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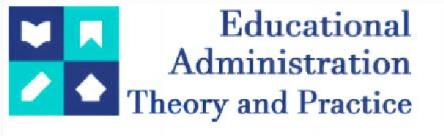
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**Research Article**



**The Impact of Cultural Dynamics in Higher Education Institutions: A Case Study on Students**

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| **ARTICLE INFO** | **ABSTRACT** |
|  | This study aims to investigate the influence of cultural identities, diversities and intercultural relationships on higher education students. It refutes the notion that these elements contribute nothing to students learning, tolerance, knowledge of other cultures, personal growth and overall complete development. The article explores the experience of students within the multicultural environment of higher learning, investigates the impact of cultural identities, diversities and intercultural relationships on the scholars and their success. This research also investigates the impact of cultural exposure on the culture of academics in higher education. One of the fundamentals of our study is to examine whether and how culture enhances students personal development and well-being. We want to contribute evidence-based results that highlight the enhanced role of accepting cultural diversity and developing intercultural sensitivity. Our mission is to contribute to the construction of a more inclusive and active culture of learning, where every student can realize their potential.    **Keywords:** Culture, Diversities, Intercultural Relations, Students, Teachers |

# INTRODUCTION

With globalization in education, college campuses have totally changed as far as appearance and atmosphere are concerned and they are now institutions that are linguistically and culturally more diverse. The presence of global study programs, migration and student exchange from all across the globe have role in ensuring that this objective have been achieved successfully. The new generation of students carry several cultural assumptions and those assumptions influence the interactions and experiences that they encounter. It is absolutely necessary to exercise tolerance and understanding because understanding enables individuals to prevent stereotyping and judging others on assumptions both of which can result in cumbersome communication. It is the fear of being bullied or socially ostracized because of their cultural backgrounds that frightens most students in colleges and universities. Moreover it is hard to make friendship with students who hails from different cultures. By looking at social events in relation to their own culture students will normally try to look for their own culture that match their peers. Because culture is a complex idea, individuals have different thoughts about what it is to be cultural. In general it is a term that has been used to define the beliefs, principles and practices common to all those who are members of a given community. The college campuses are major institutions where students from diverse cultural backgrounds engage with each other and begin debates with each other. The overall aim of this study is to explore the impacts national identities, diversity and cultural relationships have on the life of college students. This is accomplished for improved understanding of how such concepts affect college students in a given setting.

# LITERATURE REVIEW

The effects of cultural identities, diversities and intercultural relations on college students is gradually becoming a significant field of research. Numerous studies indicate that multicultural learning environments enhance students' cognitive development, critical thinking skills and intercultural competence (Gurin et al.

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2002; Milem 2003). Students have a tendency to to struggle with how deal with multicultural campuses because of stereotyping and cultural misunderstandings of alienation feelings (Smith & Schonfeld 2000). Chang (2005) explains the significance of institutional support in encouraging hale and hearty intercultural relations and a positive campus environment. Various studies have examined the connection between the academic achievement of students and their cultural identity and determined that a strong sense of cultural identity is a buffer against academic stress and leads to general well-being (Phinney 1990; Gloria & Rodriguez, 2000). Multilingualism is a extensive phenomenon among global students. Most of the students have used different languages in their education and personal settings which is a challenge for the teachers while interactive with the learners (Spitzman et al., 2019). They have to project their intelligence to students from different cultures in a way that they adapt to their feelings. Most of the students who study overseas face cultural diversity challenges and more when studying abroad. Having more foreigners in a nation typically causes communication problems for domestic students, which in turn encourages foreigners to harass them (Berry et al., 2022). Australia is the top country in the exportation of foreign students. Many foreign students have already acquired education in Australia. Most students are motivated by the environment of the Australian universities therefore, the learning system and environment of the Australian culture is much cherished by the overseas students. Next is Canada the Canadian colleges are also very attractive to foreign students 23.7% of students visited Canada for better education. The United Kingdom comes third on the list. 22.3% of students are coming to the country to gain high-level education. The cultural diversities in these countries are evident in their education sectors, highlighting a notable relationship among native students, international students and college faculty (Hoff et al., 2020). The impact of culture and intercultural relations among individuals is positive. This study examines the effects of incorporating cultural identities, diversities and intellectual relations in higher education. Variables including tolerance, communication skills, the influence of fostering a healthier community and the improvement of knowledge are assessed. This study aimed to clarify the effectiveness of cultural identities, cultural diversities and intellectual relations among college students.

**Hypothesis**

The incorporation of factors that facilitate the integration of cultural diversity within the organization provides colleges with the opportunity to maximize the development of students' abilities. Colleges are able to incorporate a diversity of various cultures in their institutions by ensuring they manage cultural diversity in their organizations with caution (Diaz, Navarro, & Chen, 2019). This is an essential consideration for this present research. The following hypothesis draws its motivation from this consideration.

**H1:** Adopting the cultural identities, cultural diversities and intellectual endeavours does not contribute to students' knowledge.

Student professional and personal growth is affected by tolerance. Tolerance and patience are both great variables for the development of the student's competence (Esteban-Guitart et al., 2019). The hypothesis which was created below is based on this factor.

**H2:** The cultural identities, cultural diversities and intellectual relations does not increase students' level of tolerance.

The sensitivity of students towards different cultures is much enhanced by the inclusion of diversity in the workplace. It enhances their sensitivity towards different cultures to a great extent (Handford et al., 2019). The development of the following hypothesis is based on this point.

**H3:** A healthier society is not encouraged by the application of cultural identities, cultural diversities and intellectual colleges.

This also opens up space for improving students knowledge and the aptitude to grow. Incorporating multiple cultures also makes room for using features based on different kinds of geographical knowledge. This also assists them to develop (Hartman et al., 2020).

**H4:** Integrating cultural identities, cultural diversities and intellectual interests does not improve personality development of students.

Through intercultural relations and cultural diversities, the students are exposed to a lot of cultural factors that raise their tolerance level substantially (Hoff, 2020). This is the aspect that plays a big role in developing the students.

**H5:** Practice of intellectual relations, cultural identities and cultural diversities does not play a great role towards the overall development of the student.

# METHODOLOGY

The research is exploratory and descriptive. The questionnaires are filled by international and domestic students with diversified cultures in the colleges. Primary and secondary sources of data are used in this study. The data is taken from the ten colleges with the maximum students from diversified cultures. For getting the feedback of the survey five points Likert Scale was used. Exploratory factor analysis, confirmatory factor analysis and structural equation modelling were conducted with the help of AMOS. The SEM was employed in order to ascertain examination of causal and effective relationships tested within aforesaid data building up this study.

## Figure 2. Conceptual model (Source: Self-developed)

**Impact Of Cultural Identities, Diversities and Intercultural Relations**

**Enhance humanity in between students**

**Data analysis and result**

An effective method “Kaiser-Mayer-Olkin (KMO)" effectively generates an idea regarding the effectivity of data and it also measures the applicability. The technique is implemented to gather insights into the statistical measures of the data and determine its relevance to the current study (Melkamu et al., 2022). With the implementation of the KMO test, the determination of the strength related to partial correlation becomes easy.

**Table 1. Sphericity in KMO Bartlett’s Test KMO and Bartlett's Test**

|  |  |
| --- | --- |
| Kaiser-Meyer-Olkin Measure of Sampling Adequacy. | .516 |
| Bartlett's Test of Approx. Chi-Square  Sphericity df  Sig. | 125.251 |
| 66 |
| .000 |

Accumulation of a KMO value near .8 is good. A value over 0.5 is considered significant for the KMO test results (Syifa & Amrullah, 2022). Whereas for Bartlett's test, the value accumulated below 0.05 is considered to have a substantial correlation. KMO effectively identifies whether the sample is adequate. Bartlett's test generates an idea about the strength of the data. The accumulated value from the current test shows the value of 0. 516.It refers that the factor analysis method can be applied to the chosen data set. The analysis of the value accumulates from Bartlett's test also shows the significance of the data for application of factor analysis. The calculation shows the correlations between the components recognized in the data set. It effectively generates an idea regarding the dependencies between the elements in the data set (Watkins, 2021). The represented data shows the effective reflection of the correlation between the diverse components of the data set.

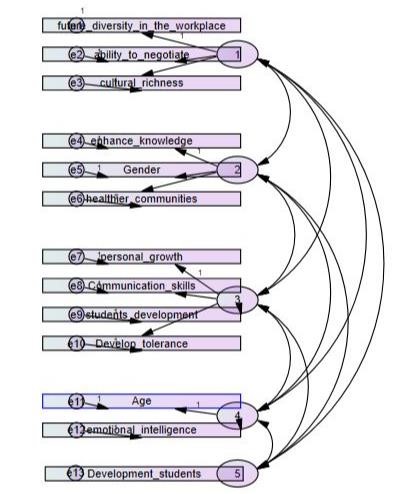
**Table 2. Factor loading in Component Matrix Component Matrixa**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Component | |  |  |  |
| 1 | 2 | 3 | 4 | 5 |
| future\_diversity\_in\_the\_ workplace | .518 |  |  |  |  |
| student's\_development | .517 |  |  |  |  |
| ability\_to\_negotiate | .477 |  |  |  |  |
| enhance\_knowledge |  | .631 |  |  |  |
| Age |  |  |  |  |  |
| healthier\_communities personal\_growth | .419 |  | -.470 |  |  |
| Gender cultural\_richness |  |  |  | .557 |  |
| Develop\_tolerance |  |  |  | -.518 |  |
| Communication\_skills |  |  |  | -.426 |  |
| emotional\_intelligence |  |  |  |  | -.714 |

Extraction Method: Principal Component Analysis. a. 5 components extracted.

The above figures show the association between the original variables and five components extracted. The component 1 appears to be firm on future success in the workplace e.g. "future diversity in workplace" "student's development" and "ability to negotiate.” The component 2 is focused on gaining knowledge identified as "enhance knowledge." The component 4 with high loadings from "cultural richness" and negative loadings from "Develop tolerance" and "Communication skills" may be tapping into obstacles to intercultural communication. The component 5 with negative loadings on "Develop tolerance" "Communication skills" and "emotional intelligence" measures resistance to change or adaptation at the individual level. The component 3 has no high loadings which might indicate that it is less interpretable or important in this case.

## Figure 3. Relationship Model between factors model (Source: Self-developed)



The above structural model examines the relationship between various factors, possibly in a social science context. The left-hand numbered boxes, e1 to e13, are observed variables or indicators. The right-hand numbered circles, 1 to 5, are latent variables are inferred from the observed variables. For example, the “ability to negotiate" (e2) and "cultural richness" (e3) are both members of latent variable 1. The curved arrows indicate that the latent variables correlate with each other. The "Gender" (e5) and "Age" (e11) are observed variables affecting latent variables indicates that the demographic variables have a important role.

**Table 3. Factor loading in Rotated Component Matrix Rotated Component Matrixa**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Component | |  |  |  |
| 1 | 2 | 3 | 4 | 5 |
| future\_diversity\_in\_the\_ workplace | .695 |  |  |  |  |
| ability\_to\_negotiate | .551 |  |  |  |  |
| cultural\_richness |  | -.642 |  |  |  |
| enhance\_knowledge |  | .583 |  |  |  |
| Gender  healthier\_communities |  | -.475 |  |  |  |
| personal\_growth |  |  | .630 |  |  |
| Communication\_skills |  |  | -.606 |  |  |
| student's\_development |  |  | .514 |  |  |
| Develop\_tolerance |  |  |  | -.674 |  |
| Age |  |  |  | .634 |  |
| emotional\_intelligence |  |  |  |  | -.833 |

Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization. a. Rotation converged in 7 iterations.

The above figures show a high factor structure of the data. The figures pertaining to the rotated component matrix indicate a robust factor structure of the data. Component 1 demonstrates a strong correlation with future workplace diversity (695) and negotiation skills (551), indicating a dimension of functional capabilities and preparedness for diversity in professional settings. Component 2 exhibits a negative weighting for cultural richness (-642) and gender (-475), while demonstrating a positive weighting for enhanced knowledge (583). This suggests a complex interaction among observed cultural values, demographics and cognitive achievement. Component 3 is characterized by personal growth (630) and student development (514), emphasizing both personal and academic advancement. Component 4 is characterized by Age (634) and a negative loading on Develop tolerance (-674), suggesting a potential relationship between age and the development of tolerance as perceived. Component 5 exhibits a negative loading of -833, indicating a relationship with emotional intelligence, specifically in the context of emotional abilities. Negative loadings signify an inverse relationship between the variable and the component.

**Table 4. Factor loading in Total Variance** **Total Variance Explained**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Component | Initial Eigenvalues | | | Extraction Sums of Squared  Loadings | | | Rotation Sums of Squared  Loadings | | |
| Total | % of  Variance | Cumulative % | Total | % of  Variance | Cumulative % | Total | % of  Variance | Cumulative % |
| 1 2 | 1.309 | 10.905 | 10.905 | 1.309 | 10.905 | 10.905 | 1.230 | 10.246 | 10.246  20.286 |
| 1.259 | 10.495 | 21.400 | 1.259 | 10.495 | 21.400 | 1.205 | 10.040 |
| 3 | 1.143 | 9.526 | 30.925 | 1.143 | 9.526 | 30.925 | 1.174 | 9.779 | 30.066 |
| 4 | 1.073 | 8.946 | 39.871 | 1.073 | 8.946 | 39.871 | 1.130 | 9.414 | 39.479 |
| 5 | 1.004 | 8.368 | 48.239 | 1.004 | 8.368 | 48.239 | 1.051 | 8.759 | 48.239 |
| 6 | .988 | 8.233 | 56.472 |  |  |  |  |  |  |
| 7 | .951 | 7.923 | 64.395 |  |  |  |  |  |  |
| 8 | .939 | 7.826 | 72.221 |  |  |  |  |  |  |
| 9 | .912 | 7.602 | 79.823 |  |  |  |  |  |  |
| 10 | .873 | 7.274 | 87.097 |  |  |  |  |  |  |
| 11 | .800 | 6.668 | 93.765 |  |  |  |  |  |  |
| 12 | .748 | 6.235 | 100.000 |  |  |  |  |  |  |

Extraction Method: Principal Component Analysis.

As per the initial eigenvalues the first five components exhibit the eigenvalues above 1 have captured the majority of the variability. The first captures of 10.905% and the fifth 8.368% of the variance indicates a clearer and more interpretable component structure. The remaining factors having eigenvalues of less than 1 contribute insignificantly to the total variance and therefore are ranked lower in explaining the data structure.

## Figure 5. Structural model of factors (Source: Self-developed)

As per the above observed variables (left column, e.g., "future diversity in the workplace") are clustered into underlying factors or components. The "future diversity in the workplace" assigns very heavy weights to Factor 1 representing it is a decisive characteristic of that factor. The five distinct factors with which the correlations between the twelve observed variables can be associated unfold in the analysis and data structure is more transparent and stronger. The major aim behind developing this theme here is to address the relationship between the components chosen in this data set. Through the implementation of this model the complexity of the relationship is demonstrated effectively. The major benefit generated through the implementation of the model in the system is it effectively helps the study gather the idea about the critical relation between the factors.

# CONCLUSION

This study highlights the necessity of cultural openness and intercultural understanding within the environment of higher education in order to provide an enriching and inclusive educational experience for all. By strong analysis of the rich multidimensionality of cultures and intercultural dynamics. The study points out the importance of vital elements such as functional capabilities, intellectual development, personality maturation, tolerance and emotional intelligence. This model offers institutions a theoretical basis for creating specific programs and interventions that offer supportive and inclusive learning environments. Additionally, the study takes into account the effects of incorporating cultural diversity factors in colleges and their ability to promote students skills in communication and overall development. Through critical examination, the study analyzes the actual effects of the components in the real world, presenting the actual effects on students development. Future, studies should investigate further into those particular relationships that were discovered, specifically the negative loadings that were found, in order to fully understand these intricate dynamics and create evidence-based interventions for promoting intercultural competence.

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