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How to improve Cultural Diversity amongst International Students in Georgia Southeastern

of United States?

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Abstract

The purpose of this ~~is~~ research ~~paper~~ is to explore approaches on how to improve cultural

diversity amongst ~~International Students (IS)~~ international students studying and living in

the United States ~~(US)~~. This study will assist to prepare new and prospective international

students, who are ~~IS~~ applying for ~~into~~ any form of education in the US,

to have a better under standing of cultural diversity in relating with other

~~the student to~~ students, professors, and with the larger~~students to Professors and students to

its community~~ student body. Additionally, this research ~~This~~ will also help to improve both

academic~~s~~ and lifestyle issues as were ~~wa~~s identified in the ethnographic research of ~~some

scholars' research~~ previous studies on things such as homesickness, loss of social support,

racial discrimination, communication and language barriers, loneliness, depression, anxiety,

and academic adjustments which have resulted in extreme ~~to~~ culture shock for students. It

is expected ~~that~~ given the knowledge of this cultural diversity relationship experience,

making adjustments towards understanding to cooperate with other n~~N~~ationals from

a different cultural background in the academic community will become easier and better.

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Introduction.

This world is advancing faster than the speed of light, as we ~~transit~~transition from analog to digital forms of technology and ~~,~~ from manual to automated systems; the~~se~~ systematic changes had brought a lot of digital transformations across our globe ~~global community~~ which enabled the integrated networks of operational drivers to converge as a small community that is now known as ~~g~~Globalization. This global revolution has given prospective students from different c~~ountries~~ ~~ultures and diversities~~ the ability to choose~~access,~~ through high tech enabled internet service, what they want to ~~to make choices on the~~study, what ~~type of study,~~ mode of study they would like, and what ~~the~~ school would ~~which will~~ be relevant for them as they take the ~~transit through the~~ journey of life towards achieving their vision and goals.

In a bid to achieve their ~~this~~ desired life visions, a lot of prospective students from other countries who have ~~desiring to travel outside their nations due to their studying~~ interest in pursuing their studies in the US, ~~must~~ need to think ~~do a proper~~ critically ~~thinking~~ as they plan to make ~~take~~ this important life decision. It will be noted that they approach to this life emerging factors, ~~which I believe must be considered with the mindset of facing them, s~~so as to overcome the challenges associated with it, while finding the best possible solution on how it must be addressed and manage before acquiring this essential knowledge that will help in attaining the desired destination in life.

To carry out this study, the ~~he~~ ethnographic research method ~~study~~ will assist one in looking into some of these factors with the view of identifying them, analyzing them and

improving on them too. The following research questions will be serving as a guideline in this life exploration journey; according to Glass, Buus, and Braskamp (2013). , International students play an important part in U.S. higher education because their diverse perspectives help internationalize US American classrooms and enhance the quality of teaching, research, communities and the economy.

Moreover, It will also be recalled that Ejiofo (2010) outlined some of revealed the issues that international students can face when they have new professors, such as some college professors wanting the learning experience to be collaborative, and encouraging participation inside and outside the classroom due to difference in cultural diversities in relating with their community. This is the reason why it is important to narrow down this cultural diversity relationship among their peers within the academic community. In a bid to achieve this goal, this research study will be conducting doing some findings and investigations to consider the cross-cultural behavior adjustment and the factors that will assist in making the difference while looking into the following;

a) How does it affect different types of universities where the majority of white and Historical Black Colleges Universities (HBCU)?

b) What is the relationship of the diversity to the cultural behavior of uUrban and rRural students?

c) Which geographical location can the study focus on?

The issues of the influencing factors have to be identified by investigative analysis and assessment using the framework that will assist in the design approach that will work best in the process of improving this cross-cultural diversity to enable mutual

understanding in the relationship with their new environment and community. This will

certainly improve the students' experience to ease certain level of difficulty they used to

have at an initial stage while positively accustomed to the local settings. Finally, the

outcome of the findings in this research paper is expected to be a valuable asset to

educational institutions, as prospective students interested in seeking educational adventure

in the US. It will help students and professors seeking to understand better ~~how~~

international students from different cultures and their behavioral lifestyle. Additionally,

this research paper is expected to give prospective students an insight and understanding of

what to do as long as they choose to study in the US especially Georgia, Southeastern

Region where this research study will be conducted.

<div align="center">Problem Statement</div>

According to Teekens (2000), the lofty ideals of international students as

catalysts of campus diversity and internationalization often face barriers on the ground,

however, on most campuses there is an only limited mingling of international students with

domestic students, creating few opportunities for either group to gain cross-cultural

experiences. It was discovered that i~~i~~nternational students deal with many academic and

social challenges during their university years in the U.S. These challenges affect their

academic achievement as well as their social engagement in many different ways.

 Consequently, they may struggle academically and feel invisible on campus, especially

when engaging in different group activities.

It was observed from a research study that part of the root cause of it was as a

result of these international students arriving into the US with their stereotypes and

prejudices as being also in the minorities among the new community. These attitudes often

remain unexamined, even as international students are assigned to teach undergraduate students—a potent recipe for cultural miscommunication and conflict. This one can affirm strongly as a student because this experience affected the performance. It will be recalled that one common academic barrier and challenge international students always face is having an understanding of how to write or speak to communicate in the English language that can be comprehended with other students from different diversity and cross-cultural communities. Though, learning the balancing of the English language as the basic cultural requirement looks easier but it is very hard to adjust to the point of bringing others to be on the same page at all times. There are so many rules and exceptions that international students have to understand. The English language can confront even the most prepared student with grammar challenges, and as a result, many international students struggle. Reading a lot of academic materials within a short period is especially challenging. If their English skills are not good enough, international students may feel uncomfortable on campus, which can affect their grades on exams and essays.

It has been observed that certain institutional structures often separate the various offices that work with international students just to ensure that most of the challenges and hiccups are properly addressed as an ongoing operational process. Also, past findings have revealed that the discussions of internationalization are often separate from those related to domestic diversity, with the result that international and domestic diversity are sometimes seen to compete in certain institutions where white students are dominated or more in numbers. Given the current focus on international student recruitment, then, there is an urgent need to examine the challenges and opportunities inherent in increasing international cross-cultural diversity and meeting the idealized goals of building an

internationalized campus. This research study will pose and responds to several

questions that include: how can we improve on the created opportunities for meaningful

social interactions between international and domestic students? What will we be doing to

proactively assist potential prospective international student's adaptation to the

cross-cultural diversity within the United States and to help them

the challenge and make an adjustment to their stereotypes? And how can we strategically

aid our institutions towards   improving to a very innovative design that

will assist in addressing these pressing issues that are vital to advancing our academic

community into a more efficient and effective internationalization to minimize culture

shock that is always prevalent amongst new   international students?

Importance of the Study

There is an old An African proverb that says, "The stranger sees only what

he knows." "Anthony Robbins (what year?) puts it this way,also stated; "To effectively

communicate, we must realize that we are all different in the

way that we perceive the world and use this understanding as a guide to our

communication with others." The purpose of this study was to examine how to improve

cCultural dDiversity amongst iInternational sStudents living in the state of GGeorgia in the

State, Southeastern of the United States?

It is important to note, according to Scandura (2019) that developing global leaders

in the 21st century, one must have a better understanding of GLOBE which

is to determine how people from different cultures viewed leadership. The GLOBE project

is an organization that studies culture, leadership, and organizational effectiveness. These

same studies also affect international students that are part of this leadership organization

or community.

Scandura (2019) He further emphasized that in today's multicultural and multinational context that leaders are expected to regularly interact with those whose assumptions about their behavior differs from their own. This is because gGlobal diversity is identified as a key workforce trend. This is why he affirmed that unsuccessful interaction leads to "failed integration" that can seriously affect the realization of the organizational goal such as successful technology transfer, knowledge-sharing, and the general realization of global growth.

In achieving this global growth, there is a need for an international student who is being trained to be leaders in their diverse field of pursuit to be properly guided on the issue of cross-cultural diversity interaction and adjustments. This will assist in improving their cultural understanding which will serve as an advantage from impending danger, delays, high expenditure and avoiding consistent evident cultural shock. However, Tas (2013) suggests that the university approach should include groups with a purposeful multicultural theme. These groups should reflect the true diversity of ethnic, racial, and international groups that attend the university. By promoting these types of groups, international students can interact and receive the benefits of networking and collaboration that may be missing from groups that are aimed at only one cultural group. This I believe will not only promoting cross-cultural diversity but will reduce the level of racial abuse that has affected the integration of cultural relationships, which will end up improving the social and economic status of the community.

According It is important to note that according to Cordy (2016), the number of international students grew in approximately 862,000 students for

the 2013-2014 academic year and accounted for nearly $27 billion in economic

spending (Wither ell & Clayton, 2014). It was observed that this student offers

a variety of benefits to others as they improve -cultural awareness, US

American students' self-evaluation of skills and abilities -and provide additional foreign

funds to the American economy (Luo & Jamieson-Drake, 2013). Prospective potential

students such as freshmen, international students, and first-generation graduate students

often struggle with the transition to academic life as it differs from the processes they have

experienced in the past (de Araujo, 2011; Gardner, 2013). By examining these students and

the transitions that takes place in academic settings, this the reason one finds it important to

do a research study to bridge the gap based on some of the identification issues and

obstacles that students have been facing as mentioned concerning cross-cultural diversity.

This is as

a result created by this cross-cultural and diversity gaps and challenges as mentioned will

be addressed by using qualitative research method approach in collecting data which will

be analyzed without applying any form of biases to get the right findings and solution that

will assist towards improving the transition process seamlessly and creation of

a better awareness that will properly educate potential international students coming into

US to be equipped with a better and proper understanding of

key cross-cultural diversity ahead of time. International students are an expanding segment

of the student population in the United States, accounting for 4% of all students (Wither ell

& Clayton, 2014). According to Sherry, Thomas, & Chui (2010), students must deal with

a variety of difficulties such as language barriers, acclimating to a new culture,

and different cultural philosophies and approaches to curricula.

This research is important because it attempt to assist in expected to improve by adjusting and realigning the mindset of the student at the end of the study. It will also assist also to dispel negative stereotypes and personal biases about different groups of students. Also, cultural diversity will be of assistance to international students to recognize and respect "ways of being" that are not necessarily their own. So that social relationship interaction -with others can help build bridges of trust, respect, and understanding across cultures within the academic community and other student nationals. This will establish a very strong cross-cultural relationship bond that can contribute immensely to opening up a new business channel that will in return boost in its diversity the microeconomic activities of other cultures.

<center>Historical Background.</center>

According to Neil (2014) that states International migration for educational purposes is a substantial fraction of the global movement of skilled migrants. He also includes those pursuing language and certificate programs, secondary schooling and associates, bachelor's, masters, professional and doctoral degree programs. It was observed that since the first Open Doors publication in 1954, the Institute of International Education (IIE) has surveyed American colleges and universities to measure foreign students in the United States. From the beginning of that survey; the United States has remained the leading destination of foreign students worldwide. This was confirmed by Zong and Batalova (2018) that revealed the United States has historically been the top destination for international students owing to it's quality higher education system and welcoming culture. It has been reported that the United States remains the country of choice for the largest number of international students, hosting about 1.1 million of the 4.6 million enrolled

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worldwide as of 2017. The next two destinations, the United Kingdom and China, hosted

11 percent and 10 percent, respectively.

It was observed also that the U.S. share of globally mobile students dropped from

28 percent in 2001 to 24 percent in 2017, while the overall number of international students

more than doubled in the same period this is due to interest being developed as an open

cultural acceptance to other nationalities by the passage of the Immigration and Nationality

Act in 1965. The law altered the nature of immigration to the United States by expanding

the number of immigrants and their countries of origin. According to available data from

the Institute of International Education (IIE) and NAFSA: Association of International

Educators, this Spotlight examines the population of international students enrolled in U.S.

colleges and universities in SY 2016–17, focusing on its size, geographic distribution, top

institutions, countries of origin, levels and fields of study, economic impact, and transition

into the U.S. labor market.

It can be noted that In SY 2016–17, about two-thirds of all international students

received most of their educational funding from sources outside the United States:60

percent relied on personal and family funding, and another 6 percent primarily used foreign

government or university aid. The remaining 34 percent financed their education primarily

through current employment, U.S. University or government aid, or other sources.

International students contributed nearly $37 billion to the U.S. economy and created or

supported more than 450,000 jobs, according to NAFSA estimates.

<center>Literature Review</center>

It is very important to state categorically clear that this researcher

one agrees and aligns with the thoughts, effort, energy and wealth of knowledge that

other scholars who have done justice on similar studies from where their contributions from

various pieces of literature abound on the related subject of cCulturald Diversity and

the challenges of iInternational sStudents as their studies also are documented in

the related field, and it will be difficult and if not possible to review all of them. Hence for

the purpose of this research study, this researcher one will have to make some attempt

to concentrate on the few relevant researchers that will assist in the evaluation, which

will enable one to probe further to see how we can discover ideas and tools that will give us

the insightful knowledge and understanding in addressing them for the subject matter

improvement as proposed.

It is a proven fact that since globalization through advanced technology has

brought a convergence of the whole world into a small community, this has triggered

a large number of students from other parts of the world to travel to the United States

for studies and advancement of their knowledge within the academic community.

According to the Institute of International Education (IIE) Network, in the 2015-2016

academic year, the United States had received the largest number of students: a total of

1,043,839 international students enrolled within that year in American colleges and

universities (Institute of International Education [IIE] Network, 2016), a figure that

 represents an 84.8% increase over the past ten years which has significantly improved

positively the economy of US. The experience of coming to the United States to pursue an

academic degree can be exciting for international students, who are often striving to fulfill

personal and career goals in their life transitional journey. These educational experiences

are important to international students because it is expected to provide opportunities to

learn new things, interact with people from different backgrounds, and increase students'

understanding of the worldview and cross-cultural competence, which will better prepare them to be competitive in today's global economy (Soria & Troisi, 2013).

It will also be noted that at the same time, American universities and colleges benefit greatly from the admission of international students, since they are valuable financial and intellectual capital, as well as an important component of U.S. universities' workforce (e.g., as international teaching and researching will be Improving International Students' Cultural Skills through a School-Based Program (Zhang & Garcia-Murillo assistants, Smith & Khawaja, 2011). These individuals also enrich American campuses with their diverse heritage and cultural perspectives and thereby contribute to the development of multicultural awareness and appreciation for both local and other international students (Harrison, 2002).

It was observed that after the evaluation of the related study on-campus leadership and culture program, it helps newly arrived international students on their cross-cultural adjustment. The international student participants completed an acculturation survey at both the beginning and the end of the program and it was discovered that factors causing these international students to have stressful adjustment experiences included the new environment, perceptions of discrimination, worry about access to opportunities due to cultural differences and feelings of discomfort with others. Though, many program participants experienced positive changes in their adjustment to the new environment. The results suggest, however, that not all international students would benefit from participating in the program. The findings provide important insights for on-campus programs that aim to facilitate international students' cross-cultural adjustment. (Zhang & Garcia-Murillo, 2018). In line with same subject matter, it will

be recalled that China-U.S. educational exchange signed in 1978 fueled the number of

Chinese students in U.S. classrooms from almost zero to more than 20,000 within

ten years of the agreement, accounting for 28 percent of all international students

(outnumbering those from other countries) by the year 2000 (Yan & Berliner, 2009). It

was observed based on the data report that their number reached 328,547 in the 2015-2016

academic years (Open Doors, 2016). Besides their large economic contributions, Chinese

students enrich college campuses with their unique ethnic, linguistic, and cultural diversity

(Altbach & Knight, 2007; Lin & Scherz, 2014). According to Chen and

Jordan (2016), Chinese students are eager to escape what they perceive as a

"flawed Chinese educational system" in which low standards leave them "ill-prepared for a

global economy, despite a recent decline in enrollment (Saul, 2018; Varn,

2018), the number of international students in U.S. universities is still increasing

significantly.   According to The Wall Street Journal

(what year?), there are 85 percent more international students enrolled today in U.S.

schools than 10 years ago, adding more than 35 billion dollars to the nation's economy in

2015 (Belkin & Purnell, 2017). ——It was revealed also that Chinese students represent

the largest single group among these students, and globalization has played an important

role in impacting Chinese students' perceptions of what it means to study in the U.S. This

qualitative study adds to the limited research available regarding Chinese students'

cross-cultural transition and academic adaptation to U.S. universities ——(Kusek,

2015; Yan & Berliner, 2009). Considering the high influx of international students to

American universities, scholars in higher education have called for   universities to provide

necessary services and program to help international students to facilitate their

adaptation and success (Murphy, Hawkes, & Law, 2002). On-campus programs such as

orientations, workshops, and counseling centers have worked to provide useful

information, activities, and services for international students to prepare them for living and

studying in the U.S. However, international students come from different cultural

backgrounds, and consequently, have different needs as they confront diverse challenges,

all of which may cause stressful experiences associated with cross-cultural adjustment

(Sumer, Poyrzli, & Grahame, 2008; Yeh & Inose, 2003).

Scholars have investigated international students' possible stressors due to

cross-cultural adjustment through collecting qualitative and quantitative data from

these students, but not yet reach to an agreement. For example, European students may not

consider the English barrier a stress source in their life in the US while for some

Asian students; this is a significant challenge that may cause acculturative stress. The

inconsistency in reporting international students' acculturative stress experiences may pose

challenges to university programs trying to facilitate their transition period by helping them

deal with stress experiences due to cross-cultural adjustment.

Findings add a new perspective regarding the students' perceptions and expectations in

China, compared to their true experiences in the U.S. universities. Results show that,

despite significant barriers, Chinese students are eventually able to transition and adapt to

the new surroundings. Implications of findings can help in the development of effective

strategies and programs to facilitate these students' transition and adaptation in U.S. higher

education institutions. From a business perspective, better adjustment and transition means

increased enrollment in U.S. colleges and universities; thus, added value to both the higher

education system and the nation's economy. International students' enrollment in higher

education in the US expanded considerably in the last decades. It was noted that in their

research study, international students' experiences were examined in academic and

socio-cultural settings. Through qualitative interviews, their findings revealed that

international students deal with academic challenges, social isolation, and cultural

adjustment. Specifically, academic challenges included communication with professors,

classmates, and staff. Consequently, they have to deal with social isolation

when engaging in different group activities. Culturally, they need to confront the different

ways of thinking and doing things in the US.

To overcome these challenges, students have adopted resources that mainly are

derived from the university to overcome these challenges. Thus, as demonstrated in this

study, having a better understanding of these students' academic challenges, university

faculty and staff can recognize students' needs and effectively offer supportive campus

resources and services. The university needs to be prepared to meet students not only

academically but also socially and culturally. This study also suggests that some

preparations need to be made by the university that will embrace international students

upon their arrival. (Hsiao-ping, Garza, & Guzman, 2015).

As can be seen after going through the above literature reviews of some of the

scholars' writing work, one can observe that different examples from different discussion

groups and these studies have revealed and also demonstrated the students' acculturative

stress. Stress refers to a variety of negative outcomes for them. For example, the literature

has affirmed that the challenges experienced by them often trigger feelings of uneasiness,

insecurity, depression, anxiety, and loss or academic pressures, language difficulties,

feelings of inferiority, difficulties in adjusting to a new food or cultural values, lack of

support, perceived discrimination, and homesickness. Although challenges and coping

strategies have been discussed in the literatures, more studies are needed

to examine these challenges with the mindset of improvement. However,

in different contexts, this study aims to provide some level of guideline for an institution in

the southeastern part of the US. Therefore, there is an assumption that international

students would face more challenges in a less diversified context since life is dynamic.

　　　　Looking at Loretta (2010) view, the purpose of her study was to examine how

culture influences the experiences of international West African students enrolled in a two

years college degree program. Three research questions that guided her study:

1) What cultural factors impact African international students' educational experience?

2) What strategies do African international students employ

to negotiate their educational experiences?

3) In what ways do these strategies help or hinder African international

students' educational experience?

　　　　The second category of findings delineated the strategies African international

students employ to negotiate their educational experiences. It was observed that

ten international students enrolled in degree-seeking programs at an urban two-year college

located in central Georgia were interviewed about their learning experiences. All her

participants were international, undergraduate students pursuing their Associate degrees

who had taken at least four core courses during the past year. It was noted that

she defined an international student as one who was born outside of the United States and

for whom English is a second language. The phrases international students and

foreign students 'were used interchangeably throughout the study. The interviews were transcribed by the researcher herself, and the data were analyzed using the constant comparative method to generate major themes. Data analysis revealed that the West African students 'felt more or a greater sense of compliance as a result of their respect for their authority and their parental direction/expectations for them to succeed. Their experiences were characterized by the different levels of competitiveness they encountered in terms of economics and access to education. They also exhibited a higher level of anxiety because of inadequate language proficiency, communication skills, and processing/completing course work. The second category of findings delineated the strategies. African international students employ to negotiate their educational experiences. African cultural values and school norms greatly influenced these African students' educational experience. Based on the findings, three conclusions were drawn from this study: The first is that some West African students will experience conflicting messages from their African culture and the newly encountered Western, Eurocentric culture. The second conclusion is that the West African students interviewed revealed that cultural factors are important in influencing the educational experiences of West African students in American two-year colleges. Lastly, learning for these West African students is a high-risk taking enterprise that works better when they are made to feel more secure and centered in who they are and what they are already capable of doing before they are asked to take on new ventures. Based on these gaps from these scholars' studies, the need to do further research on how to improve on them becomes a huge task.

Research Design and Methodology

A qQualitative case study approach is highly considered because the purpose of

this study and with the limited time which is very important assuming the study is focused

on one college or university. Though, thereir may be some changes which can show up

along the research study which according to Scott and Garner (2013) that mentioned

research question is likely to change substantially throughout the study, as you move

 from formulating the question to strategizing the data production, and possibly continue to

change as you conduct your analyses. This is the reason why he recalled that many

textbooks treat the research question as though it's a "static thing", an unyielding

foundation on which you build a study.

This was affirmed by Ragin (1994) which states; "As we'll see, this couldn't be

further from the truth, especially in qualitative research, where the research question sways

and bobs on the dynamic current of the dialogue of evidence and ideas of the research

process." In agreement to these statements with the understanding that this research

is going to be developed using ethnographic design; though considered as qualitative

method approach but may encompass quantitative and quantitative approaches to

analyzing the data which investigative analysis is seen from the point of the

computer-assisted content analysis of the interviews, documents, and field notes as describe

by (Scott and Garner, 2013). This means that getting to

the root of this research without being research bias, one must do further integration of

qualitative and quantitative approaches known as a mixed method. However, it It will take

time to do proper data evaluation and analysis considering the available resources that

will enable one to drive it too. This is the reason this researcher one will be considering

some of these questions which hopefully will assist in finding a possible solution that

will bring stable improvement;

i) Hhow can we improve on the created opportunities for meaningful social interactions

between international and domestic students?

ii) What can be done to proactively assist potential prospective international student's

 adaptation to the cross-cultural diversity within the United States to make adjustments to

their own stereotypes lifestyle?

iii) What strategic role or innovative idea that can serve as contribution to the institutions?

It will be expected that these will enable one come up with a better design framework,

which will be of assistance in addressing the challenges that are very vital to advancing the

academic community into an efficient and effective internationalization, which will aid in

minimizing culture shock that is always prevalent amongst new international students.

Considering all the above-mentioned questions that are involved and understanding

the time limit will be a major factor, research method approach will now be a qQualitative

method because it is more of research proposal and the description of data qualities

or characteristics may just be reviewed which is collected using questionnaires, interviews,

or observation, and frequently appears in narrative form. This will be based   on

the fact that this research study methodology which is ethnographic should be able

to provide the decision framework to adopt for the mixed-method approach, which was

earlier suggested to minimize reflexivity research bias for proper data analysis which

will help in answering the research questions. This researcher

One believes that this study will stir up a catalytic process that will enable improvement on

the cross-cultural diversity challenges being faced by prospective iInternational sStudent.

The following data design questions will be used on the questionnaires, interviews, and

observation through small groups' discussions. They are as follows;

I). What is the area of discipline of the admission? (E.g. Engineering, Management, Social sciences, and others)

ii). What will be the status of admission? (E.g. Scholarship, Grant, Personal funding, Sponsorship)

iii.)What are the range categories of the tuition fees of these universities? (1000-5000, 5001-10000, 10001-15000, 15001-20000 and others)

IV). Who is the sponsor of the study? (Personal, Relations, Government, Religious group, others)

v) what type of academic degree? (Associate, graduate, Masters, Doctorate)

vi) What is the age bracket of demography?(18 -25,26-40,41-55,56-70,71-90,above 90)

vii) What is the marital status? (single, Married, Divorced, others)

viii) What is the Nationality? (e.g. Nigeria, China, Brazil...)

ix) What is the universal language of your

Nationality? (English, French, Chinese, Spanish, German, Italian, Swahili, Arabic others)

x) which type of University? (state, Private, Public, Missions,)

xi) what are the composition of concerning White and Historically Black Colleges Universities (HBCU) being researched? (e.g. percentage description).

xii) What type of community location is the university? (Rural, Suburban, Urban).

It will be noted that as one who also has experienced such a challenge and with a similar background, this will also aid this research study. Looking at some level of established relationship and friendship one has got with most of the participants, it might not be easy to predict the outcome of the result except all the elements of research biases are properly elucidated and research guideline process and procedures are adhered

properly in finding solution on how further improvement will be greatly achieved among within academic community.

Data Collection and Analysis

It is expected that the Interview sessions will hold at the researcher's office or at participants' place of choice and time but must be within a close distance where participants will not be paying for transportation or making the extra expense. Each interview will be lasting for about 30 - 60 minutes. Interviews will be audiotaped or videotaped. The template for the interview questions as mentioned is related to international students' personal and certain experiences since they came to study in the southeastern of the US. Also, using technology, a teleconferencing call will be adopted for group discussion for those that stays far away from the community; the questionnaires will be attached online, while participants will be directed to a private blog where their feedback response will be expected while filling the form, after completing will send it for data collection and interpretation analysis and can explore more information based on their responses. The rationale of using this approach is to understand the respondent's point of view rather than make generalizations about behavior. Though, the interviews will be conducted mainly in English due to it is the US national language. But the conferencing call and online survey will be by questionnaires due to language challenges. One will be considering using a language software converter since we are working to improve cross-cultural diversity. This will assist the participant to express him or herself well using their national language of understanding and communication.

Based on the understanding of qualitative studies, data analysis was primarily

inductive while guided by the literature. Individual interviews will be transcribed and reviewed. The data also will be coded through a process of open coding, and emerging themes will be analyzed both individually and across interviews for further analysis.

These categories of coded transcripts were.

(1) What are the composition of concerning White and Historically Black Colleges Universities (HBCU) being researched (W=0, H=1,)

(2) What type of community is the university located? (U = 0, R=1.S=2)

(3) Recommendations for universities. Under each category, each theme will be discussed, followed by potential strategies used and recommended by the participants.

Conclusion

According to Dervin (2015) that mentioned; "People draw on a wide range of local, national, and global resources in the ways they make and remake their culture. (So the culture is not bounded.). There are always internal contestations over the values, practices, and meanings that characterize any culture. (So cultures are not homogeneous.). There is often some political agenda (…) when people make their claims about the authoritative interpretation of their culture. (So cultures are produced by people, rather than being things that explain why they behave the way they do.)." (Philipps, 2007, p. 45). This was confirmed by Amartya (2006) in his writing about this phenomenon: "despite our diverse diversities, the world is suddenly seen not as a collection of people, but as a federation of religions and civilizations" (p. 13). In other words, in intercultural encounters, national cultures and identities may be used, chosen (implicitly or

not) to provide trouble-free explanations and serve as discursive ploys (Abdallah-Pretceille,

2006; Chakrabarty, 1998, p. 98).

It can be noted that the choice of what one does with cultural

diversity is dependent on how one can provide a trouble-free detailed explanation from the

investigation of data collection that serves to improve the cultural diversity among the

international student which I believe this research study has provided insight. It is now

well understood that the findings revealed that international students encountered different

challenges in the US. Observation reveals that they have to deal with the people, society,

school, psychological status, and behavioral changes to adapt to the new environment.

Since the framework tool has been provided that will enable improve the international

student cultural diversity with understanding concerning their new academic environment?

Using qualitative research methods, this research explores international students' academic,

social, and cultural adaptation. To maintain the generalization, this study also will consider

international students from different countries. These findings will be analyzed and

investigated based on the response of the design question available with some other

addition which will serve as a decision framework for addressing them.

Though, international students often face a series of transitional difficulties when

they come to study in the US at universities and colleges. On the other hand, these

challenges also motivate international students to develop strategies to solve problems.

When they become autonomous learners, they develop new learning strategies to deal

with difficulties. The adjustment and adaptation take time and effort, and it needs a lot of

support from different aspects. The university is usually the first place where resources can

be provided; thus, the university needs to focus on the challenges faced by international

students and provide more adequate support for them.

Limitation and Future Research

Based on the findings and observation, there is a need to carefully interpret all the data because the idea of improving on the cultural diversity among international students at a specific institution may not be the same as other institutions. Thus, one cannot assume the position generalizability of the findings beyond this group of international students as they will be limited until proper data investigation using a quantitative method has been conducted since no raw data were collected. The issue of variables cannot be determined because the research correlations must be considered with available data. Future studies should consider looking at other factors and variables closely from the different geographical regions in the United States for improvement or other continents.

~~Conflict of Interests~~

————One will declare that for now since this research study has not to be conducted but is a form of the proposal there is no conflict of interest regarding the paper and no biases.

- The fact that you are an international student yourself could be a limitation. You might be prone to see things from one perspective.

Your conclusion should come here.

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