

Research on crosses cultural communication conflicts between Chinese and Thai administrators in international universities in Bangkok Thailand

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ABSTRACT

"One belt, one road" Cooperation Initiative has deepened the cooperation and exchanges between China and Thailand. More and more China students choose to study in Thailand. In this background, Many Chinese choose to work and live in Thailand. Thailand has its own culture and history. Different cultures will lead to differences in people's behaviors and cross-cultural communication conflicts will occur in the organizational work. Based on the basic communicative competence system proposed by Jia Yuxin, this paper studies the Chinese and Thai staff working in international universities in Bangkok from four aspects: linguistic and non-verbal competence, cultural competence, communicative competence and cognitive competence. This paper analyzes the staff of Chinese and Thai universities in Thailand, explores the conflicts and contradictions between Chinese and Thai employees in cross-cultural communication in Colleges and universities, and gives good countermeasures. This study provides a good reference for the staff of China and Thailand in the process of communication and cooperation in cross-cultural communication.

Keywords

Intercultural Communication; Higher Education Institutions.

Article Received: 10 August 2020, Revised: 25 October 2020, Accepted: 18 November 2020

1. Introduction

The accumulation of history makes the cultural exchanges between China and Thailand have a long history, mutual exchanges and progress, but also makes the feelings between the two peoples continue to deepen and develop. Li Keqiang, premier of the State Council of the people's Republic of China, attended a series of leaders' meetings on East Asian Cooperation held in Thailand from November 2 to 5, 2019, and paid an official visit to Thailand. Both sides believed that the visit is another important milestone in the development of the comprehensive strategic cooperative partnership between the two countries against the background of the continuous evolution of regional and international situations, and has pointed out the direction for the future development of bilateral relations. The cultural, political and economic exchanges and development between China and Thailand also deeply affect the cooperation and exchange of education between the two countries.

Educational cooperation is an important channel to enhance mutual understanding between different countries, and plays an important role in the process of a country's foreign exchanges. In the process of globalization, educational cooperation between countries is getting closer and closer. China put forward one belt, one road Cooperation Initiative in 2013. China's one belt, one road, and other countries along the way have been advancing and developing. In 2013, China and Thailand promoted the comprehensive strategic partnership of cooperation. Taking the visit to China led by Vice Prime Minister and Minister of education Peng tie of Thailand as an opportunity, China Thailand education cooperation agreement was implemented to further promote exchanges and cooperation in the field of education between the two countries. Build consensus and expand exchange and cooperation programs. We should make use of the framework of bilateral and multilateral cooperation, as well as high-level dialogue and the exchange of delegation visits, to further broaden

the channels of educational exchanges and cooperation between China and Thailand. Adhering to the concept of mutual benefit and win-win, we should learn from each other and promote each other to further expand exchanges and cooperation in the field of education between the two countries.

We will continue to promote cooperation in key areas such as bilateral and multilateral exchanges, exchange of international students, Chinese language teaching and personnel training, and continue to promote the "two hundred thousand student mobility program" between China and ASEAN. In addition to academic education, more short-term courses and study tours will give students the opportunity to experience the local conditions and customs of different countries; in addition to training visits, teachers will also go to the cooperative institutions for scientific research cooperation.

The "one belt, one road" cooperation one has promoted the one belt, one road, the other countries' exchanges and development, and made the concept of regionalization even more indistinct. The economic and cultural exchanges between countries, regions and regions have deepened continuously, making mutual exchange, cooperation and win win among them. The "one belt, one road" one belt, one road, has accelerated the flow of talents and the migration of the population. Under the background of "one belt and one road", some Chinese groups have chosen to develop and live in Thailand. Not only has the ethnic integration of the Chinese and Thai peoples been deepened, but also some Chinese people have gone to work in Thailand to enter the Thailand education circle for personal development.

With the continuous development of the world economy and the deepening and progress of Chinese education, more and more Chinese students choose to study in Thailand. After graduation in Thailand, some Chinese students

will choose to work and stay in Thailand according to their willingness to be employed by Thai enterprises or units (including Chinese enterprises in Thailand). With the increasing number of Chinese students, there are also many Chinese employees entering Thai universities for management and work. Although China and Thailand belong to the eastern countries, there are still differences in culture. In the process of cross-cultural communication, cultural differences may lead to contradictions and conflicts. Cultural differences also affect the ways and methods of higher education.

Employees of different cultures work in the same organization, and the differences in their own values, behavior patterns and thinking patterns will lead to cross-cultural communication barriers when they communicate or communicate with each other in the work process, which will cause cultural conflicts among employees, and thus have a negative impact on the establishment of harmonious interpersonal relationships within the organization. Cultural conflicts in cross-cultural communication not only exist between individuals, but also between groups. If we don't deal with and solve the problem of intercultural communication within the organization well, it will have adverse effects among employees or groups within the organization, which may lead to huge losses to the organization. Therefore, it is very important to find out the problems of intercultural communication and solve them in time. Properly solving the problem of cross-cultural communication within the organization could make the employees in different cultures understand and tolerate each other, so as to promote the interpersonal relationship of employees in the organization more harmonious, and strengthen the cohesion of employees in the organization. Nowadays, more and more Chinese employees enter Thailand's international universities to work. In the process of work, the culture of China and Thailand also affects the

work behavior and thinking mode of employees in both countries.

The cultural differences between China and Thailand may lead to cross-cultural communication conflicts among different employees in the same organization, which is undoubtedly a very important issue for Thailand's international higher education institutions.

To explore the cross-cultural communication problems in Thailand's international universities can not only clarify the contradictions between Chinese and Thai employees in the process of cross-cultural communication within the same organization, but also put forward corresponding solutions to the cross-cultural communication problems in the process of cooperation between Chinese and Thai employees in international universities, so as to promote the unity and stability of the organization and deepen the culture of the staff of the two countries. Exchange, ultimately achieve a good international university organizational environment of seeking common ground while reserving differences, laying a solid foundation and reference significance.

1.1 Research objectives

With the deepening of economic globalization, the world has gradually become a whole, and higher education has gradually become internationalized. The internationalization process of higher education makes talents from other countries gradually enter the higher education of other countries. The influence of culture on people is very profound. Although Thailand and China belong to the same Asian countries, there are also cultural differences between them. This difference leads to the differences in the behavior and thinking mode of Chinese and Thai people at work. Therefore, it is very important to explore the differences of intercultural communication between Chinese and Thai employees in Thai higher education. Cultural differences may produce contradictions and conflicts within the organization. It is of great significance to explore

the contradictions and conflicts caused by culture within the organization. How to properly solve these problems can not only make the internal structure of higher education institutions with cross-cultural communication a harmonious and stable interpersonal relationship, but also promote the people of China and Thailand to understand each other and deepen the cultural exchange.

1.2 Research questions

1. What is the difference of intercultural communication between Chinese and Thai employees in Thai universities?
2. What is the cross-cultural communication conflict between Chinese and Thai employees in Thai universities?

1.3 Research Statement

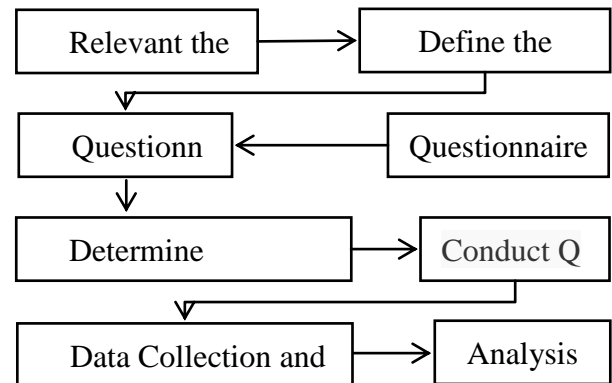
In the process of cross-cultural communication, employees will have conflicts due to cultural differences. It is very important to avoid and solve the contradictions within the organization. With the continuous development of Thailand's economy, the internationalization degree and development of Thai universities have gradually improved. With more and more Chinese employees entering Thailand to work and live, Chinese employees are gradually appearing in Thai universities. Although Thailand and China belong to the eastern countries, there are still cultural differences. Chinese employees working with Thai employees in Thai universities will inevitably lead to cross-cultural communication problems. To solve the problem of cross-cultural communication in Thai universities can make Thai and Chinese employees understand and tolerate each other, strengthen the team cooperation and cohesion of the staff in the organization, make the organization work more efficient, and make a good contribution to the cultural exchange between China and Thailand.

2 Literature Review

American anthropologist C.Kluckhohn proposed in 1941 that dominant culture is recessive and

explicit. Jia Yuxin, a scholar, proposes that the differences in intercultural communication are manifested in four aspects: linguistic and non-verbal competence, cultural competence, communicative competence and cognitive competence(Jia, 2012). Due to the differences in history, culture and geography in different regions of the world, people in different regions have different expressions and words. Language differences are mainly influenced by semantics in the process of communication. Because of its uniqueness, different language structure and language content will give people different thinking and feeling. Semantics plays an important role in language communication(Jane, 2014). Nonverbal communication includes the posture of arms, legs and other body parts, facial expression, body posture and so on. In face-to-face communication, about 70% of the information is delivered by speaking, while more than 30% is sent by non-verbal means(Mo, 2007). Therefore, non-verbal communication differences can produce cross-cultural communication conflicts. In social life, the cultural environment in which everyone grows up determines the behavior and conceptual model that people can accept. The influence of culture on the process of communication is embodied in people's cognitive differences. The difference of the influence of transformation on the process of communication is the difference of social norms. People in different countries and regions have different cultures and customs, as well as different social norms(Zheng, 2008). The difference of interpersonal communication ability is mainly reflected in interpersonal understanding and expression. The ability to express and understand means whether one can express one's inner thoughts, and let others understand their own thoughts clearly,

followed by understanding others' expressions. The influence of culture on cognition is not only reflected in the growth of individuals, but also in the history of nations and countries. Secular culture affects human cognition, limits human thinking space and guides human behavior.



3 Research Methods

3.1 Research Design

In this study, the researchers systematically sort out and summarize the knowledge structure related to cross-cultural communication by reading the literature, and select the knowledge content that is consistent with the research content of this paper according to the research questions, and then summarize and apply them. According to the research content and the analysis and summary of the relevant literature, the researchers determine to use the quantitative research method to study the research problems. As a scientific research method, quantitative research can directly show the research results through data. The design of this study is shown in Figure 1

According to the research questions and the research flow chart in Figure 1, the specific process of the research is as follows:

1. According to the research questions raised in this study, the researchers read and analyze the literature related to intercultural communication;
2. The researcher defines the research scope according to the relevant information and the research questions;
3. According to the research questions and the scope of the study, the research questionnaire was developed, and the validity of the research questionnaire was analyzed and evaluated;
4. Select the target population and extract the target population from which the questionnaire is issued and determine the way of questionnaire distribution;
5. The questionnaires were sent out and collected to evaluate the collected data and eliminate the invalid data;
6. Data analysis and research results are obtained.

3.2 Population and Sample

According to the research background and research questions of this paper, the researcher selects three universities which are actively engaged in internationalization in Bangkok area of Thailand for questionnaire survey. The researchers chose the three colleges and universities to carry out surveys to identify the number of specific researchers. The three schools surveyed were divided into two groups:

- 1) Chinese employees engaged in education or administration in Thai universities;
- 2) Thai employees who are engaged in educational or administrative work in Thai universities and can work with Chinese employees.

The data obtained by the researchers are shown in Table 1

Table 1 Thai universities and can work with Chinese employees.

University	Nationality	Gender	Number	Proportion(%)
University A	Thai	male	13	13.6
		female	10	10.5
	Chinese	male	5	5.2
		female	3	3.1
	Total		31	32.6
University B	Thai	male	8	8.4
		female	9	9.4
	Chinese	male	4	4.2
		female	8	8.4
	Total		29	30.5
University C	Thai	male	11	11.5
		female	9	9.4
	Chinese	male	8	8.4
		female	7	7.3
	Total		35	36.8
Total			95	100.0

According to the specific information collected by the researchers based on the interviews and surveys, a total of 97 questionnaires were

distributed in three Thai international universities and 95 questionnaires were successfully recovered. The specific situation of questionnaire

collection is shown in Table 1 There are 23 Thai staff and 8 Chinese staff in cross-cultural communication related work; 17 Thai employees and 12 Chinese employees work in Thailand International University B; 20 Thai employees and 15 Chinese employees in Thailand International University C.

3.3 Data collection & Data analysis

Data analysis is to sort and organize information so that people can get useful information from it. When you start thinking and analyzing data, the key is to understand what the data is and what it contains. The data analysis process is as follows:

Step 1: organize and prepare the analysis data.

Step 2: check whether the questionnaire is complete

Step 3: using SPSS software to analyze the mean, standard deviation and t-test.

Step 4: the last step of data analysis is to query or define the data.

3.4 Research Limitations

The researchers of this study only studied the intercultural communication between Chinese and Thai university workers in three international universities in Bangkok. This study did not study the university employees in other countries and regions. The independent sample t-test was used as the research method. In this study, questionnaire survey was used to collect data. Different research factors can lead to different research results, such as qualitative research (interview) and quantitative research (regression analysis, exploratory factor analysis, etc.) can obtain different research results. In addition, the researchers only analyze the data of university workers of different genders in China and Thailand, and other factors will also lead to the differences in cross-cultural communication (such as age, length of service, experience, etc.), which are not in the scope of the research.

4 Research Result

4.1 Reliability Analysis and Validity Analysis

Table 2 Reliability and validity test

Reliability statistics of Cronbach's alpha

Cronbach's Alpha	.936
Cronbach's Alpha Based on Standardized Items Alpha	.935
Mean Difference	.017
Variance	.003
Correlation Coefficient	.039

The researchers used SPSS statistical software to analyze the reliability of the data collected by the questionnaire. The Cronbach coefficient of the analysis

results was $\alpha = 0.936$, so the data collected by the researchers can be used for data analysis.

4.2 Summary of Result

Table 3 Differences in intercultural communication between male and female university workers

Questions	F	Sig.	t	Sig. (2)	\bar{x}
1. Foreign colleagues could accurately understand the meaning of your language.	.846	.360	-1.855	.067	3.540
			-1.851	.067	3.777
2. You could accurately understand the language of foreign colleagues.	.852	.358	-2.134	.035	3.440
			-2.123	.037	3.688

3. Foreign colleagues could understand what you mean in different contexts.	.855	.358	-2.027	.046	3.420
			-2.038	.044	3.711
4. You could understand the meaning of foreign colleagues in different contexts.	16.732	.000	-2.203	.030	3.480
			-2.259	.027	3.777
5. You could accurately understand the meaning of foreign colleagues' facial expressions.	40.079	.000	.105	.005	3.540
			.103	.021	3.888
6. Foreign colleagues could accurately understand the meaning of your facial expression.	25.840	.000	.429	.018	3.560
			.427	.466	3.866
7. You could accurately understand the meaning of foreign colleagues' body language.	8.702	0.004	.189	.459	3.800
			.188	.001	3.888
8. Foreign colleagues could accurately understand the meaning of your body language.	9.083	0.003	-.819	.001	3.600
			-.896	.005	3.977
9. You could understand the way foreign colleagues thinking.	.1.991	.162	-1.423	.158	3.600
			-1.424	.158	3.755
10. You could understand the potential social norms of foreign colleagues.	4.446	.038	-4.632	.000	3.600
			-4.643	.000	4.133
11. Foreign colleagues could identify with the potential social norms of your country.	8.214	.005	-2.830	.006	3.360
			-2.873	.005	3.733
12. You could understand the social values of foreign colleagues.	3.788	.055	-5.084	.000	3.560
			-5.091	.000	4.155
13. In the process of work, you could cooperate well with your foreign colleagues.	7.785	.006	-2.932	.004	3.800
			-2.991	.004	4.177
14. Your foreign colleagues could understand your work behavior.	9.004	.003	-4.364	.000	3.600
			-4.388	.000	4.088
15. In case of work problems, you could coordinate well with your foreign colleagues and solve problems.	6.173	.015	-3.001	.003	3.780
			-3.043	.003	4.155
16. In the process of work, your think the foreign colleagues could tolerate each other's shortcomings or mistakes.	22.808	.000	-1.089	.279	3.660
			-1.115	.268	3.800
17. In the process of work, your think the foreign colleagues could better understand the focus of work.	10.918	.001	-1.089	.464	3.720
			-1.115	.454	3.822
18. In the process of work, you think the	17.570	.000	-.735	.658	3.780

Table 4 Differences in intercultural communication between Chinese and Thai university workers

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2. You could accurately understand the language of foreign colleagues.	.424	.517	-.559 -.589	.577 .557	3.514 3.583
3. Foreign colleagues could understand what you mean in different contexts.	8.215	.005	.739 .837	.462 .405	3.628 3.516
4. You could understand the meaning of foreign colleagues in different contexts.	.118	.732	-.548 -.555	.585 .581	3.571 3.650
5. You could accurately understand the meaning of foreign colleagues' facial expressions.	.481	.490	.105 .103	.916 .918	3.714 3.700
6. Foreign colleagues could accurately understand the meaning of your facial expression.	.006	.940	.429 .427	.669 .670	3.742 3.683
7. You could accurately understand the meaning of foreign colleagues' body language.	.002	.965	.189 .188	.850 .852	3.857 3.833
8. Foreign colleagues could accurately understand the meaning of your body language.	1.379	.243	-.819 -.896	.415 .373	3.714 3.816
9. You could understand the way foreign colleagues thinking.	.266	.607	-1.431 -1.465	.156 .147	3.571 3.733
10. You could understand the potential social norms of foreign colleagues.	10.132	.002	-.288 -.335	.774 .738	3.828 3.866
11. Foreign colleagues could identify with the potential social norms of your country.	.007	.934	.385 .378	.701 .707	3.571 3.516
12. You could understand the social values of foreign colleagues.	.087	.768	-2.191 -2.409	.031 .018	3.657 3.950
13. In the process of work, you could cooperate well with your foreign colleagues.	6.611	.012	-2.079 -2.402	.040 .018	3.800 4.083
14. Your foreign colleagues could understand your work behavior.	1.249	.267	-1.111 -1.231	.269 .221	3.742 3.883
15. In case of work problems, you could coordinate well with your foreign colleagues and solve problems.	.023	.881	-1.185 -1.210	.239 .230	3.857 4.016
16. In the process of work, your think the foreign colleagues could tolerate each other's shortcomings or mistakes.	2.662	.106	-1.164 -1.271	.247 .207	3.628 3.783

17. In the process of work, your think the foreign colleagues could better understand the focus of work.	.932	.337	-.594	.247	3.714
18. In the process of work, you think the foreign colleagues could have a better cognitive strategy for the focus of work.	.275	.601	-.634	.207	3.800
			-1.636	.554	3.657
			-1.795	.528	3.900

17. Foreign colleagues could accurately understand the meaning of your language (Chinese \bar{x} = 3.657 , Thai \bar{x} = 3.650) .

18. Foreign colleagues could understand what you mean in different contexts (Chinese \bar{x} = 3.628 , Thai \bar{x} = 3.516) .

19. You could understand the potential social norms of foreign colleagues (Chinese \bar{x} = 3.828 , Thai \bar{x} = 3.866) .

20. You could understand the social values of foreign colleagues (Chinese \bar{x} = 3.657 , Thai \bar{x} = 3.950) .

21. In the process of work, you could cooperate well with your foreign colleagues (Chinese \bar{x} = 3.800 , Thai \bar{x} = 4.083.

ability, interpersonal communication ability and cognitive ability.

Compared with Thai university employees, the language expression of Chinese university employees is easier to understand. Thai university employees are more tolerant of the social values and social norms of colleagues of other nationalities than Chinese university employees, and can better cooperate with colleagues of other nationalities.

5.2 Discussion

The language expression ability of female is earlier than that of boy, and female is better than male in vocabulary accumulation and spelling, especially in foreign language discipline. When talking to people or discussing problems, women can often express their views more clearly and clearly, and the words they use are more abundant and in place (Hoffmann etc., 2010). Female's integration ability is stronger, and female language center is located in the brain area is also greater than men, so female's oral ability, expression fluency is better than male's, they also know how to express their emotions through language, they are born social experts. However, the male way of speaking is more logical and concise, and the content is not rich in the process of expression, so it gives the impression of "clumsy mouth".

Sometimes a person's psychological activities are not expressed by language, but reflected in their facial expression and body language. Women are generally superior to men in perception, which makes it easier for them to capture the signals released by the other side's facial expression and body language in the

5 Conclusion, Discussion

5.1 Conclusion

According to the research findings, female university employees are more adaptable to nonverbal communication than male university employees. Female university workers are more adaptable than male university employees in terms of language and non-verbal communication ability, cultural communication

process of talking with each other (Su, 2013). Women tend to communicate faster than men. From the same-sex point of view, it is easy to establish common topics between women and women, such as cosmetics, clothing, accessories, etc. From the perspective of the opposite sex, not to mention, it is well known that it is easy for women and men to establish a friendly relationship (Wang, 2018). Scientific research shows that female's behavior tends to reveal more levels and information than men. Female's performance in emotional recognition and emotional use was also significantly better than that of men, according to the theory of social psychology, the behavior requirements of women in work are often lower than those of men. Therefore, the behavior of female employees in the process of cross-cultural communication is more likely to be accepted by others (Matthees, 2015). Although women are generally weaker than men in interpersonal communication, they have more advantages than men in coordinating and solving problems. To sum up the above reasons, female such as strong observation ability, memory ability,

understanding ability, expression ability and so on, make women better than men in many aspects of management and communication. Therefore, female college workers are more adaptable than male college workers in the process of cross-cultural communication (Soukup, 2019).

In intercultural communication, Chinese people show good international adaptability in the global scope (Huang & Chang, 2011). In the process of communication, Chinese tend to avoid conflicts indirectly. The traditional thinking of the mean in Chinese culture makes Chinese people better able to communicate with others in the process of communication (Yeh et al., 2013). As one of the Southeast Asian countries, Thailand has a good cultural inclusiveness (Jacqui Allen et al., 2012). This cultural inclusiveness enables Thai people to have better cultural and interpersonal communication with foreigners and establish harmonious interpersonal relations (Wu, 2008).

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