and decisions. After that base on the social standards, understudies will self-adaption with new condition.

2.4.5 Culture Shock on Culture Value and Sociocultural Adjustment

The modifications of universal understudies in another nation are firmly associated with the issue of culture stun. The term Culture stun was first utilized by Oberg (1960) who saw the circumstance as the condition where somebody loses their well-known signs and images of social connection. Furnham (1997) portrays culture stun as a 'people lacking perspectives, social standards, and principles to control the activities and get it others' behavior'.

These cross-cultural adjustment problems vary and are different for each international student. They may include; language and communication, changes in education system, discrimination, financial issues, stress and lack of social life, mental health issues and so on

2.4.6 Attitude Moderates when Cultural Cognition in Relationship with Culture Value

All societies encode their consciousness of singularity, ie what the individual sees as the limits between oneself and the world, just as oneself and different selves, the individual and the group (the 'us' and 'them'). The indication of this classification is probably going to be a particular view on the connection between the requests of private life and those of social duties. From this contention may stem mentalities and ideas toward: connections, holding, seeking, privacy, unselfish conduct privileges, duties, and so on. These thus may shape the indication of such qualities as: solidarity,

independence, enrollment acknowledgment, sympathetic naturals and demeanors, and so on as indicated by C. Geertz (1983)

2.4.7 Stereotyping on Cultural Cognition and Sociocultural Adjustment

Generalizations are regularly learned through socialization and may be actuated even in individuals who esteem themselves tolerant and free of segregating propensities. Truth be told, generalizations can be held and can affect our conduct even on a pre-cognizant dimension. Different national societies frequently have different values, frames of mind, convictions, conduct standards and ways to deal with correspondence and critical thinking which may prompt imagination and advancement from one viewpoint and to false impressions and conflict then again.

2.4.8 Cultural Cognition on Sociocultural Adjustment

Anthropological and mental investigations of general mental systems continue prescribing that abstract styles are related with culture (Chen & Ford, 1998; Macredie, 2002; Lucy, 1992; Luria, 1976; Nisbett, & Norenzayan, 2002; Nisbett, Peng, Choi, & Norenzayan, 2001; Riding & Rayner, 1998; Wood, Ford, Miller, Sobczyk & Duffin, 1996). As appropriately influenced strategies of learning make after some time, the mind outlines explicit styles of orchestrating, strategizing, and basic reasoning subject to inborn instances of dealing with information (Goldstein & Blackman, 1978). Altering educationally also recommends that worldwide understudies need to make sense of how to grasp and modify the new and different relationship with teachers similarly as classmates.

CHAPTER THREE

RESEARCH METHODOLOGY

Chapter 3 focuses on research methods. In this chapter, the study introduces the framework model, the hypotheses and measures the research structures. In addition, Chapter 3 also discusses research methods for analyzing, testing hypotheses and how the research is carried out. A number of sub-sections such as research design, questionnaire design, method and data collection plan, data analysis methods will be presented in this chapter.

3.1 Research Model

Based on the above research hypotheses development, this study develops a research framework as shown in Figure 3.1.

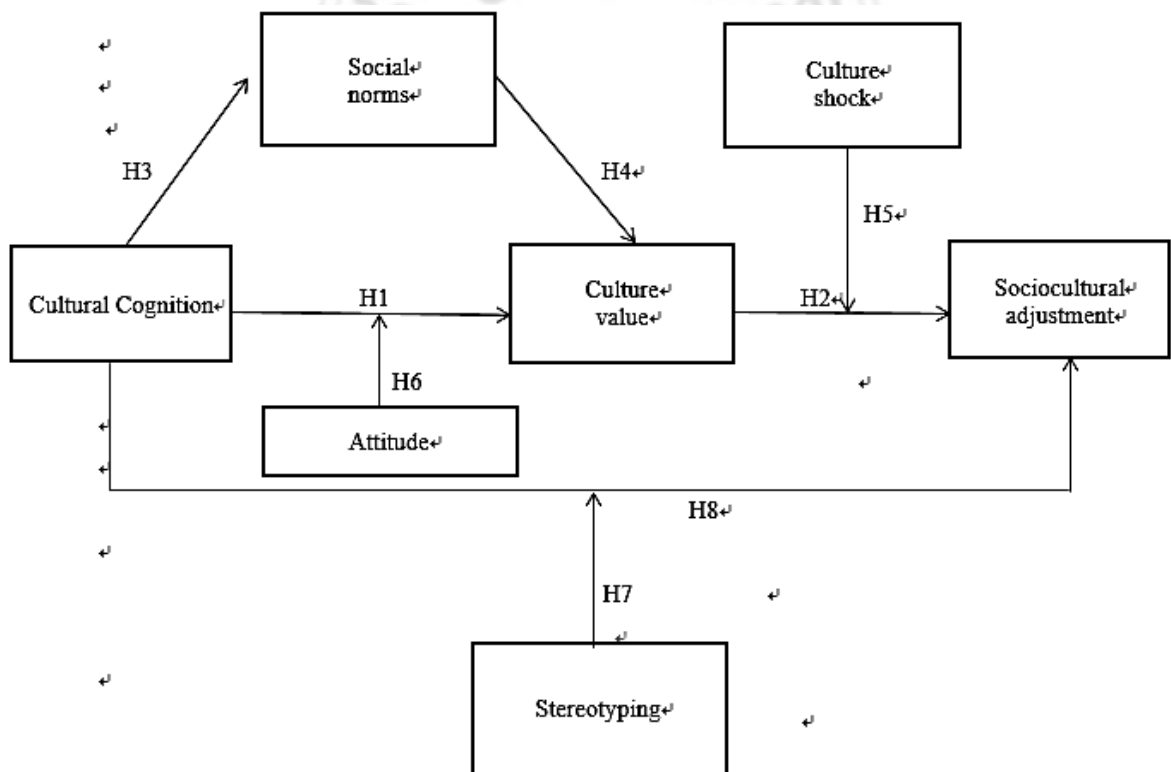


Figure 3.1 Research Framework

Source : Original Study

3.2 Research Hypotheses

Based on the hypotheses we proposed in previous chapter, our research is proposed as followings:

H1: Cultural cognition has a positive influence on Culture value

H2: Culture value has a positive influence on Sociocultural Adjustment

H3: Cultural Cognition has a positive effect on Social Norms

H4: Social norms has a positive effect on Culture value

H5: Culture shock moderates when Culture value in relationship with Sociocultural Adjustment

H6: Attitude moderates when Cultural cognition in relationship with Culture value

H7: Stereotyping moderates when Cultural cognition in relationship with Sociocultural Adjustment

H8: Cultural cognition has a positive effect on Sociocultural Adjustment

3.3 Research Design

The main of this study to examine how Culture Shock moderate the relationship between culture value and social cultural adjustment

The research questionnaire was designed to obtain particular information that needed to conduct this study and to examine the variables listed in the research hypotheses. The questionnaire was developed to successfully achieve the objectives of this study

The questionnaire was structured into two parts. The first part consists of cultural cognition, culture value, sociocultural adjustment, stereotyping, culture shock, social norms, attitude. Likert-type scales (1 = Strongly

Disagree, 2 = Disagree, 3 = Neither Agree nor Disagree, 4 = Agree, 5 = Strongly Agree) were used to measure the variables. 57 items survey questionnaire was developed to obtain the response from respondents. The questionnaire of the study consisted of 7 constructs: Cultural Cognition (4 items), Culture Value(6 items), Sociocultural Adjustment(15 items), Social Norms(6 items), Attitude(10 items), Stereotyping(7 items), Culture Shock(6 items). The second part was the demographics. This part considered gathering the personal information for descriptive analysis: gender, age, education levels.

To collect the data for analysis, this study conduct on the oversea Vietnamese students in Taiwan are used as target systems. They were surveyed via email and direct surveys

3.4 Construct Measurement

The study has considered seven researches constructs, after that the interrelationship among these variables also be assessed. The main identified constructs are cultural cognition, culture value, sociocultural adjustment, stereotyping, culture shock, social norms, attitude. Each construct has its operational conceptions and measurement items. Appendix tables present the questionnaire items for this study.

3.4.1 Cultural Cognition

Fundamental human mental attributes are frequently observed as all-inclusive, inferring that individuals over the world see and reason similarly Brown, 1991; Pinker, 2006. In light of Nisbett & Norenzayan's (2002) inquire about in culture and comprehension, a conceivable method to associate the two dwells in understanding that subjective styles are logically formed frameworks of sorted out data. To measure Cultural cognition 4 items were

designed based on Farah Belhadi & Sarah Ayad (2017). The list of questionnaire items for construct “Cultural Cognition” was mention below:

Table 3.1 Questionare of Cultural Cognition

[CC1] In my culture, I have difficulty accepting difference cultural country as close friends
[CC2] In my culture, I have difficulties accepting ideas held by individuals from another country of origin
[CC3] In my culture, I have difficulty accepting some behaviors exhibited by individuals from another country
[CC4] In my culture, I have difficulty accepting some values held by some individuals from another country

Source: Original Study

3.4.2 Culture Value

Culture esteem can be characterized that people express culture and its regulating characteristics through the qualities that they hold about existence and their general surroundings. (Hofstede, 1980)]. Culture esteem can be comprehended as instrumental esteem, institutional esteem, and inherent esteem. Similarly, likewise with 'culture' and 'esteem', there are a scope of points of view and employment of the term, some of which supplement one another, while some are opposing (Bennett & Belfiore 2008). To measure Culture Value 7 items were designed based on Ke Yu (2013). The list of questionnaire items for construct “Culture Value” was mention below:

Table 3.2 Questionare of Culture Value

[CV1] People always on time for all meeting in Taiwan.
[CV2] They have garbage classification systems in Taiwan
[CV3] People have high collective spirit in Taiwan
[CV4] People don't make noise when use the traffic transport in Taiwan
[CV5] People follow the traffic rule when they ride motorcycle in Taiwan
[CV6] People work hard in Taiwan
[CV7] Taiwan Students respect teacher in school.

Source: Original Study

3.4.3 Stereotyping

Stereotypes describes it as related notions of "fixed," "unchanging" and "persistent Gordon 1962. As cliché view of interactants lie in the field of our advantage, it merits determining that generalizations are "broadly acknowledged, socially shared convictions depicting individual attributes and qualities of gatherings of people". To measure Stereotyping 7 items were designed based on Ramasubramanian 2011. The list of questionnaire items for construct "Stereotyping" was mention below:

Table 3.3 Questionare of Stereotyping

[ST1] Executives also do the same job like anyone in Taiwan
[ST2] People are not lazy and avoid the task assigned in Taiwan
[ST3] They don't complain with difficult problem. in Taiwan
[ST4] My classmates think they are better students than they are.

Table 3.3 Questionare of Stereotyping (continue)

[ST5] Everyone can use free wifi when come to Taiwan with iTaiwan account.
[ST6] People are friendly in Taiwan
[ST7] People are conservative in Taiwan.

Source: Original Study

3.4.4 Culture Shock

Culture shock is defined as when people who travel abroad or move to a new social and cultural setting, they face the depression and anxiety experiences resulted from cultural differences Chi-Ping Chang (2012). To measure Culture Shock 6 items were designed based on H. Spencer-Oatey & Z. Xiong (2006) & Ke Yu (2013). The list of questionnaire 6 items for construct “Culture Shock” was mention below:

Table 3.4 Questionare of Culture Shock

[CS1] I can burn fireworks in everywhere in Taiwan
[CS2] Most of my Taiwanese friends don't like fish sauce
[CS3] The most native speakers in Taiwan is Taiwanese Hokkien not mandarin Chinese
[CS4] The education system was totally different from our country
[CS5] Taiwanese use tea like the beverages can't be lacking every day
[CS6] Taiwanese have a lot of Festivals in year

Source: Original Study

3.4.5 Social Norms

Social standards can be characterized as social demeanors of endorsement and dissatisfaction, indicating what should be done and what should not be done Elster, (1989). Social standards have been utilized to allude both to regular practices themselves, just as to the convictions that help the adjustment to these practices. To measure Social norms 6 items were designed based on (Elster, 1989). The list of questionnaire items for construct “Social norms” was mention below:

Table 3.5 Questionare of Social Norms

[SN1] I share my experience knowledge and happy moments together with my friend
[SN2] I respect different cultures behaviour when meet a new friend
[SN3] I always help the others when they need me.
[SN4] My behaviour always follow to the mutual benefit of the group and the society.
[SN5] I adopt the way of life of their country and to share in their habits
[SN6] I endeavored to be practical and rout the tension and disarray I experienced various societies conduct.

Source: Original Study

3.4.6 Attitude

Disposition is considered as one of the determinants of expectation, Ajzen (1991) characterizes it as "how much an individual has an idea or troublesome assessment or evaluation of the conduct being referred to. To gauge attitude 10 items were designed based on H. Spencer-Oatey & Z.

Xiong (2006) & Ke Yu (2013). The list of questionnaire items for construct “Attitude” was mention below:

Table 3.6 Questionare of Attitude

[ATT1] I stayed in contact with my family and who upheld me to be solid when I examine abroad.
[ATT2] I endeavoured to be in contact with my cohorts, local people and internationals s
[ATT3] I did my best to comprehend on Taiwanese language
[ATT4] I did my best to understand on Taiwanese behaviour
[ATT5] I have able to learn any skills when I am setting Taiwan location
[ATT6] I try to improve the relationship between classmates and my teachers
[ATT7] When I'm attempting to progress toward becoming companions with somebody who appears to be uninterested at first, I don't surrender effectively
[ATT8] On the off chance that I see somebody I might want to meet, I go to that individual as opposed to hanging tight for the person in question to come to me in Taiwan
[ATT9] I am sure that I am ready to deal with surprising circumstances in Taiwan
[ATT10] I face sociocultural adjustment problems and try to find solutions.

Source: Original Study

3.4.7 Sociocultural Adjustment

That social change includes the understudy "fitting in" the social network of the causal condition of the foundation Tinto (1975). In the field of

brain science, social modification is characterized as the mental procedure of "coexisting with individuals from society as well as can be expected." It is in this way an exertion made by a person to adapt to new guidelines, new qualities and requirements of a given society to be acknowledged. To measure Attitude 15 items were designed based on H. Spencer-Oatey & Z. Xiong (2006). The list of questionnaire items for construct "Sociocultural Adjustment" was mention below:

Table 3.7 Questionare of Sociocultural Adjustment

[SA1] I felt on edge, everything appeared to be peculiar to me
[SA2] I feel frustrated about following rules and regulations
[SA3] I feel hard to find friends to talk and study with.
[SA4] I feel frustrated about food. It required me a long investment to adjust to the nourishment here
[SA5] I often insomnia and feel pressure about everything in here
[SA6] I deal with someone who is unpleasant
[SA7] I communicate with people of a different ethnic group.
[SA8] I deal with unsatisfactory service
[SA9] I Follow rules and regulations.
[SA10] I relate to members of the opposite sex.
[SA11] I try to understand the Taiwan political system
[SA12] I talk about yourself with others
[SA13] I deal with the climate
[SA14] I am ready to see different sides of a between social issue
[SA15] I see things from a Taiwanese point of view.

Source: Original Study

3.5 Translation

To collect data for research, the major respondent is undergraduate oversea Vietnamese students in Taiwan. Therefore, the Vietnamese language plays an important role in data collection. In typically, the survey was designed by English, after that, the second language - Vietnamese was used to translate all question items into Vietnamese. It is easier for respondents to answer quickly. The last but not the least step is to translate the questionnaire items back to English to recheck the correction. To complete this questionnaire, the five doctoral degree scientists, who major in business administration and have great skills at English as well as Vietnamese, in Vietnam, are asked to give their suggestion for all the items from English to translate into Vietnamese, to ensure that nothing is different between the Vietnamese version and English version. Then, the double check by translating Vietnamese back into English one more time was used to make sure again. After that, the incorrect words were removed. The final version of the questionnaire in the Vietnamese language was completed after being carefully discussed and modified.

3.6 Pilot Test

A trial test is conducted in Vietnamese version to fortify questionnaire's effectiveness. The pilot test is handled on the internet and 50 responses are collected intentionally. Consequently, this trial data is analyzed in a reliability test to get the internal consistency of each item and factors. An acceptable level of internal consistency would be reflected in a Cronbach's α value of no less than 0.70 in this study.

3.7 Demographics

The demographic characteristics had designed to investigate the dissimilar features among every respondent, who took part in this survey.

According to previous studies, the individual demographic features could be measured by the following indicators:

- Gender
- Age
- Education levels

3.8 Sampling Plan and Data Collection

The data in this thesis will deduct by collect 290 questionnaires from undergraduate overseas Vietnamese student in Taiwan who are used as target systems. This data is collected for 1 months and data collection consisted of five steps.

- Firstly, identifying related research variables through literature review and advice from the thesis advisor.
- The second step was to complete the drafting of the survey questionnaire.
- The third step, translating the research questionnaires into Vietnamese and then translate back into English one more time to double check the meaning of the items remained the same.
- Fourthly, running a pre-test of the Vietnamese questionnaires to check α (alpha). 50 respondents were invited for the pre-test. Based on the pre-test, an internal consistency reliability coefficient of each item was computed. If the consistency reliability coefficient of each question cannot be achieved, the questionnaire was modified one more time as a result to reach the greater consistency.
- The final step was delivery the Vietnamese questionnaire indirectly a directly to undergraduate overseas Vietnamese students. When the data was totally completed, it could be used for analysing in the following step.

3.9 Data Analysis Procedure

The program named SPSS v.22 was used to calculate data. To test the hypotheses as developed from this study, there are six methodological techniques adopted:

- Descriptive Statistic Analysis
- Factor analysis and Reliability test
- Independent Sample t-test
- One-way analysis of variance (ANOVA)
- Multiple Regression Analysis
- The Hierarchical Regression Analysis

3.9.1 Descriptive Statistic Analysis

To gauge about qualities of all factors, the strategy named Descriptive Statistic Analysis is amazingly valuable. It computes the methods for every factor, other than the standard deviations additionally referenced.

3.9.2 Factor Analysis and Reliability Tests

(I) Factor analysis:

The motivation behind factor examination is to investigate the basic difference structure of a lot of connection coefficients. Factor investigation not exclusively is utilized to abridge or diminish information yet also the exploratory or corroborative reason. Production line investigation accept that few surreptitious factors are in charge of the relationship among an enormous number of watched factors. In particular, factor examination accepts that the fluctuation of each watched variable originates from two sections: a typical part imparted to different factors that reason connection among them, and an extraordinary part that is not the same as different factors. The basic parts are

called factors, and these variables speak to the idle builds. Measurement things with factor loadings more prominent than 0.6 will be chosen as the individual from a particular factor.

(II) Reliability test:

In the wake of running an unwavering quality test, Item-to-add up to Correlation and Cronbach's α will have appeared. These outcomes measure the connection of everything to the aggregate of the rest of the things inside one factor. This methodology expects that absolute score is substantial and along these lines, the degree to which the thing connects with the all-out score is characteristic of concurrent legitimacy for the thing. Things with connection lower than 0.5, will be erased from the examination procedure.

3.9.3 Independent Sample t-test

To test whether the differences between two groups in relation with one variable, independent sample t-test is used in this cases. In this study, it was applied to compare the differences between male and female employees in the seven constructs: Cultural Cognition, Culture Value, Sociocultural Adjustment, Social Norms, Attitude, Stereotyping, Culture Shock.

3.9.4 One Way Analysis of Variance (ANOVA)

To test whether the differences between more than two groups in relation with one variable, one-way Analysis of variance is used in this cases. In this study, it was applied to compare the differences between demographic variables (i.e. ages, gender, education) of the respondents in the six constructs: Cultural Cognition, Culture Value, Sociocultural Adjustment, Social Norms, Attitude, Stereotyping, Culture Shock. The analysis will be significant with t-value higher than 1.98, also the p-value lower than 0.05.

3.9.5 Regression Analysis

(I) Multiple Regression Analysis

The different relapse examination is utilized to break down the connection between a solitary ward variable and a few free factors. Accordingly, the primary reason for different relapse investigation is to anticipate the reliant variable with a lot of free factor. Another target of different relapse is to boost the in general prescient intensity of the autonomous factors as spoke to in the variate. Different relapse examination can likewise meet a target contrasting at least two arrangements of free factors to find out the prescient intensity of every variate. The examination will be huge when the R-square higher than 0.1 ($R^2 > 0.1$), a relationship higher than 0.3 and F-esteem is higher than 4. In this investigation, the various relapse examination was led to inspect the interceding variable of social standards between the autonomous variable of social cognizance and the reliant variable of culture esteem.

(II) Hierarchical Regression Analysis

To test how the directing variable of frame of mind impact on the connection between the free factor of social discernment and the reliant variable of culture esteem. Other than that test how the directing variable of Stereotyping between the autonomous variable of social cognizance and the reliant variable of sociocultural adjustment. Finally, we test how the moderating variable of culture shock and the dependent variable of sociocultural adjustment, the method named hierarchical regression analysis was conducted.

CHAPTER FOUR

DATA ANALYSIS AND FINDING

The purpose of this section centers around information examination. The discoveries and the information got are determined factually, and the discoveries are recorded into a table structure. Moreover, the discoveries are delineated graphically to make the portrayal of information simpler to be comprehended. The graphical portrayals of the information incorporate pie outline and visual charts. Relationship examination and relapse investigation are utilized to test the proposed speculations, moderator and mediator.

4.1 Descriptive Analysis and Factor Analysis

4.1.1 Characteristics of Respondents

To collect the data for this research, a survey was conducted for four weeks with paper questionnaires. 320 questionnaires in total were distributed to overseas Vietnamese students. 290 responses were received (excluding 20 invalid and 10 incomplete responses). Table 4-1 presents the demographic data for the sample is described as following Gender, Age, Job and Education. In Age the result present that 55.8% Male to 44.2 Female, beside that the age under 20 (11,03%), the highest ratio is from 20 to 30 (64,82%), from 30 to 40 (18,96%) and lowest ratio is over 40 (5.17%). After that, the main data from Jobs present that Student or/ and Part-time working (92,41%), Self-employee (4,14%) and the lowest ratio is Full-time working (3,45%). Finally, the table present the Education from College of Management with highest ratio (42,06%), College of Science and Technology (20.34%), College of Social Sciences (13.79%), College of Humanities (13.48%) and the lowest is College of Art and Design (10.33%).

Table 4.1 Description of the sample

Item	Description	Frequency	Percentage (%)
Gender	Male	162	55.8
	Female	128	44.2
Age	Under 20	32	11.03
	From 20 to 30	188	64.82
	From 30 to 40	55	18.96
	Over 40	15	5.17
Jobs	Student or/ and Part-time working	268	92.41
	Full-time working	10	3.45
	Self-employee	12	4.14
Education	College of Management	122	42.06
	College of Science and Technology	59	20.34
	College of Social Sciences	40	13.79
	College of Humanities	39	13.48
	College of Art and Design	30	10.33

Source: Original Study

4.1.2 Measurement Results for Relevant Research Variables

Table 4.2 Mean and Standard Deviation

Items	Descriptions	Mean	Standard Deviation
Cultural Cognition			
CC1	In my culture, I have difficulty accepting difference cultural country as close friends	3.75	1.063
CC2	In my culture, I have difficulties accepting idea held by individuals from another country of origin	3.38	0.763
CC3	In my culture, I have difficulty accepting some behaviors exhibited by individuals from another country	3.51	0.759
CC4	In my culture, I have difficulty accepting some values held by some individuals from another country	3.59	0.819
Culture Value			
CV1	People always on time for all meeting in Taiwan.	3.61	1.039
CV2	They have garbage classification systems in Taiwan	3.65	0.957
CV3	People have high collective spirit in Taiwan	3.66	1.013
CV4	People don't make noise when use the traffic transport in Taiwan	3.78	1.035
CV5	People follow the traffic rule when they ride motorcycle in Taiwan	3.42	1.151
CV6	People work hard in Taiwan	3.89	1.021
CV7	Taiwan Students respect teacher in school.	3.80	1.039
Stereotyping			
ST1	Executives also do the same job like anyone in Taiwan	3.92	0.855
ST2	People are not lazy and avoid the task assigned in Taiwan	3.94	0.748
ST3	They don't complain with difficult problem. in Taiwan	4.27	0.765
ST4	My classmates think they are better students than they are.	3.96	0.792
ST5	Everyone can use free Wifi when come to Taiwan with iTaiwan account.	4.02	0.815
ST6	People are friendly in Taiwan	3.89	0.842

Table 4.2 Mean and Standard Deviation (continue)

Items	Descriptions	Mean	Standard Deviation
Stereotyping			
ST7	People are conservative in Taiwan	4.21	0.862
Culture Shock			
CS1	I can burn fireworks in everywhere in Taiwan	4.35	0.612
CS2	Most of my Taiwanese friends don't like fish sauce	4.37	0.719
CS3	The most native speakers in Taiwan is Taiwanese Hokkien not mandarin chinese	4.39	0.608
CS4	The education system was totally different from our country	4.40	0.609
CS5	Taiwanese use tea like the beverages can't be lacking every day	4.42	0.607
CS6	Taiwanese have a lot of Festivals in year	4.44	0.637S
Social Norms			
SN1	I share my experience knowledge and happy moments together with my friend.	4.43	0.782
SN2	I respect different cultures behaviour when meet a new friend	4.21	0.916
SN3	I always help the others when they need me.	4.32	0.831
SN4	My behaviour always follow to the mutual benefit of the group and the society.	4.35	0.588
SN5	I adopt the way of life of their country and to share in their habits	4.27	0.758
SN6	I tried to be realistic and defeat the anxiety and confusion I suffered from different cultures behavior.	4.36	0.647
Attitude			
ATT1	I kept in touch with my family and who supported me to be strong when I study abroad..	4.20	0.878
ATT2	I tried to be in contact with my classmates, locals and internationals	4.07	0.963
ATT3	I did my best to understand on Taiwanese language	4.12	0.975
ATT4	I did my best to understand on Taiwanese behaviour	4.11	0.957
ATT5	I have able to learn any skills when I am setting Taiwan location	4.23	0.759

Table 4.2 Mean and Standard Deviation (continue)

Items	Descriptions	Mean	Standard Deviation
Attitude			
ATT6	I try to improve the relationship between classmates and my teachers	4.16	0.799
ATT7	When I'm trying to become friends with someone who seems uninterested at first, I don't give up easily	4.38	0.750
ATT8	If I see someone I would like to meet, I go to that person instead of waiting for him or her to come to me in Taiwan	4.36	0.717
ATT9	I am confident that I am able to handle unexpected situations in Taiwan	4.33	0.712
ATT10	I face sociocultural adjustment problems and try to find solutions.	3.97	0.914
Sociocultural Adjustment			
SA1	I felt anxious, everything seemed weird to me	4.13	0.915
SA2	I feel frustrated about following rules and regulations	4.20	0.972
SA3	I feel hard to find friends to talk and study with me	4.32	0.678
SA4	I feel frustrated about food. It took me a long time to adapt to the food here	4.23	0.721
SA5	I often insomnia and feel pressure about everything in here	4.08	0.937
SA6	I deal with someone who is unpleasant	4.42	0.727
SA7	I communicate with people of a different ethnic group.	4.26	0.863
SA8	I deal with unsatisfactory service	4.22	0.803
SA9	I Follow rules and regulations	4.33	0.781
SA10	I relate to members of the opposite sex	4.19	0.833
SA11	I try to understand the Taiwan political system	4.15	0.916
SA12	I talk about yourself with others	4.17	0.863
SA13	I deal with the climate	3.87	0.969
SA14	I am able to see two sides of an inter-cultural issue	4.31	0.806
SA15	I see things from a Taiwanese point of view.	4.20	0.683

Source: Original Study

4.1.3 Factor Analysis and Reliability Tests

To confirm the dimensionality and dependability of the builds, a few information decontamination forms are led in this exploration, including factor investigation, relationship examination, and coefficient alpha examination. For the factor, examination inspects the essential structure of the information. Connection examination affirms the multicollinearity among factors, and coefficient (Cronbach's) alpha gets to the inner consistency of every factor.

For each exploration develop, factor examination is received first to choose the things with higher factor stacking, and after that to contrast and the hypothetically recommended things. After factor investigation, the thing to add up to connection, coefficient alpha, and relationship lattice is determined to give the inner consistency estimations to each constructs.

Corroborative Analysis was led for all develop as the information was taken and adjusted from previous research and the following rules were pursued the factor examination:

- Factor loading: Higher than 0.6
- Kaiser Meyer Olkin Measure of Sampling Adequacy (KMO): Higher than 0.5 & Bartlett's test Sig below than 0.05
- Eigen value: Higher than 1
- Cronbach's coefficient alpha (α): Higher than 0.6
- Item-to-total correlation: Higher than 0.5

The aftereffects of the factor examination and dependability for every factor appear Table 4.3 to 4.9.

4.1.3.1 Cultural Cognition

There are total four items in this construct using to explain the Cultural Cognition, which are listed in table 4.3

In general, the KMO value for all factors in each Construct is 0.775, hence it represents data in each factor are well suitable to perform factor analysis. Bartlett test values are 0.000, which indicates correlations between the variables are significant.

All items of factor Cultural Cognition have factor loadings higher than 0.6. Between each item, item CC3 has the highest Factor loading is 0.866, which indicates the highest relation to construct Cultural Cognition . Besides, construct's Eigen value is 3.293 higher than 1.

Reliability test showed three variables are significant when the item-to-total correlations of all items are above 0.5, contributing to high value of - Cronbach's coefficient alpha $\alpha = 0.775$. One item lower than 0.6, which was deleted (CC1). Based on all criteria, we can conclude that the reliability and internal consistency on this factor are acceptable. There are total three items were selected for further analysis.

Table 4.3 Results of Factor Analysis and Reliability Tests on Cultural Cognition

Construct	Item		Factor Loading	Eigen-value	Cumulative Explained	Item to total correlation	Cronbach's Alpha
Cultural Cognition (KMO=.687)				3.293	35.083		0.775
	CC3	In my culture, I have difficulty accepting some behaviors exhibited by individuals from another country	0.866			0.691	
	CC4	In my culture, I have difficulty accepting some values held by some individuals from another country	0.848			0.657	

Table 4.3 Results of Factor Analysis and Reliability Tests on Cultural Cognition (continue)

Construct	Item		Factor Loading	Eigen-value	Cumulative Explained	Item to total correlation	Cronbach's Alpha
	CC2	In my culture, I have difficulties accepting ideas held by individuals from another country of origin	0.719			0.511	
	CC1	In my culture, I have difficulty accepting difference cultural country as close friends	0.551			0.488	

Source: Original Study

4.1.3.2 Culture Value

There are total seven items in this construct using to explain the Culture Value, which are listed in Table 4.4

In general, the KMO value for all factors in each Construct is 0.758, hence it represents data in each factor are well suitable to perform factor analysis. Bartlett test values are 0.000, which indicates correlations between the variables are significant.

All items of factor Culture Value have factor loadings higher than 0.6. Between each item, item CC7 has the highest Factor loading is 0.877, which indicates the highest relation to construct Culture Value . Besides, construct's Eigen value is 2.846 higher than 1.

Reliability test showed six variables are significant when the item-to-total correlations of all items are above 0.5, contributing to high value of - Cronbach's coefficient alpha $\alpha = 0.743$. One item lower than 0.6, which was deleted (CV5). Based on all criteria, we can conclude that the reliability and internal consistency on this factor are acceptable. There are total six items were selected for further analysis

Table 4.4 Results of Factor Analysis and Reliability Tests on Culture Value

Construct	Item	Factor Loading	Eigen-value	Cumulative Explained	Item to total correlation	Cronbach's Alpha
Culture Value (KMO=.758)			2.846	45.675		0.743
	CV7 Taiwan Students respect teacher in school.	0.877			0.672	
	CV2 They have garbage classification systems in Taiwan	0.849			0.602	
	CV3 People have high collective spirit in Taiwan	0.820			0.601	
	CV4 People don't make noise when use the traffic transport in Taiwan	0.782			0.549	
	CV1 People always on time for all meeting in Taiwan.	0.725			0.514	
	CV6 People work hard in Taiwan	0.608			0.511	
	CV5 People follow the traffic rule when they ride motorcycle in Taiwan	0.480			0.471	

Source: Original Study

4.1.3.3 Stereotyping

There are total seven items in this construct using to explain the Stereotyping, which are listed in table 4.5.

In general, the KMO value for all factors in each Construct is 0.765, hence it represents data in each factor are well suitable to perform factor

analysis. Bartlett test values are 0.000, which indicates correlations between the variables are significant.

All items of factor Stereotyping have factor loadings higher than 0.6. Between each item, item ST7 has the highest Factor loading is 0.860, which indicates the highest relation to construct Stereotyping. Besides, construct's Eigen value is 1.499 higher than 1.

Reliability test showed four variables are significant when the item-to-total correlations of all items are above 0.5, contributing to high value of - Cronbach's coefficient alpha $\alpha = 0.668$ Three items lower than 0.6, which was deleted (ST1,ST2,ST3), Based on all criteria, we can conclude that the reliability and internal consistency on this factor are acceptable. There are total four items were selected for further analysis.

Table 4.5 Results of Factor Analysis and Reliability Tests on Stereotyping

Construct	Item		Factor Loading	Eigen-value	Cumulative Explained	Item to total correlation	Cronbach's Alpha
Stereotyping (KMO=.765)				1.499	54.570		0.668
	ST7	People are conservative in Taiwan.	0.860			0.672	
	ST6	People are friendly in Taiwan	0.720			0.602	
	ST4	People have high collective spirit in Taiwan	0.710			.0601	
	ST5	Everyone can use free Wifi when come to Taiwan with iTaiwan	.0686			0.549	

Table 4.5 Results of Factor Analysis and Reliability Tests on Stereotyping (continue)

Construct	Item	Factor Loading	Eigen-value	Cumulative Explained	Item to total correlation	Cronbach's Alpha	Construct
	ST1	Executives also do the same job like anyone in Taiwan	0.542			0.537	
	ST2	People are not lazy and avoid the task assigned in Taiwan	0.490			0.479	
	ST3	They don't complain with difficult problem. in Taiwan	0.580			0.565	

Source: Original Study

4.1.3.4 Culture Shock

There are total six items in this construct using to explain the Culture Shock which are listed in table 4.6.

In general, the KMO value for all factors in each Construct is 0.829, hence it represents data in each factor are well suitable to perform factor analysis. Bartlett test values are 0.000, which indicates correlations between the variables are significant.

All items of factor Stereotyping have factor loadings higher than 0.7. Between each item, item CS2 has the highest Factor loading is 0.889, which indicates the highest relation to construct Culture Shock. Besides, construct's Eigen value is 2,296 higher than 1.

Reliability test showed five variables are significant when the item-to-total correlations of all items are above 0.5, contributing to high value of - Cronbach's coefficient alpha $\alpha = 0.827$ One item lower than 0.6, which was deleted (CS1). There are total five items were selected for further analysis

Table 4.6 Results of Factor Analysis and Reliability Tests on Culture Shock

Construct	Item	Factor Loading	Eigen-value	Cumulative Explained	Item to total correlation	Cronbach's Alpha
Culture Shock (KMO=.829)			2.296	45.949		0.827
	CS2 Most of my Taiwanese friends don't like fish sauce	0.889			0.622	
	CS4 The education system was totally different from our country	0.884			0.642.	
	CS5 Taiwanese use tea like the beverages can't be lacking every day	0.841			0.582	
	CS6 Taiwanese have a lot of Festivals in year	0.824			0.635	
	CS3 The most native speakers in Taiwan is Taiwanese Hokkien not mandarin Chinese	0.790			0.629	
	CS1 I can burn fireworks in everywhere in Taiwan	0.580			0.476	

Source: Original Study

4.1.3.5 Social Norms

There are total six items in this construct using to explain the Social norms which are listed in table 4.7

In general, the KMO value for all factors in each Construct is 0.875, hence it represents data in each factor are well suitable to perform factor analysis. Bartlett test values are 0.000, which indicates correlations between the variables are significant.

All items of factor Social norms have factor loadings higher than 0.6. Between each item, item SN6 has the highest Factor loading is 0.869, which indicates the highest relation to construct Culture Shock. Besides, construct's Eigen value is 3.568 higher than 1.

Reliability test showed five variables are significant when the item-to-total correlations of all items are above 0.5, contributing to high value of - Cronbach's coefficient alpha $\alpha = 0.889$. One item lower than 0.6, which was deleted (SN1). Based on all criteria, we can conclude that the reliability and internal consistency on this factor are acceptable. There are total five items were selected for further analysis

Table 4.7 Results of Factor Analysis and Reliability Tests on Social Norms

Construct	Item	Factor Loading	Eigen-value	Cumulative Explained	Item to total correlation	Cronbach's Alpha
Social norms (KMO=.875)			3.568	31.965		0.889
	SN6 I tried to be realistic and defeat the anxiety and confusion I suffered from different cultures behavior.	0.889			0.741	
	SN5 I adopt the way of life of their country and to share in their habits	0.884			0.728.	
	SN4 My behaviour always follow to the mutual benefit of the group and the society.	0.841			0.731	
	SN3 I always help the others when they need me.	0.824			0.725	
	SN2 I respect different cultures behaviour when meet a new friend	0.790			0.689	
	SN1 I share my experience knowledge and happy moments together with my friend	0.544			0.419	

Source: Original Study

4.1.3.6 Attitude

There are total ten items in this construct using to explain the Attitude which are listed in table 4.8.

In general, the KMO value for all factors in each Construct is 0.861, hence it represents data in each factor are well suitable to perform factor analysis. Bartlett test values are 0.000, which indicates correlations between the variables are significant.

All items of factor Attitude have factor loadings higher than 0.6. Between each item, item ATT8 has the highest Factor loading is 0.843, which indicates the highest relation to construct Attitude. Besides, construct's Eigen value is 2.297 higher than 1.

Reliability test showed eight variables are significant when the item-to-total correlations of all items are above 0.5, contributing to high value of Cronbach's coefficient alpha $\alpha = 0.852$. Two items lower than 0.6, which was deleted (ATT4, ATT9). Based on all criteria, we can conclude that the reliability and internal consistency on this factor are acceptable. There are total eight items were selected for further analysis.

Table 4. 8 Results of Factor Analysis and Reliability Tests on Attitudes

Construct	Item	Factor Loading	Eigen-value	Cumulative Explained	Item to total correlation	Cronbach's Alpha
Attitude (KMO=.861)			2.297	49.581		0.852
	ATT8 I On the off chance that I see somebody I might want to meet, I go to that individual as opposed to sitting tight for the person in question to come to me in Taiwan	0.843			0.544	

Table 4. 8 Results of Factor Analysis and Reliability Tests on Attitudes
(continue)

Construct	Item	Factor Loading	Eigen-value	Cumulative Explained	Item to total correlation	Cronbach's Alpha
	ATT10 I face sociocultural adjustment problems and try to find solutions.	0.835			0.637.	
	ATT6 I try to improve the relationship between classmates and my teachers.	0.825			0.626	
	ATT7 When I'm attempting to progress toward becoming companions with somebody who appears to be uninterested at first, I don't surrender effectively	0.790			0.544	
	ATT1 I stayed in contact with my family and who bolstered me to be solid when I consider abroad	0.767			0.592	
	ATT3 I did my best to comprehend on Taiwanese language	0.739			0.622	
	ATT5 I have able to learn any skills when I am setting Taiwan location	0.690			0.567	
	ATT2 I attempted to be in contact with my schoolmates, local people, and international	0.654			0.591	
	ATT4 I did my best to comprehend on Taiwanese conduct	0.577			0.490	
	ATT9 I am certain that I am ready to deal with startling circumstances in Taiwan	0.531			0.460	

Source: Original Study

4.1.3.7 Sociocultural Adjustment

There are total ten items in this construct using to explain the Sociocultural Adjustment which are listed in table 4.9.

In general, the KMO value for all factors in each Construct is 0.890, hence it represents data in each factor are well suitable to perform factor analysis. Bartlett test values are 0.000, which indicates correlations between the variables are significant.

All items of factor Sociocultural Adjustment have factor loadings higher than 0.6. Between each item, item SA11 has the highest Factor loading is 0.817 which indicates the highest relation to construct Attitude. Besides, construct's Eigen value is 4.208 higher than 1.

Reliability test showed eight variables are significant when the thing to-add up to relationships of all things are above 0.5, adding to high estimation of - Cronbach's coefficient alpha $\alpha = 0.891$. Four items lower than 0.6, which was deleted (SA8, SA10, SA12, SA13), Based on all criteria, we can conclude that the reliability and internal consistency on this factor are acceptable. There are total eleven items were selected for further analysis

Table 4.9 Results of Factor Analysis and Reliability Tests on Sociocultural Adjustment

Construct	Item	Factor Loading	Eigen-value	Cumulative Explained	Item to total correlation	Cronbach's Alpha
SA Sociocultural Adjustment (KMO=.890)			4.208	45.091		0.891
	SA11	I try to understand the Taiwan political system	0.843		0.556	
	SA3	I feel hard to find friends to talk and study with them	0.835		0.662	
	SA9	I Follow rules and regulations.			0.541	
	SA6	I deal with someone who is unpleasant	0.825		0.674	
	SA5	I often insomnia and feel pressure about everything in here	0.790		0.664	
	SA4	I feel frustrated about food. It took me a long time to adapt to the food here	0.767		0.636	
	SA2	I feel frustrated about following rules and regulations	0.739		0.592	
	SA1	I felt anxious, everything seemed weird to me	0.690		0.668	
	SA7	I communicate with people of a different ethnic group	0.654		0.652	

Table 4.9 Results of Factor Analysis and Reliability Tests on Sociocultural Adjustment (continue)

Construct	Item	Factor Loading	Eigen-value	Cumulative Explained	Item to total correlation	Cronbach's Alpha
	SA15	I see things from a Taiwanese point of view	0.500		0.442	
	SA14	I am able to see two sides of an inter-cultural issue	0.459		0.375	
	SA8	I deal with unsatisfactory service	0.586		0.507	
	SA10	I relate to members of the opposite sex.	0.511		0.478	
	SA12	I talk about myself with other	0.504		0.453	
	SA13	I deal with the climate	Delete		Delete	

Source: Original Study

4.2 Independent Sample t-test

The point of this part is to recognize the contrasts among males and females into seven builds. The free example t-test used to think about methods for male's gathering and female's gathering on their impression of Cultural Cognition, Culture Value, Sociocultural Adjustment, Stereotyping, Culture Shock, Social Norms, and Attitude in this examination. As per the finish of Hair et al., (2006) about t-test, the significant results were p-values no more than 0.05, and t- value could not be lower than 1.98.

The aftereffects of free t-test were present in Table 4.11. It showed that female respondents have higher the mean score in . In addition, t-test results indicated that there are contrasts among male and female in Culture Shock (T-value = 2.881, P-value < 0.05). There are not differences between male and female in other construct

Table 4.10 The T-test Results Comparing Cultural Cognition, Culture Value, Stereotyping, Culture Shock, Social Norms, Attitude and Sociocultural Adjustment

Mean	Male	Female	T-value	P-value	Different between group
	N=162	N=128			
Cultural Cognition	4.2133	4.2206	1.490	0.126	N.Sig
Culture Value,	4.1873	4.1925	2.251	0.543	N.Sig
Stereotyping	4.0112	4.1238	2.333	0.640	N.Sig
Culture Shock	4.2718	4.2954	2.881	.002	Female > Male
Social Norms	3.8306	3.7901	0.379	0.417	N.Sig
Attitude	4.3022	4.2330	0.275	0.768	N.Sig
<i>Sociocultural Adjustment</i>	4.1125	4.1010	0.155	0.322	N.Sig

Note: *p<.05, **p<.01, ***p<.001

Source: Original Study

4.3 One-way Analysis of Variance (ANOVA)

To think about the disparate of the measurements' mean score dependent on the respondent's ages, training, and occupation, the One-way ANOVA was directed. This method is utilized to thinks about including at least two gatherings. With the point of increasing further understanding, single direction ANOVA was performed to locate the huge distinction of ages, training, and employment among each gathering. The single direction ANOVA delivers a single direction investigation of fluctuation of a quantitative ward variable by a solitary factor as known as autonomous variable.

4.3.1 Age of Respondents

There is no significant difference in Cultural Cognition, Culture Value, Stereotyping, Social Norms, Sociocultural Adjustment. This is signification difference in Culture Shock, Attitude among different age levels.

Table 4.11 Results of the Difference of the four Constructs Among Group of Age Levels

Variable	Under 20 (1)	From 20 to 30 (2)	From 30 to 40 (3)	Over 40 (4)	F-value	p-value	Difference between group
Cultural Cognition	5.1665	5.4624	4.8791	4.1802	0.667	0.296	N.Sig
Culture Value	5.2768	4.1112	5.0213	5.3413	3.052	0.027	N.Sig
Stereotyping	5.1775	5.2120	4,9020	5.0232	3.704	0.024	N.Sig
Culture Shock	5,9569	5,7217	4,7073	4.6501	7,476	0.000	Sig
Social Norms	5.4314	5.7071	5.7863	5.8160	1.662	0.443	N.Sig
Attitude	5.8911	5.7821	4.6901	4.1515	3.900.	0.001	Sig
Sociocultural Adjustment	5.0122	5.8434	5.2271	4.5901	6.887	0.076	N.Sig

Note: *p<.05, **p<.01, ***p<.001

Source: Original Study

4.3.2 Education of Respondents

There is no significant difference in Cultural Cognition, Culture Value, Stereotyping, Culture Shock, Social Norms, Attitude and Sociocultural Adjustment among group of education

Table 4.12 Results of the Difference of the Four Constructs Among Group of Education

Variable	College of Management (1)	College of Science and Technology (2)	College of Social Sciences	College of Humanities	College of Art and Design	F-value	p-value	Difference between group
Cultural Cognition	5.321	5.162	4.879	5.780	4.744	0.667	0.296	N.Sig
Culture Value	5.176	4.012	4.031	5.667	4.102	2.05	0.027	N.Sig
Stereotyping	4.901	5.312	4.612	5.623	4.322	4.70	0.024	N.Sig
Culture Shock	5.836	4.802	4.910	4.250	4.790	6.47	0.032	N.Sig
Social Norms	5.031	5.208	5.301	5.416	4.801	6.61	0.443	N.Sig
Attitude	5.091	4.882	4.990	5.151	4.922	2.90	0.041	N.Sig
Sociocultural Adjustment	5.781	5.021	5.033	5.667	4.901	5.18	0.076	N.Sig

Note: * $p < .05$, ** $p < .01$, *** $p < .001$

Source: Original Study

4.3.3 Job of Respondents

There is no significant difference in Cultural Cognition, Culture Value, Stereotyping, Culture Shock, Social Norms, Attitude and Sociocultural Adjustment among group of job levels. This is significant difference in Culture Shock and Culture Value among group of job levels

Table 4.13 Results of the Difference of the Four Constructs Among Group of Job Levels

Variable	Student or/ and Part- time working (1)	Full-time working (2)	Self- employed (3)	F-value	p-value	Difference between group
Cultural Cognition	5.0151	5.077	5.293	0.617	0.455	N.Sig
Culture Value	5.7024	4.9323	4.0213	1.132	0.003	Sig
Stereotyping	5.211	5.1208	4,4821	4.104	0.074	N.Sig
Culture Shock	5,7002	5.2991	4,7801	8,476	0.001	Sig
Social Norms	5.6785	5.3041	5.8894	5.643	0.443	N.Sig
Attitude	5.7581	5.6651	5.5901	2.555.	0.081	N.Sig
Sociocultural Adjustment	5.612	5.7547	5.6839	6.2327	0.096	N.Sig

Note: *p<.05, **p<.01, ***p<.001

Source: Original Study

4.4 Relationships Among Constructs

4.4.1 Pearson Correlation Analysis

To test the hypotheses, data analyses were performed using SPSS, version 20. Engaging measurements and bivariate relationships among the factors under investigation are appeared in the Table 4.14

The highest mean was for Sociocultural Adjustment. (4.170) with a standard deviation of .5277, while the lowest mean was Stereotyping (3.502) with .6711 standard deviations. The correlation coefficients show the bivariate relationships among the variables. Correlation showed that Culture Value significantly correlated with Sociocultural Adjustment. ($r = .430, p < 0.01$), supporting H2, respectively. Besides that, Cultural Cognition significantly correlated with Culture Value ($r = .454, p < 0.01$) H1. Social Norms significantly correlated with Culture Value ($r = .438, p < 0.01$) H4 supporting, respectively Moreover, Cultural Cognition ($r = .402, p < 0.01$): Culture Shock ($r = .324, p < 0.01$), Stereotyping ($r = .078, p < 0.01$) significantly correlated with Sociocultural Adjustment.

Therefore, H5, H8, are supported, the results were illustrated in the Table 4.14.

Table 4.14 Descriptive Statistics and Bivariate Correlations of the Variables

Variables	SA	CV	CC	CS	SN	ATT	ST	Mean	Std. Dev
SA	1							4.170	0.5277
CV	0.430* **	1						4.162	0.5045
CC	0.407* **	0.454* **	1					4.114	0.7102
CS	0.324* **	0.375* **	.	1				3.781	0.5492
SN		0.438* **			.1			4.141	0.6116
ATT		0.401* **	0.393* **			1		3.782	0.5915
ST	.078** *	.	0.359* **				1	3.502	0.6711

Note: 1. * $p < .05$, ** $p < .01$, *** $p < .001$;

2. CC: Cultural Cognition; SN: Social Norms; CV: Culture Value, AT: Attitude; ST: Stereotyping; CS: Culture Shock; SA: Sociocultural Adjustment.

Source: Original Study.

4.4.2 The Mediating Effect of Social Norms

Model 1 tested Hypothesis 3: Cultural Cognition (independent variable) has a positive effect on Social Norms (mediator variable). The result show that that Cultural Cognition is significant and positively affected to Social Norms ($\beta=0.491$, $p<0.001$). therefore, H3 is supported.

Model 2 tested Hypothesis 1: Cultural Cognition has a positive effect on Culture Value and Hypothesis 4: Social Norms has a significant influence on Culture Value The result show that Cultural Cognition is significant and positively affected to Culture Value ($\beta=0.438$, $p<0.001$). Social Norms is significant and positively affected to Culture Value ($\beta=0.457$, $p<0.001$). Therefore, H1 and H4 are supported

In model 3, Cultural Cognition and Social Norms regressed with Culture Value ($\beta=0.311$, $p<0.001$; $\beta=0.342$, $p<0.001$). The results showed that R-square = 0.285 and the adjusted R-square is 0.281, meaning that 28.1% of the variance in Culture Value can be predicted from Cultural Cognition and Social Norms. F-value equals 95.667 ($p\text{-value} < 0.001$) is significant. We don't need to worry about multicollinearity because max VIF is 1.256

According to the results, the beta value of Cultural Cognition is reduced from 0.438 to 0.311 and both Cultural Cognition and Social Norms are significantly related to Culture Value. Therefore, Social Norms provides a partial mediation effect on the relationship Cultural Cognition and Culture Value.

Table 4.15 Mediation Test of Social Norms Between Cultural Cognition and Culture Value

Variables	Model 1	Model 2	Model 3	Model 4
	SN	CV	CV	CV
CC	0.491***		.438***	0.311***
SN		0.457***		0.342***
R ²	0.257	0.221	0.176	0.285
Adj-R ²	0.240	0.239	0.185	0.281
F-value	142.574	140.028	105.747	95.667
P-value	0	0	0	0
D-W	1.714	1.973	1.830	1.884
Max VIF	1	1	1	1.256

Note: 1. *p<.05, **p<.01, ***p<.001;

2. CC: Cultural Cognition; SN: Social Norms; CV: Culture Value

Source: Original Study

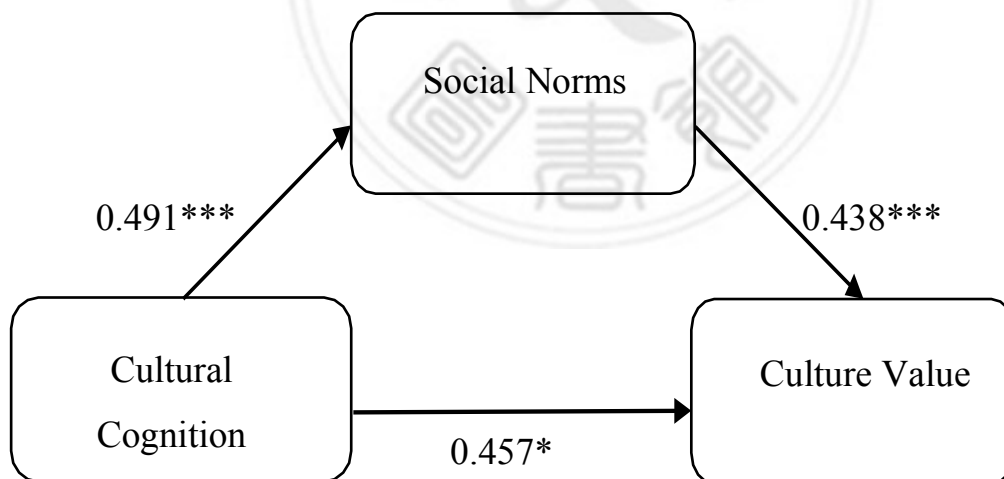


Figure 4.1 Mediating Effect of Social Norms Between Cultural Cognition and Culture Value. (**p<.001)

Source: Original Study

4.4.3 The Moderating Effect of Culture Shock

According to table 4.16: Model 1 tested Hypothesis 2: Culture Value has a positive effect on Sociocultural Adjustment. The result show that Culture Value is significant and positively affected to Sociocultural Adjustment ($\beta=0.430$, $p<0.001$). Therefore, H2 is supported.

As shown in model 2 in the table 4.17, the result showed that Culture Shock has a positive relationship influence on Sociocultural Adjustment. That presents Culture Shock is significant and positively affected to Sociocultural Adjustment ($\beta=0.448$, $p<0.001$).

As shown in model 3 in the table 4.17, the result showed that both independent variables (Culture Value, $\beta=0.273$, $p<0.001$) and moderating variables (Culture Shock; $\beta=0.338$, $p<0.001$) are significantly affected to dependent variable (Sociocultural Adjustment) respectively.

In addition, the result in Model 4 revealed the interaction effect ($R^2=0.286$, $\beta= -0.168$, $p<0.001$) of Culture Shock sand Culture Shock is significant to Sociocultural Adjustment. This meant that Culture Shock is a moderator in the relationship between Culture Value and Sociocultural Adjustment. Therefore, H5 is supported.

Table 4.16 Modiration Test of Culture Shock Between Culture Shock and Sociocultural Adjustment

CV-CS-SA	Model 1	Model 2	Model 3	Model 4
	SA	SA	SA	SA
Independent Variable				
CV	0.430 ^{***}		0.273 ^{***}	0.219 ^{**}
Moderating Variable				
CS		0.448 ^{***}	0.375 ^{***}	0.324 ^{***}
CV*CS				0.168 ^{***}

Table 4.16 Moderation Test of Culture Shock Between Culture Shock and Sociocultural Adjustment (Continue)

N	290	290	290	290
Max VIF	1	1	1.448	1.754
F-value	111.876	140.059	91.017	76.414
R ²	0.181	0.251	0.277	0.286
Adj. R ²	0.180	0.250	0.276	0.284

Note: 1. *p<.05, **p<.01, ***p<.001

2. CV: Culture Value; CS: Culture Shock; SA: Sociocultural Adjustment

Source: Original Study

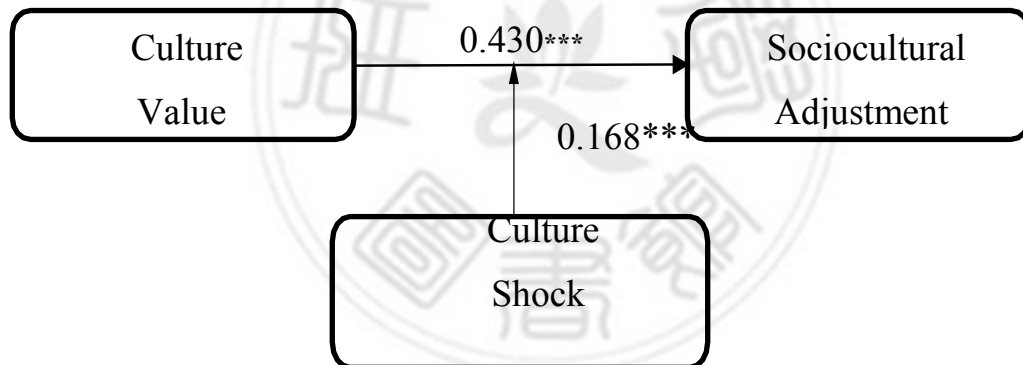


Figure 4. 2 Moderating Effect of Culture Shock Between Culture Shock and Sociocultural Adjustment (***p<.001)

Source: Original Study

4.4.4 The Moderating Effect of Attitude

According to table 4.17 Model 1 tested Hypothesis 1: Cultural Cognition has a positive effect on Culture Value. The result show that

Cultural Cognition is significant and positively affected to Culture Value ($\beta=0.454$, $p<0.001$). Therefore, H1 is supported.

As shown in model 2 in the table 4.17, the result showed that Attitude has a positive relationship influence on Culture Value. That presents Attitude is significant and positively affected to Culture Value ($\beta=0.491$, $p<0.001$).

As shown in model 3 in the table 4.17, the result showed that both independent variables (Cultural Cognition, $\beta=0.315$, $p<0.001$) and moderating variables (Attitude, $\beta=0.278$, $p<0.001$) are significantly affected to dependent variable (Culture Value) respectively.

In addition, the result in Model 4 revealed the interaction effect ($R^2=0.293$, $\beta= -0.181$, $p<0.001$) of Attitude and Attitude is significant to Culture Value. This meant that Attitude is a moderator in the relationship between Cultural Cognition and Culture Value. Therefore, H6 is supported.

Table 4.17 Modiration Test of Attitude Between Cultural Cognition and Culture Value

CC-ATT-CV	Model 1	Model 2	Model 3	Model 4
	CV	CV	CV	CV
Independent Variable				
CC	0.454 ^{***}		0.315 ^{***}	0.278 ^{**}
Moderating Variable				
ATT		0.491 ^{***}	0.401 ^{***}	0.393 ^{***}
CC*ATT				0.185 ^{***}
N	290	290	290	290
Max VIF	1	1	1.642	1.847
F-value	133.167	167.118	95.552	86.451
R ²	0.212	0.262	0.280	0.296
Adj. R ²	0.211	0.261	0.279	0.295

Note: 1. * $p<0.05$, ** $p<0.01$, *** $p<0.001$;

2. CC: Cultural Cognition; ATT: Attitude; CV: Culture Value

Source Orginal Study

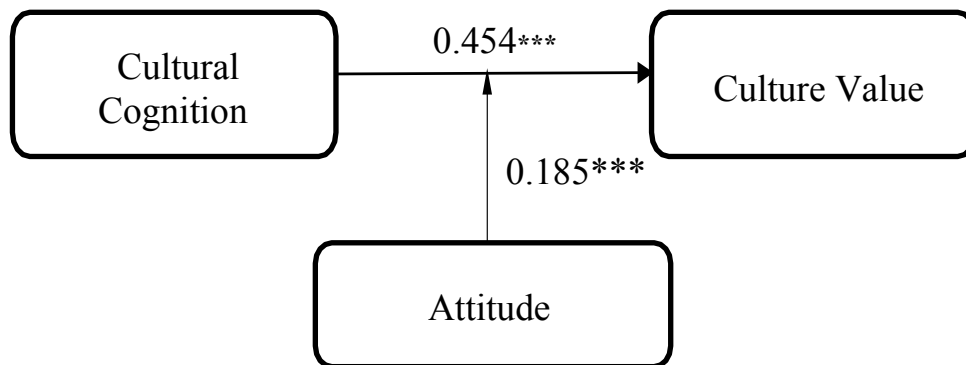


Figure 4.3 Moderating Effect of Attitude Between Cultural Cognition and Culture Value (**p<.001)

Source: Original Study

4.4.5 The Moderating Effect of Stereotyping

According to table 4.18 Model 1 tested Hypothesis 8: Cultural Cognition has a significant influence on *Sociocultural Adjustment*. The result show that Cultural Cognition is significant and positively affected to Sociocultural Adjustment ($\beta=0.407$, $p<0.001$). Therefore, H8 is supported.

As shown in model 2 in the table 4.18, the result showed that Stereotyping has a positive relationship influence on Sociocultural Adjustment. That presents Stereotyping is significant and positively affected to Sociocultural Adjustment ($\beta=0.121$, $p<0.001$).

As shown in model 3 in the table 4.18, the result showed that both independent variables (Cultural Cognition, $\beta=0.359$ $p<0.001$) and moderating

variables (Stereotyping, $\beta=0.78$, $p<0.05$) are significantly affected to dependent variable (Sociocultural Adjustment) respectively.

In addition, the result in Model 4 revealed the interaction effect ($R^2=0.188$, $\beta= -0.051$, $p>0.05$) of Cultural Cognition and Stereotyping is not significant to Sociocultural Adjustment. This meant that Stereotyping is not a moderator in the relationship between Cultural Cognition and Sociocultural Adjustment

Table 4.18 Moderation Test of Stereotyping Between Cultural Cognition and Sociocultural Adjustment

	Model 1	Model 2	Model 3	Model 4
	SA	SA	SA	SA
Independent Variable				
CC	0.407***		0.359***	0.402***
Moderating Variable				
ST		0.121	0.078*	0.090*
Interaction Variable				
CC*ST				-0.051
N	290	290	290	290
Max VIF	1	1	1.007	1.001
F-value	68.416	4.578	39.575	35.14
R ²	0.168	0.016	0.171	0.188
R ²	0.168	0.016	0.171	0.188
Adj. R ²	0.167	0.015	0.170	0.187

Note: 1. * $p<.05$, ** $p<.01$, *** $p<.001$;

2. CC: Cultural Cognition; ST: Stereotyping; SA: Sociocultural Adjustment

Source: Original Study

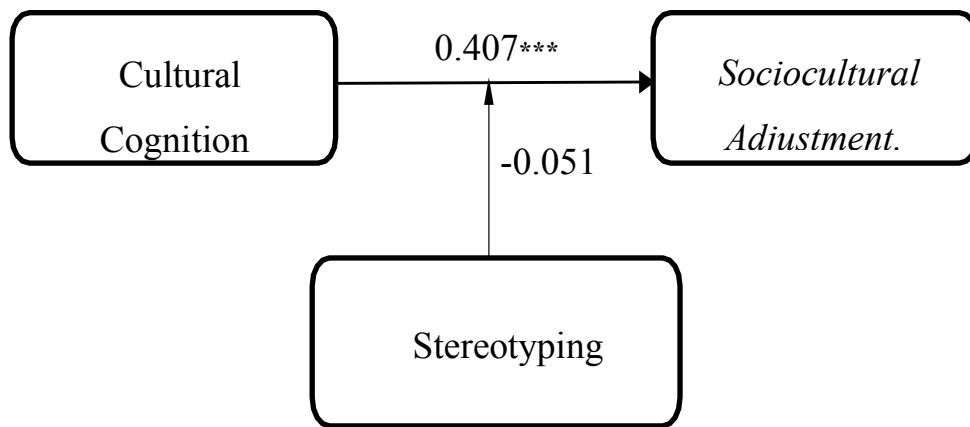


Figure 4. 4Moderating Effect of Stereotyping Between Cultural Cognition and Sociocultural Adjustment (**p<.001)

Source: Original Study

CHAPTER FIVE

CONCLUSION

5.1 Conclusion

As shown in table the result of hypothesis testing after analysis include: theory H1, H2, H3, H4, H5, H6, H8 are supported, Hypothesis H7 is not supported.

Table 5.1 The Results of Research Hypothesis

No.	Hypothesis	Result
H1	Cultural cognition has a positive influence on Culture value	Supported
H2	Culture value has a positive influence on Sociocultural Adjustment	Supported
H3	Cultural Cognition has a positive effect on Social Norms	Supported
H4	Social norms has a positive effect on Culture value	Supported
H5	Culture shock moderates when Culture value in relationship with Sociocultural Adjustment	Supported
H6	Attitude moderates when Cultural cognition in relationship with Culture value	Supported
H7	Stereotyping moderates when Cultural cognition in relationship with Sociocultural Adjustment	Not Supported
H8	Cultural cognition has a positive effect on Sociocultural Adjustment	Supported

Source: Original Study

5.2 Contribution

Firstly, In This context find that these culture shocks include homesickness and loneliness, issues with food and with language not only in verbal communication but non-verbal communication as well in terms of their expectations vs. reality. These findings correspond with the Pare et al. (2014) study which found that n non-Asian respondents frequently revealed having high sentiments of stress, peculiarity, inconvenience and pining to go home inside the Taiwanese social condition. With regards to language barrier, it also correlates with Twigg's (2005) study which found that overseas students in higher education experienced difficulty regarding language barrier. These challenges were mostly initial shock upon their arrival, the data also indicates that other challenges throughout their stay in Taiwan include financial issues and difficulty in getting part-time jobs

Secondly, when students pass to the emergency arrange is beaten the sojourner begins to acknowledge the distinctions of the host culture and winds up working. He figures out how to adapt to the circumstance and handles the difficulties of regular day to day existence. This stage is alluded to as the recuperation arrange. It results in the last change organize, where the individual achieves a specific condition of cultural assimilation. These outcomes discoveries that significant in helping worldwide understudies to change following their new condition is social interaction. That is the basis for friendships to form and also because social interaction with locals is a significant step towards reaching the final stage in Young Yun Kim (2001.) categorization of the cross-cultural adjustment process which is finally excepting the host-country as their new home.

Finally, Universal Vietnamese understudies came to Taiwan as another condition looking for advanced education and to achieve numerous objectives.

The specialists clarified the significance of culture stun and investigated the global understudies' enthusiastic responses to social contracts and the techniques worldwide understudies learned and created to adjust their responses just as to manage the distinctions.

The way of life stun model Young Yun Kim (2001). has been utilized to portray social encounters of newcomers for a long time. This examination, in any case, requested that understudies share their encounters and express their sentiments about its precision and accommodation to them. Global understudies' encounters with culture stun and their recommendations for adapting to another culture are truly profitable as they may help create thoughts for helping this understudy populace with their change to another environment

5.3 Limitation and Future Direction

This study focuses on the social-cultural adjustment of oversea Vietnamese students thus, this study would have liked to have more new students as its participants as they would provide recent experiences with regards to the cross-cultural challenge

After that of all the issue of language. English is not the mother first language members thus, various responses from the participants had some understand clearly form all sentences from questionnaire which at times made it difficult to analyze the data.

Future analysts may address this shortcoming by trying to come to a more prominent and shifted populace of worldwide understudies from various colleges in Taiwan. That will more precise reflective for social-cultural adjustment in this context.

REFERENCE

1. Antonakopoulou, E. (2013). Sociocultural Adaptation of U.S. Education Abroad Students in Greece: The Effects of Program Duration and Intervention. The Interdisciplinary Journal of Study Abroad Vol.30, No 1, pp45-78
2. Belhadi, F., & Ayad, S. (2017). Culture Shock Among International Students: A Case Study at The University of Tlemcen. Theses and Dissertations
3. Bragg, A.B.M. (2010). Foreign students intercultural interactions on a newzealand university campus. Theses and Dissertations.
4. Chen, X. (2017). Culture, temperament, and social and psychological adjustment. Journal of Developmental Review, Vol.9, No11, pp11-12
5. Chan, X. (2013). A cross-cultural investigation of group stereotypes. Theses and Dissertations, Vol.40.
6. Chenhall, C.C. (2010). Assessing safety culture, values, Practices, and outcome. Theses and Dissertations.
7. Clemmensen, T., Hertzum, M., Hornbek, K., Shi, Q., & Yammiyavar, P. (2007). Cultural cognition in usability evaluation. Interacting with Computers, Vol.21, pp 212-220.
8. Ergeneli, A., Gohar, R., & Temirbekova, Z. (2007). Transformational leadership: Its relationship to culture value dimensions. International Journal of Intercultural Relations, Vol.31, pp 703-724.
9. Falco, S.D., & Sharma.S. (2018). Investing in Climate Change Adaptation: Motivations and Green Incentives in the Fiji Islands. Ecological Economics, Vol 154, pp 394-408.

10. Furham, A. (2012). Culture shock Choque cultural. *Journal of Psychology and Education*, Vol 7, No.1, pp 9-22.
11. Gilton, D.L. (2007). Culture shock in the library: Implications for information literacy instruction. *Research Strategies*, Vol.20, pp 424-432.
12. Gaw, K.F. (1995). Reverse Culture Shock in Students Returning from Overseas *International Journal of Intercultural Relations*. Vol.24, No., pp 83-104
13. Grossman, I., & Varnum, M.E.V. (2010). Social Class, Culture, and Cognition. *Social Psychological and Personality Science*. Vol.2, No.1, pp 83
14. Hamidi, E. (2014). Using the Theory of Planned Behavior to Predict International Students' Help-seeking Intentions and Behaviors. *Theses and Dissertation*.
15. Liao, C., Zhao, D., & Zhang, S. (2018). Psychological and conditional factors influencing staff's takeaway waste separation intention: An application of the extended theory of planned behavior. *Sustainable Cities and Society*. Vol.41, pp 186-194.
16. Lian, Y., & Tsang, K.K. (2009). The Impacts of Acculturation Strategies and Social Support on the Cross-Cultural Adaptation of Mainland Chinese Students in Hong Kong. *Educational Research Journal*, Vol.25, No.1
17. O'Brien, D. (2010). Measuring the value of culture: a report to the Department for Culture Media and Sport. *Theses and Dissertations*.
18. Oatey, H.S., & Xiong.Z. (2006). Chinese Students' Psychological and Sociocultural Adjustments to Britain: An Empirical Study. *Language, Culture and Curricula*. Vol.19, No,1

19. Pare, T., & Tsay, W. (2014). A Study of the Adjustment Process of International Students within the Taiwanese Institutions of Higher Education. Theses and Dissertations.
20. Pan, J.Y., & Truong, D. (2018). Passengers' intentions to use low-cost carriers: An extended theory of planned behavior model. Journal of Air Transport Management. Vol.69, pp 38-48.
21. Presbitero, A. (2016). Culture shock and reverse culture shock: The moderating role of cultural intelligence in international students' adaptation. International Journal of Intercultural Relations. Vol.53, pp 28-38.
22. Pare, J., & Tsay, W. (2013). A Study of the Adjustment Process of International Students within the Taiwanese Institutions of Higher Education. Theses and Dissertation.
23. Shimazaki, T., Bao, H., Deli, G., Uechi, H., Lee, H., Miura, K., & Takenaka, K. (2017). Cross-cultural validity of the theory of planned behavior for predicting healthy food choice in secondary school students of Inner Mongolia. Diabetes & Metabolic Syndrome: Clinical Research & Reviews, Vol 11, pp 497-501.
24. Sumer, S. (2009). International Students' Psychological and Sociocultural Adaptation in the United States. Counseling and Psychological Services Dissertations. Theses and Dissertation
25. Sivtceva, L. (2014). Challenges and obstacles in the socio-cultural adjustment of international students. Theses and Dissertation.
26. Schloegel, U., Stegmann, S., Dick, R.V., & Maedche, M. (2018). Age stereotypes in distributed software development: The impact of culture on age-related performance expectations. Information and Software Technology, Vol.97, pp 146-162.

27. Tsui, Anne. S., & Nifadkar, Sushil. S. (2007) Cross-National, Cross-Cultural Organizational Behavior Research: Advances, Gaps, and Recommendations. Journal of Management. Vol.33, No.3, pp 426-478.
28. Uren, H.V., Dzidic, P.L., & Bishop, P.J. (2015). Exploring social and cultural norms to promote ecologically sensitive residential garden design. Landscape and Urban Planning. Vol.137, pp 76-84.
29. Wu, E., & Mak, W. (2016). Acculturation Process and Distress: Mediating Roles of Sociocultural Adaptation and Acculturative Stress. The Counseling Psychologist. Vol.40, pp 66-92.



APPENDIX

QUESTIONNAIRE

Section 1. Cultural cognition (Nhận thức Văn Hóa)	Levels of agreement (Mức độ hài lòng)				
<p>Please take a short look on the questions below related with the Cultural cognition and then CIRCLE the level of agreement on each of the items below base on your opinion.</p>	Strongly disagree (Hoàn toàn không đồng ý)	Disagree (Đồng ý)	Neutral (Trung lập)	Agree (Đồng ý)	Stongly agree (Hoàn toàn đồng ý)
<p>In my culture, I have difficulty accepting difference cultural country as close friends (Trong văn hóa của tôi, tôi gặp khó khăn trong việc chấp nhận văn hóa của đất nước khác)</p>					
<p>In my culture, I have difficulties accepting ideas held by individuals from another country of origin (Trong văn hóa của tôi, tôi gặp khó khăn trong việc chấp nhận các ý tưởng được tổ chức bởi các cá nhân từ một quốc gia khác)</p>					
<p>In my culture, I have difficulty accepting some behaviors exhibited by individuals from another country (Trong văn hóa của tôi, tôi gặp khó khăn trong việc chấp nhận một số hành vi được thể hiện bởi các cá nhân từ nước khác)</p>					
<p>In my culture, I have difficulty accepting some values held by some individuals from another country (Trong văn hóa của tôi, tôi gặp khó khăn trong việc chấp nhận một số giá trị được nắm giữ bởi một số cá nhân từ một quốc gia khác.)</p>					

Section 2. Culture Value (Giá trị Văn Hóa)	Levels of agreement (Mức độ hài lòng)				
Please take a short look on the questions below related with the Culture Value and then CIRCLE the level of agreement on each of the items below base on your opinion.	Strongly disagree (Hoàn toàn không đồng ý)	Disagree (Đồng ý)	Neutral (Trung lập)	Agree (Đồng ý)	Strongly agree (Hoàn toàn đồng ý)
People always on time for all meeting in Taiwan (Mọi người luôn luôn đi đúng giờ hẹn trong các cuộc họp tại Đài Loan)					
They have garbage classification systems in Taiwan. (Ở Đài Loan họ có hệ thống phân loại rác thải)					
People have high collective spirit in Taiwan. (Ở Đài Loan mọi người có tinh thần tập thể cao)					
People don't make noise when use the traffic transport in Taiwan. (Ở Đài Loan mọi người không làm ồn khi họ đang trên các phương tiện công cộng)					
People follow the traffic rule when they ride motorcycle in Taiwan. (Ở Đài Loan mọi người luôn tuân thủ luật khi họ tham gia lái xe)					
People work hard in Taiwan. (Ở Đài Loan mọi người làm việc rất siêng năng)					
Taiwan Students respect teacher in school. (Sinh viên Đài Loan rất tôn trọng giáo viên ở trường)					

Section 3. Stereotyping (Định Kiến Xã Hội)	Levels of agreement (Mức độ hài lòng)				
<p>Please take a short look on the questions below related with the Stereotyping and then CIRCLE the level of agreement on each of the items below base on your opinion.</p>	Strongly disagree (Hoàn toàn không đồng ý)	Disagree (Đồng ý)	Neutral (Trung lập)	Agree (Đồng ý)	Stongly agree (Hoàn toàn đồng ý)
Executives also do the same job like anyone in Taiwan. (Ở Đài Loan người điều hành cũng làm tương tự như công nhân của họ)					
People are not lazy and avoid the task assigned in Taiwan (Ở Đài Loan mọi người không lười biếng và lẩn tránh các công việc được giao)					
They don't complain with difficult problem. in Taiwan. (Ở Đài Loan họ không phàn nàn nhiều về các khó khăn trong công việc)					
My classmates think they are better students than they are. (Bạn học của tôi nghĩ họ là người tốt hơn tôi)					
Everyone can use free Wifi when come to Taiwan with iTaiwan account. (Mọi người có thể dùng mạng miễn phí khi truy cập iTaiwan)					
People are friendly in Taiwan (Ở Đài Loan mọi người rất thân thiện)					
People are conservative in Taiwan. (Ở Đài Loan người dân rất cứng nhắc và bảo thủ)					

Section 4. Culture Shock (Sốc Văn Hóa)	Levels of agreement (Mức độ hài lòng)				
Please take a short look on the questions below related with the Culture Shock and then CIRCLE the level of agreement on each of the items below base on your opinion.	Strongly disagree (Hoàn toàn không đồng ý)	Disagree (Đồng ý)	Neutral (Trung lập)	Agree (Đồng ý)	Stongly agree (Hoàn toàn đồng ý)
I can burn fireworks in everywhere in Taiwan. (Tôi có thể đốt Pháo Hoa ở mọi nơi tại Đài Loan)					
Most of my Taiwanese friends don't like fish sauce. (Hầu hết các bạn người Đài Loan của tôi đều không thích nước mắm)					
The most native speakers in Taiwan is Taiwanese Hokkien not mandarin chinese. (Đa số các người dân bản địa tại Đài Loan nói tiếng Phúc Kiến chứ không phải Quan Thoại)					
The education system was totally different from our country. (Hệ thống giáo dục ở đây rất khác đất nước tôi)					
Taiwanese use tea like the beverages can't be lacking every day. (Người Đài Loan dùng trà là thức uống không thể thiếu mỗi ngày)					
Taiwanese have a lot of Festivals in year. (Người Đài Loan có rất nhiều ngày lễ)					

Section 5. Social norms (Chuẩn mực Xã Hội)	Levels of agreement (Mức độ hài lòng)				
<p>Please take a short look on the questions below related with the Social norms and then CIRCLE the level of agreement on each of the items below base on your opinion.</p>	Strongly disagree (Hoàn toàn không đồng ý)	Disagree (Đồng ý)	Neutral (Trung lập)	Agree (Đồng ý)	Stongly agree (Hoàn toàn đồng ý)
<p>I share my experience knowledge and happy moments together with my friend.(Tôi chia sẻ kinh nghiệm, kiến thức và khoảnh khắc hạnh phúc với bạn của tôi)</p>					
<p>I respect different cultures behaviour when meet a new friend. (Tôi tôn trọng các cách ứng xử văn hóa khác nhau khi gặp bạn mới)</p>					
<p>I always help the others when they need me. (Tôi luôn luôn giúp đỡ người khác khi họ cần tôi)</p>					
<p>My behaviour always follow to the mutual benefit of the group and the society. (Cách cư xử của tôi luôn theo các lợi ích nhóm và xã hội)</p>					
<p>I adopt the way of life of their country and to share in their habits. (Tôi thích nghi với cuộc sống và chia sẻ thói quen tại đất nước của họ)</p>					
<p>I tried to be realistic defeat the anxiety and confusion I suffered from different cultures behavior. (Tôi đã cố gắng thực tế hóa, vượt qua sự lo lắng và bối rối mà tôi phải chịu từ các hành vi văn hóa khác nhau)</p>					

Section 6. Attitude (Thái Độ)	Levels of agreement (Mức độ hài lòng)				
Please take a short look on the questions below related with the Attitude and then CIRCLE the level of agreement on each of the items below base on your opinion.	Strongly disagree (Hoàn toàn không đồng ý)	Disagree (Đồng ý)	Neutral (Trung lập)	Agree (Đồng ý)	Stongly agree (Hoàn toàn đồng ý)
I kept in touch with my family and who supported me to be strong when I study abroad. (Tôi giữ liên lạc với gia đình và những người ủng hộ mạnh mẽ khi tôi đi du học)					
I tried to be in contact with my classmates, locals and internationals (Tôi đã cố gắng kết nối với các bạn cùng lớp, người dân địa phương và quốc tế)					
I did my best to understand on Taiwanese language (Tôi đã cố gắng hết sức để hiểu ngôn ngữ Đài Loan)					
I did my best to understand on Taiwanese behavior (Tôi đã cố gắng hết sức để hiểu các ứng xử của người Đài Loan)					
I have able to learn any skills when I am setting Taiwan location. (Tôi có thể học bất cứ kỹ năng nào khi tôi đặt hoàn cảnh mình phải như họ)					
I try to improve the relationship between classmates and my teachers (Tôi luôn cố gắng tăng cường mối quan hệ giữa các bạn cùng lớp và với giáo viên)					
When I'm trying to become friends with someone who seems uninterested at first, I don't give up easily. (Tôi không từ bỏ khi tôi cố gắng kết bạn với một người có vẻ không quan tâm lúc đầu)					
If I see someone I would like to meet, I go to that person instead of waiting for him or her to come to me in Taiwan. (Nếu tôi gặp một người mà tôi muốn gặp, tôi đến gặp người đó thay vì chờ người đó đến với tôi ở Đài Loan)	1				
I am confident that I am able to handle unexpected situations in Taiwan. (Tôi tự tin rằng tôi có thể xử lý các tình huống bất ngờ ở Đài Loan)					

I face sociocultural adjustment problems and try to find solutions (Tôi đối mặt với các vấn đề điều chỉnh văn hóa xã hội và cố gắng tìm giải pháp)					
---	--	--	--	--	--

Section 7. Sociocultural Adjustment (Điều chỉnh văn hóa xã hội)	Levels of agreement (Mức độ hài lòng)				
	Strongly disagree (Hoàn toàn không đồng ý)	Disagree (Đồng ý)	Neutral (Trung lập)	Agree (Đồng ý)	Strongly agree (Hoàn toàn đồng ý)
Please take a short look on the questions below related with the Sociocultural Adjustment and then CIRCLE the level of agreement on each of the items below base on your opinion.					
I felt anxious, everything seemed weird to me (Tôi cảm thấy lo lắng, mọi thứ dường như lạ với tôi)					
I feel frustrated about following rules and regulations (Tôi cảm thấy thất vọng về các quy tắc và quy định tại đây)					
I feel hard to find friends to talk and study with me. (Tôi cảm thấy rất khó để tìm bạn nói chuyện và học với tôi)					
I feel frustrated about food. It took me a long time to adapt to the food here. (Tôi cảm thấy thất vọng về thức ăn. Tôi phải mất một thời gian dài để thích nghi với thức ăn ở đây)					
I often insomnia and feel pressure about everything in here. (Tôi thường xuyên bị mất ngủ và stress về mọi thứ ở đây)					
I deal with someone who is unpleasant. (Tôi phải đối phó với một số người không ưa)					
I communicate with people of a different ethnic group. (Tôi giao tiếp với những người thuộc một nhóm sắc tộc khác)					
I deal with unsatisfactory service. (Tôi đối phó với dịch vụ không đạt yêu cầu)					
I Follow rules and regulations. (Tôi tuân thủ các luật lệ)					
I relate to members of the opposite sex. (Tôi hòa					

đồng với các thành viên khác giới)					
I try to understand the Taiwan political system (Tôi cố gắng hiểu hệ thống chính trị tại Đài Loan)					
I talk about yourself with others (Tôi chia sẻ bản thân với người khác)					
I deal with the climate (Tôi đối phó với sự thay đổi khí hậu)					
I am able to see two sides of an inter-cultural issue. (Tôi luôn tìm ra 2 mặt của các vấn đề đa quốc văn hóa)					
I see things from a Taiwanese point of view. (Tôi luôn nhìn mọi việc dưới góc độ của người Đài Loan)					

