Empirical Article

Qualitative Content Analysis for Enhancing Intercultural Sensitivity in Cross-Cultural Management

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Abstract

This article presents the intercultural sensitivity improvement in cross-cultural management by qualitative content analysis, by collecting journals published during the year 2016-2021, to sort out the contents of cross-cultural management in the area of intercultural sensitivity of intercultural education. Findings indicate that six categories with thirteen sub-categories of collected materials, which consisted of teaching pedagogies (formal, non-formal, and informal education), symptoms of negative feelings, reasons of negative feelings (self and others), motivations, solutions (self and agencies), and results of solutions. The guideline proposed emphasizes for the process based on these findings, suggests management to assess teaching environments, recognize and approve students' requirements, narrow cultural gaps, and judge the final objectives fulfillments. With this discovery, future literature reviews can utilize it as reference in the field of cross-cultural management.

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Introduction

As the increasing trend in international education, exchange programs that send students to study abroad have been launched in many universities worldwide. Language learning is a common curriculum for international students getting in touch with host country's culture. In addition to the development of language skills, students also learn the host country's culture. In most language programs, most curricular are often mixed teaching with knowledge and other cultural aspects (Kim, 2020). However, many international students face difficulties when they study abroad, such as cultural adaptation or cultural misunderstandings that are caused by unfamiliar about others' cultures (Lee, 2016). These are significant issues in cross-cultural management. Language education is not an isolation in language teaching and learning, it relates to the host country's knowledge learning about cultures, and to shape attitudes towards host country as well. To

measure students' cultural adaptation in different cultures and how they react, intercultural sensitivity is used to evaluate these abilities. Intercultural sensitivity pertains to the knowledge and awareness of cultural differences (Dias et al, 2020). Apart from the knowledge and cultural awareness, scholars also focus on managing the learning process of international students in complex, culturally diverse situations. The circle of David Livermore et al. (2022)'s "cultural intelligence (CQ)" outlines the process of cultural development, stemming from their emotion to actions.

Regarding comparative studies in higher education, international students may compare their own cultures with the one where they study and they may experience   cultural shock which results in stress, anxiety, and depression (Dailey-Strand et al, 2021). Additionally, international students may feel more about intangible gaps from the host country's explicit culture and implicit cultures through formal, non-formal and informal ways in different environments consciously and unconsciously. To illustrate this phenomenon, cultures in learning environments can be described as an iceberg, where the tip above the waterline is explicit culture whereas the large base hidden under the waterline reflects implicit culture (Hall, 1976; Rogers, 2014). To make full use of the learning environments in formal, non-formal and informal learning, scholars have explored teaching pedagogies that combined with environments as cultural immersion, which means to a cultural environment that better improve students' intercultural sensitivity. Teaching pedagogies are various and gain different levels in enhancing students' intercultural sensitivity, which are worth investigating their effectiveness, to offer a guideline based on the findings of qualitative content analysis for educational managers and teachers in cross-cultural management and highlight the future researchers in relate field.

As concluded from the situations about cross-cultural management in education, this research reviews how educational management enhances international students' intercultural sensitivity and aims to propose a guideline to assist educational managers, teachers, and international students in international higher education. The research question is: How to improve international students' intercultural sensitivity through formal, non-formal and informal education in cross-cultural management?

Literature Review

Intercultural sensitivity refers to the underlying worldview that informs a person who experiences different cultures, and how the person performs in different cultural situations (Bennett, 2004). To illustrate the process of improving intercultural sensitivity, Bennett (2004) also develops Developmental Model of Intercultural Sensitivity (DMIS), which includes six continuums: denial, defense and minimization, known as ethnocentrism, whereas acceptance, adaptation and integration known as ethnorelativism, which is the general ways in developing culture recognitions from one to another.

Culture is an abstract concept. Hall (1976) outlines culture as an iceberg model. Rogers (2014) explains the explicit part of the culture as the tip of the iceberg which upon the waterline, whereas the implicit part is under the waterline and seems like a larger part that cannot be easily recognized. The implicit culture can influence international students' worldviews about host country's culture unconsciously. To help international students recognize explicit and implicit cultures and then improve students' intercultural sensitivity, scholars focus on creating a cultural atmosphere where students totally immerse themselves in the situations. According to the study of Halpern & Aydin (2021), creating cultural atmosphere requires campus assistances such as programs and course curricula that fulfill international students' cultural needs. In their study, international students comment campus infuses curricula with intercultural sensitivity, which helps campus becomes interculturally competent and culturally sensitive to their diverse students.

Despite creating cultural atmosphere, scholars also have begun to realize the significance of environments in formal, non-formal and informal education, to support their teaching pedagogies as supplements. In the international teaching program, each teaching pedagogy has proved its own advantages in cultural learning. Paired study in the formal classroom learning helps international students realize their values in intercultural learning (Haas, 2019). Other scholars believe that some non-formal educational pedagogies such as storytelling, endogenous cooperation, and competition can sufficiently convey cultural content (Thomas, 2020). Advisors outside classroom support is necessary and helpful for the success of international students in non-formal learning (Perry, 2016). In terms of informal education, Yang (2020) reports informal communications help international students bond with local residents and their culture. Moreover, Çelik et al (2021) outline three key points in informal learning: resources, motivations, and barriers in the learning process. According to Çelik et al (2021), resources can be divided as interactive and personal resources. In detail, interactive resources are actively learned by students or passively received from the environments, while personal resources are individual activities learned by students themselves; motivations are divided into intrinsic and extrinsic motivations,

which are motivated by rewards or punishment for intrinsic motivation, and utility/value oriented for extrinsic motivation; barriers are caused by personal, school-related, work-related, and central policies. As a matter of fact, Çelik et al (2021) conclude that interaction with people who share with similar values could be an effective informal learning resource. In addition, beneficial to individuals would be a motivation for learners, and school management is supposed to tear down barriers while they are learning. Thus, it is worth noting to investigate the environments in education and to develop proper teaching pedagogies and curricula.

CQ is another term to describe how a person react in diverse cultural situations. According to David Livermore et al. (2022), CQ is composed of four capabilities. The first begins with CQ drive, namely interest, persistence, and confidence when a person interact in multicultural environments; then CQ knowledge is essential understanding about how cultures are similar and different; the third one is CQ strategy, to develop the awareness in planning multicultural interactions; and the final capacity is CQ action, to act effectively in multicultural interaction. To improve CQ, scholars explore various teaching pedagogies as well. Cultural exposure such as short-term study abroad experiences and similar culture backgrounds effectively contribute to fostering a high level of CQ (Marina et al. 2021). However, insufficient time of cultural learning limits the effectiveness of CQ improvements. Results suggest that a semester-long cultural development course would better improve their CQ than a short-term study abroad program (Chang et al., 2022). Meanwhile, scholars also study the effectiveness of daily interactions when international students study abroad. Studies proved that informal contacts play vital role in improving international students' CQ. Compared with formal contacts, informal contacts not only have great effects on students' CQ, but also mediate their anxiety when they are in multicultural settings (Lin &Shen, 2020). Within this scope, it is possible to combine the intercultural sensitivity development with the framework of CQ theory.

Overall, existing literature indicates that international students' intercultural sensitivity can manifest in certain areas through formal, non-formal and informal education. However, it is still not certain how many components improving international students' intercultural sensitivity systematically through formal, non-formal and informal education. To better understand the ways in improving intercultural sensitivity, the researcher employed qualitative content analysis with the CQ theory, then to develop a guideline in cross-cultural management.

Theoretical Framework

This study focuses on the intercultural sensitivity improvement of international students who study in study abroad program. In this research, study abroad refers to an international exchange program that allows international students sojourn in the host country to experience the culture. International students refer to the students who are studying outside their home country in the collecting materials of following research by qualitative content analysis. Intercultural sensitivity refers to the ability of international students adapting to cultural environments when they study abroad. The theoretical framework combines the iceberg model (Hall, 1974) with DMIS (Bennett, 2004) to investigate the development process of intercultural sensitivity in the cultural environments. Additionally, David Livermore's CQ theory (2022) also implies to explore a guideline for further development in cross-cultural management.

Methodology

Methods

Qualitative content analysis is one of qualitative methods for interpreting basic meanings from massive paragraphs, sentences, texts, and data. To interpret basic meanings, massive information needs to be analyzed, sorted out, coded, and finally to constructing a coding frame. The coding frame as an output of the qualitative content analysis that helps researcher get a blueprint for conclusions. Guided by this clue, this study adopts qualitative content analysis to sort out how authors investigate cross-cultural management about enhancing students' intercultural sensitivity, and proposes a guideline based on these findings. According to Schreier (2012), key steps in conducting qualitative content analysis include identifying research questions, selecting materials, building coding frame, categorizing materials into units of coding, trying out the coding frame, evaluating, analyzing, and interpreting. Based on these steps, the present study synthesized as a four-step procedure, which contained 1) to collect research material, 2) to build a coding frame, 3) to verify the coding frame, and 4) to develop a guideline by the coding frame.

In the first step, to collect research material in the first step, a search of literature was conducted from 2016 to 2021 to collect published articles in intercultural sensitivity and cross-cultural education in the search engine of via EBSCO host

as support database. "Intercultural sensitivity", "linguistic and language", "cross-cultural management", and "cultural intelligence" were typed in the search engine of the e-database, set time from 2016 to 2021 and chose "full text" option.

Data Analysis & Coding

The results illustrated 1987 articles. Due to the huge numbers, the researcher selected suitable journals that related to this field. The journals were: Journal of Comparative and International Higher Education (3 articles), Journal of International Students (56 articles), International Journal of Multicultural Education (13 articles), International Journal of Higher Education (19 articles) and International Education Studies (14 articles). The results of literature research is presented in Table 1:

Table 1
Statistics of Literature Research

Items	2016	2017	2018	2019	2020	2021
Journal of Comparative and International Higher Education	0	0	0	0	1	2
International Education Studies	2	2	3	2	2	3
International Journal of Higher Education	3	2	3	4	2	5
International Journal of Multicultural Education	2	3	3	3	0	2
Journal of International Students	14	4	14	10	5	9
Total	21	11	23	19	10	26

In the second step, data and information collected from the literature were in the form of text, paragraphs, and long sentences. Three coders who worked as assistants took a data-driven, inductive strategy to simplify the original data and information as phrases and words, namely "units of coding". Units of coding then were clustered into groups and labeled as categories or subcategories by coders' judgements. Once the categories and subcategories determined, a trial coding frame was completed.

In the third step, to ensure the reliability of the coding frame, a comparative coding sheet was applied to test the trial coding frame twice between a three-day interval. Those three coders reviewed the articles and reallocate the units into the comparative coding sheet to verify. If the units were not in the categories and sub-categories as they previously did, the researcher would discuss with them then merged, deleted, or collapsed inappropriate units.

In the fourth step, concluded from the previous findings a guideline was developed.

Results

After two rounds of coding frame identification, six categories are summited as follows:

Teaching Pedagogies in Formal, Non-Formal and Informal Education

In the units of coding, workshop, role play, group discussion, and presentation, pair study were mostly popular teaching pedagogies, which were conducted through media, photography, and drama. For formal education, authors believed that a well-organized schedule was a key point in planning. Thus, a well-organized schedule can be manifested in the form of seminar, meetings, and so on. All of these pedagogies were categorized as organized schedules, which occurred in eighteen articles of total forty-three times. For non-formal education, organized activities such as site visit and field trips were mentioned eight times in four articles. As for non-formal education, teachers acted as an organizer who guided students' learning without formal schedules, objectives, and other strict rules. These pedagogies focused on unconscious learning by cultural immersion. For informal education, daily interactions were mostly mentioned, which occupied ten articles mentioned eleven times. The second highest in the frequency was media, which occupied four articles mentioned nine times. Other pedagogies such as clubs appeared in about two or three articles around three times. These pedagogies are mostly interrelated with not many obvious gaps among these three kinds of educations.

Symptoms of Negative Feelings

Students manifest their negative emotions, noticed by authors. Among these negative feelings, anxiety mostly occurred with cultural shock when students just arrived in a new environment for the first time. According to Oberg (1960), cultural shock refers to occupational disease that people have suddenly transplant abroad. After a period of living, students' characteristics such as shyness or nervousness might result in homesickness and loneliness. The statistics showed that anxiety and fear, loneliness and homesickness were mostly present, which occurred in seven articles, nine times, seven articles, seven times and seven articles, seven times respectively.

Reasons of Negative Feelings from Self and Others

To explain the negative feelings, coders traced the reasons of what caused them to be upset. Two sub-categories summited from these articles: reasons from student themselves and reasons from others.

In the part of reasons of negative feelings from self, the main reasons were cultural differences, which accounted for sixteen articles and occurred thirty-six times in total. Moreover, language barriers were the second most reported part of negative feelings from self, which were referenced in twelve articles with twenty-nine times reported. Then lack of knowledge and skills (five articles, six times) made them unable to communicate in an unfamiliar environment (seven articles, fourteen times) and resulted in isolation and unfamiliar relationships (seven articles, nine times). Feeling exhausted with high living costs (seven articles with seven times) also made students suffer more when they studied abroad.

Another sub-category that negative feelings from others were important for educational management to notice as well. Unsupported from the agencies occupied the most significant numbers among this part, which occurred in eleven articles, twenty-three times. In this research, agency refers to organizations that provide services to international students based on the discipline of cross-cultural management. Unsupported phenomena included lack of information supported from schools, lack of teachers' expertise, lack of practicing opportunities, and lack of support in terms of social integration. Other reasons of negative feelings initiated from religious issues (two articles, four times), political conflict (two articles, four times,) and unprofessional teachers (four articles, twelve times), which required administration to guide students how to deal with such situations.

Motivations

Students' motivations in learning are mostly fueled by personal development and interests. Curiosity, enriched experiences, and career were most important motivations for students, which accounted for six articles, nine times, four articles, nine times, and four articles, eight times respectively. Other motivations were mentioned less than two times but also held value for educational managers and teachers.

Solutions from Self and the Agencies

Coders identified solutions to solve this dilemma, having support from the agencies being most suggested. Analyzing collecting articles from 2016 to 2021, it is recommended that agencies, teachers, and educators were supposed to take part in the administration proactively, aiding in the release of negative feelings, distractions, and aid in the guidance of students. Meanwhile students should also make efforts in improving their skills and knowledge with positive attitudes, which helped them rid of this dilemma.

Specially, coders realized that due to the large amount of supports from the agencies, they decided to create a new sub-category and label it as "Solutions from the Agencies". In regards to environment, the atmosphere accounted for eleven articles, twenty times, which indicated that managers and teachers should act as an icebreaker for creating a comfortable environment and atmosphere. Providing opportunities was the also mentioned, which had ten articles, fifteen times, and it indicated that managers and teachers should create more chances for practicing in gaining experiences. Designing proper curricular, programs that fulfilled students' requirements were mentioned as well, which was accounted for in seven articles, thirteen times and eight articles, twelve times.

Results of Solutions

At the end of the coding, coders concluded what they had found. Twenty-six positive outcomes proved the results fulfilling authors' expectations. Despite of the traditional definition of intercultural sensitivity in the three domains of attitudes, skills, and knowledge, coders categorized three more sub-categories based on the collected materials: achievements, activities, and emotions. As the objectives in the collected materials are international students, achievements refer to students' academic success or the status they earn in the collected materials; activities refer to students participation in organized activities voluntarily in the collected materials; emotions refer to students' resolution of negative feelings have been removed or not in the collected materials. As a result, all coding are presented as follows in Figure 1.

Upon the summarized coding frame, a guideline was proposed based on previous coding frame, to improve students' intercultural sensitivity through cross-cultural management, of which composes of five domains: Assessing Environments, Recognizing Requirements, Approving Requirements, Narrowing Gaps, and Judging Objectives. To make them easier to comprehend, the research rearranged the order as ARJAN, which means "teacher" in Thai. Combining with the framework of cultural intelligence, the guideline can be sorted out three phases: pre-teaching, teaching in process, and pro-teaching. In the pre-teaching phase, educational managers and teachers shall assess the advantages and disadvantages in formal, non-formal, and informal learning, launch investigations to recognize students' requirements that combine with environments about fulfilling them. All of these activities are in line with identifying international students' CQ drive. During the teaching process, educational managers and teachers keep practice-originated teaching to narrow the gaps among students and fulfill their requirements in mental and psychological ways. Essential CQ knowledge and CQ strategy are cultivated during this phase, to motivate international students' desire in learning and practicing in routine lives. Finally, in the pro-teaching phase, educational managers and teachers are supposed to judge the objectives and evaluate effectiveness how international students conduct CQ action through consistent contact, and then modify and improve the teaching.

Figure 1

Coding Frame from Qualitative Content Analysis
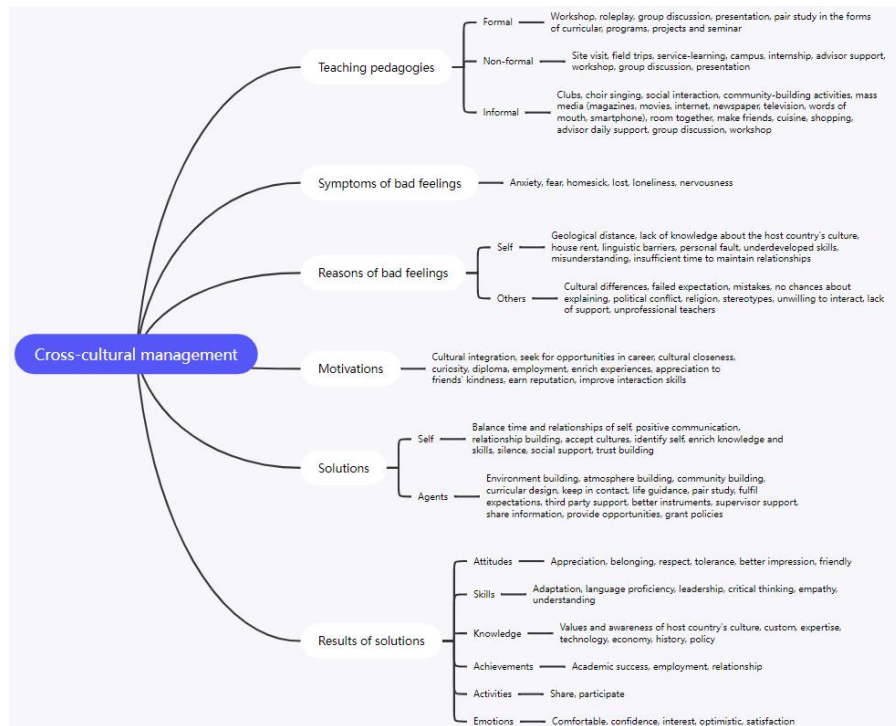
Assessing environments can be allocated in the three sub-categories of teaching pedagogies, which are options for educational managers and teachers to consider. As can be seen from the coding frame, formal education mostly occurred inside classroom in the forms of curricular, programs, projects, and seminar. It seems more likely that teacher-centered

teaching pedagogies aid to shape students' worldview towards the host country's culture. Non-formal education is more loosely organized by teachers outside classroom teaching, where educational managers and teachers can utilize it as supplements to explain the abstract culture of the host country. Comparing with other two teaching pedagogies, informal education has the most pedagogies, most of which are student-centered. To manage the best cost-effective teaching pedagogies, management shall cultivate students' interests when they enjoy their leisure time, and create a suitable environment for cultural immersion. In short, management shall assess the advantages and disadvantages of the environment in formal, non-formal, and informal learning to adopt the most appropriate teaching pedagogies in each one according to the environment.

The second point in the phase of pre-teaching is Recognizing Requirements. To prevent or avoid dilemmas during the teaching process, educational managers and teachers can investigate students' mental and psychological needs in advance, which reflect in students' reasons and symptoms of their negative feelings and motivation in the coding frame. To recognize students' requirements, at the beginning of designing a schedule, educational managers and teachers are recommended to launch an interview or deliver some kinds of questionnaires for collecting students' requirements or expectations. In the daily interactions, educational managers and teachers shall keep constant contact to notice the symptoms of negative feelings. Symptoms once discovered can be addressed, they can try to find the roots of issues, where to identify whether they are caused by self and others. Detecting the reasons help management about how to motivate students from personal inspiration or external environment stimulation.

Approving requirements is about how to assist students in the teaching process. From the coding frame, solutions from self and the agencies are two main ways dealing with these issues. To solve these issues, assistance from the agencies proved most effective in comparison amongst all solutions because the individual efforts are limited. Therefore, management is supposed to share more information about cultures in order to create environments for cultural immersions. Narrowing gaps is the second point in the teaching process. This is more in the domain of psychology from personal perspective. Because of personal characters such as shyness, nervousness and more, the coding frame suggests a good relationship can release their negative feelings. For instance, teachers encouraging students to share their personal experiences, offer more opportunities to share valuable information, show compassion, and give aid to students' dealing with life troubles which then allows to build trust and narrow cultural gaps.

Judging objectives can be referred to comparing students' status pre and post learning. Results of the solutions in the coding frame offer five domains, to help management judge their teaching effectiveness. The judging criteria can be subjective and objective, by educational managers and teachers' observation, interaction, and academic grade reports. For example, students' attitudes toward the host country's culture can manifest in daily life chat, either positive or negative. The management is supposed to guide them into the right way, help students criticize right or wrong by themselves. Skills and knowledge can be judged by oral or paper test. These previous three domains belong to the intercultural sensitivity, and the achievements, activities, and emotions are categorized from the collecting articles, which can be evaluated subjectively and objectively as well. Achievements manifest students' academic grade report, or students' informal chat or activities. Activities and emotions can be reflected in the feedbacks of the interactions. For example, by launching some informal activities such as clubs, students can earn extra credits, which encourage them to take part in, and help them release negative feelings.

Discussion

In the current qualitative content analysis, the scope and contents of articles concentrate on curricular and teaching pedagogies in practice that impart knowledge and skills of host country's culture. Even through the research key words are "cross-cultural management", "intercultural sensitivity", "linguistic and language" and "cultural intelligence", results reveal that most articles rarely appear such terms rather than focusing more on practice-oriented curricular and pedagogies. Instead, the results of qualitative content analysis reveal more details in the management process, analysis of the causes of students' physiological requirements, and how to deal with these issues. Compared with the viewpoints of Kim (2020), language issue is often mixed with other cultural issues in the cross-cultural management. More significant contents deserve noticing rather than language issues, that means international students in the collected materials have to face "intangible gaps" due to cultural differences (Dailey-Strand et al, 2021).

There are no distinctive gaps among teaching pedagogies in the forms of formal, non-formal, and informal education, of which are overlapped since authors pay much more attention on the teaching process. Combined with the solutions from self and agencies, educational management can offer more assistance in the environment where students

experience the atmosphere for cultural immersions. In the teaching environment, mass media as a convey of cultural contents through various platforms such as television, internet, magazines, newspapers, and more that support the views of Thomas (2020). Even though students get in touch with these cultural contents every day, they still need support from others, guiding them to shape positive attitudes with others to maintain relationships (Perry, 2016). Following Yang (2020), informal communications helps international students comprehend host country's culture, but some negative feelings come from the local residents when international students interact with them. Educational managers and teachers should pay more attention to this phenomenon even through students learning more from outside classroom. Students' motivations, reasons of negative feelings, and resources support in the coding frame are similar to the idea of Çelik et al. (2021) with the key points of motivations, barriers, and resources in the informal learning, but this research indicates students' motivations, reasons of negative feelings, and resources can also be applied in the other two kinds of learning (formal and non-formal learning), providing significant considerations for cross-cultural management as a whole process. Çelik et al. (2021) divided resources as interactive and personal, whereas this study emphasizes more on the resources provided via school agencies. This is due to the limitations of information gained from individual students, especially who first come to the host country without accepting the culture. Motivations divided into student-self and others, which are not quite the same with intrinsic and extrinsic motivations. In this study, students' motivations are mostly fueled by personal interests, or these can be paraphrased as personal rewards. Barriers are divided as four domains, namely personal, school-related, work-related, and central policies. Regarding this study, because of the practice-oriented in cross-cultural management, the coding frame concentrates more about personal and school-related domains, where they are manifest in self-improvement and school-related environment building about cultural immersion.

After a period of education, international students change the stereotypes of the host country that gaining from the mass media, and gradually accept the host country's culture or even shape new positive attitudes towards the host country. This is in line with the continuum of DMIS (Bennet, 2013). Additionally, the coding frame follow the theory of David Livermore (2022) as well. Even through CQ drive have focused on triggering learners' interest, investigating the source of interest such as negative feelings would be better to explain the reasons of their actions. Cultural exposure is one of the mostly used teaching method and international students tend to group together by similar cultural backgrounds (Marina et al., 2021), but no evidences suggest that how much long time is enough for a sojourn to improve CQ (Chang et al., 2022). Lin and Shen (2020) report that informal contacts can meditate international students' negative feelings. Results in this study have expanded the supports especially from agencies and educators.

Some units of coding are beyond the range of cultural contents and the capacity of the management. For example, personal characters cannot easily change and it is not much related to cultural content. Another example is geological distance that makes students upset, which is beyond the capacity of the management. Even though they are not cultural aspects in this case, the management cannot ignore these issues that mentioned by authors in their articles.

Regarding the guideline, five domains of ARJAN can be allocated as pre-teaching, teaching in process and pro-teaching phases. However, each domain does not isolate in each phase. For example, Recognizing Requirements can also be conducted in the teaching in process by teachers' observation or pro-teaching phase by feedback from students' interview, to improve teaching effectiveness. Another point is how to combine learning environments with teaching pedagogies outside classroom, where cultural immersion is easier for students.

The strength of this research outlines six categories in presenting from how international students' negative feelings caused to exploring solutions solving these issues. Additionally, learning environment and pedagogies such as formal, non-formal and informal education play critical roles in enhancing students' intercultural sensitivity. The guideline abbreviates as ARJAN highlights educational management into three phases in pre-teaching, teaching in process and pro-teaching that combined with learning environment and pedagogies, helping educational stakeholders behave in intercultural learning.

The limitations of this research are the number of collected materials and subjective judging criteria. More articles collected from journals may enrich teaching pedagogies, offer more options in formal, non-formal, and informal education. On the other side, judging criteria are setting down by coders, who have different views in categorizing even when they are sorting out the same message.

As a whole, the result of qualitative content analysis releases the profile of cross-cultural management in the area of education, which outlines some main issues in the management process. The guideline followed the coding frame aimed to provide steps in regards to pre-teaching, teaching in process and pro-teaching.

Implications and Conclusion

This present study was carried out to investigate the published articles during 2016-2021 in the field of education, to find out about the most researched topics of cross-cultural management. To enhance students' intercultural sensitivity, a proposed guideline was utilized which emphasized pre-teaching, teaching in process and pro-teaching phases. The findings seem to be more practical in regard to solutions to these topics that what was purposed in the literature review. Six categories in coding presents the main issues that international students faced and how to solve these issues. As a guideline, ARJAN helps educational management consider how to make full use of all kinds of teaching resources in formal, non-formal, and informal education, and predict rends in cultural education

With detail investigation, further studies might extend such research settings and participants of the thesis, which might make contributions aiding cross-cultural management researchers on how to find out more specific gaps in the field. For instance, education management can consider how to design a schedule with more cost-effective teaching pedagogies in learning and teaching through formal, non-formal, and informal education. Furthermore, to narrow cultural gaps, the coding frame outlines why international students become upset, outline symptoms as references for managers, and offers solutions.

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