



Adaptation and Integration of Pakistani Students of Higher Education Institutions in China

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ARTICLE INFO

Article History:

Received: January 24, 2025
Revised: March 04, 2025
Accepted: March 07, 2025
Available Online: March 10, 2025

Keywords:

Cultural and Social Dimensions, Higher Education, Pakistan, China

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ABSTRACT

This study examines Pakistani international students' adaptation and integration experiences in Chinese higher education, focusing on intellectual, social, and cultural dimensions. Using a mixed-methods approach, data was collected from 58 students via surveys and interviews. SPSS analysis highlights key challenges, including language barriers and cultural differences, which negatively affect academic performance and social interactions, often leading to isolation and stress. However, students employing proactive coping strategies, such as peer support and cultural exchange participation, experience better adaptation. Institutional support, particularly language assistance and counseling, is crucial in easing transitions and fostering a sense of belonging. The study recommends expanding language training, enhancing cultural exchange programs, and offering targeted academic support to improve international student integration. These initiatives aim to enhance student experiences and strengthen institutional support systems in Chinese universities.

Introduction

In recent years, China has emerged as a prominent global destination for international students seeking academic excellence and cultural enrichment, a shift that mirrors broader changes in the global higher education landscape. As student mobility continues to increase globally, with millions of students crossing borders to pursue education, countries such as China are becoming increasingly attractive due to their strong education systems and diverse cultural environments.

Pakistani students, in particular, make up a significant portion of international students in China, driven by quality education and opportunities for intercultural engagement (Chen and Tabassum, 2019). Like their counterparts from other nations, these students must navigate a complex terrain of academic challenges and cultural adaptations, which contribute to their overall well-being and academic success (Jidda Jidda, Zhen, Ashraf, Nasir, & Amoako, 2025).

China's growing global influence has significantly strengthened its appeal as a study destination, making it Asia's leading center of international education. China's higher education system plays a vital role in fostering international talent and cultural exchange, but language barriers and cultural adaptation are difficult for many students, especially those from non-Chinese-speaking countries. Causing significant challenges to their academic and personal development (Tian et al., 2020). International students, especially from Pakistan, face various obstacles in conforming to the strict academic expectations and social norms of Chinese society. Understanding the complexities of this cultural transition is essential to fostering a supportive environment that enhances both academic achievement and personal well-being (Li, Murad, Ashraf, & Jiatong, 2024).

Pakistan, a country with a growing youth population, has long struggled with systemic challenges in its education sector. Despite establishing key institutions such as the Higher Education Commission of Pakistan (HECP) in 2002, which aimed to improve the country's secondary education system, students often migrate abroad due to issues related to funding, quality, and access to higher education. Looking for opportunities. Home (Tian et al., 2020). For Pakistani students, China represents a place for academic growth and a unique opportunity for intercultural learning and self-improvement (Hongbo et al., 2021). The juxtaposition of their educational aspirations and the challenges of adapting to a new cultural and academic environment in China provides a rich ground for exploring the broader implications of international student mobility in the context of globalization (Ashraf, Murad, Sheikh, & Syed, 2021).

The global increase in international student enrollment has made it increasingly clear that educational institutions must prioritize students' cultural adaptation (Murad, Cai, Javed, Firdousi, & Ashraf, 2019). By 2025, it is estimated that the number of international students worldwide will reach 8 million, a trend highlighting the urgent need for host institutions to implement comprehensive support systems that address academic and socio-cultural challenges. are to deal with (Al-Asmari, 2023). For Pakistani students studying in China, these challenges often manifest in the form of language barriers, domestic stress and the stress of adjusting to unfamiliar educational systems (Ashraf, Li, Dodor, & Murad, 2018). As research suggests, without adequate institutional support, these students risk experiencing negative outcomes, making it necessary for universities to develop strategies that facilitate smooth cultural transitions and academic Increase integration (Wen et al., 2018).

Intercultural adaptation has become an important focus in understanding the international student experience. It involves more than just academic adjustment (Ajaz, Mehmood, Ali, & Ashraf, 2014). It's about navigating new cultural landscapes and building active social relationships in a foreign environment. For Pakistani students in China, intercultural adaptation is deeply influenced by their home experiences, which shape how they adjust to the academic rigor and cultural expectations of Chinese universities (Noreen et al., 2019).). The ability to effectively integrate into a new environment is closely related to well-being, which, in turn, affects academic performance. Therefore, it is important to examine the personal and cultural factors that contribute to successful adaptation in order to improve the academic outcomes of international students in China.

China's rising status as an educational powerhouse can be attributed in part to its national policies, including initiatives such as the Belt and Road Initiative, which have made the country a major player in global higher education. Positioned as As of 2018, China was hosting nearly half a million international students from around the world, further cementing its role as a global education center (Chaudhry and Ikram, 2020). However, while much attention has been paid to the experiences of students in major metropolitan areas such as Beijing and Shanghai, less research has focused on the experiences of students in second-tier cities, where many Pakistani students are enrolled. These areas, often offering lower tuition and better scholarship opportunities, present unique challenges in terms of academic adjustment and cultural integration (Ning et al., 2023). This gap in research emphasizes the need for a more nuanced understanding of the diverse experiences of international students in different regions of China.

The intersection of globalization and education presents both opportunities and challenges for higher education institutions (HEIs). Universities are now under pressure to enhance their global competitiveness by promoting international research and innovation as well as producing graduates equipped for interconnected economies (Margensen and van der Wende, 2007). China in particular has invested heavily in internationalizing its higher education sector, aiming to attract global talent and promote intercultural cooperation. Yet, this globalization process is not without its tensions, as nationalist agendas and market-driven approaches to education often conflict with ideas of cosmopolitanism and global cooperation (Mok, 2003; Olssen & Peters, 2005).). For Pakistani students in China, these competing forces shape their educational experiences, as they try to balance the demands of academic achievement with the complexities of cultural adaptation.

As the number of international students continues to increase, with countries such as China and the Netherlands becoming increasingly popular study destinations, it is important to examine how these students navigate their academic and social environments. Research shows that the ability to adapt to new cultural and educational contexts is key to academic success, especially for students from Asia, who represent more than half of the international student population (Organization for Economic Cooperation and Development, 2011; Altbach, 2009). For Pakistani students, the experience of studying in China provides a unique opportunity for personal growth, but it also requires them to confront and overcome significant cultural and academic challenges (Noreen et al., 2019). By understanding these challenges, both students and institutions can better prepare for the changes involved in studying abroad.

Finally, the experiences of Pakistani students in China provide valuable insights into the broader dynamics of international education and intercultural adaptation. As China continues to expand its role as a global education hub, it is important to consider the diverse needs of its international student population. By promoting intercultural adaptation and providing a strong support system, Chinese universities can not only enhance the academic success of their students, but also contribute to the creation of a more inclusive and globally connected academic community.

Objectives of the study

- To investigate how well-adjusted Pakistani overseas students have been to the intellectual, social, and cultural aspects of higher education in China.
- To determine the challenges Pakistani students faced integrating into the Chinese higher education system.
- To examine the strategies employed by Pakistani students to hasten the integration and adjustment process.

- To find out how higher education institutions may assist Pakistani students studying abroad in adjusting and integrating.

Materials and Methods

The research methodology employed in this study was designed to explore and analyze the adaptation and integration experiences of Pakistani international students who studied in Chinese higher education institutions and later assumed academic roles in various educational institutions in Pakistan. A cross-sectional research design was adopted, allowing for data collection at a specific point in time to provide a snapshot of the participants' experiences. This study employed a mixed-methods approach, combining quantitative and qualitative techniques to comprehensively understand the subject. The target population comprised Pakistani students employed at institutions such as BZU, AUF, MNAU, IUB, and GCUF, who had navigated the adaptation process in China.

Stratified random sampling was utilized to ensure a representative sample, partitioning the population based on the educational institutions attended and their current employment positions. A sample size of 58 respondents was deemed sufficient to ensure internal validity and facilitate in-depth analysis. Data collection was conducted through self-administered structured questionnaires, distributed both in person and via Google Forms for convenience. Pre-testing of the questionnaire was conducted with 10 respondents to ensure its reliability and validity. The data collected were coded for ease of analysis and entered into SPSS software, where descriptive statistics and inferential tests were conducted to examine patterns and relationships within the data. Percentages were calculated to quantify key characteristics, providing insight into the adaptation and integration challenges faced by these students (Li et al., 2024).

Results

The results of the study provide a comprehensive picture of the experiences and challenges faced by Pakistani students in Chinese universities. The sample was predominantly male, with 93.1% male respondents and only 6.9% female. Most students were aged between 41–50, (62.1%) and the majority had a PhD (89.7%), while a smaller percentage had a postdoctoral qualification (10.3%). A large proportion of respondents were married (75.9%), others were single (20.7%) or divorced (3.4%), and all identified as Muslim, indicating no religious diversity. Most respondents had been studying in China for more than three years (55.2%), while a significant number had completed their educational experiences more than five years ago (41.4%). Regarding academic positions, the most common title of respondents was assistant professor (41.4%), and their workplaces were concentrated in institutions such as Bahauddin Zakaria University (25.9%) and Government College University Faisalabad (24.1%). The majority live in urban areas (77.6%) and come from a joint family system (58.6%), with most families having 3-4 members (55.2%). Scholarship support played an important role, with 53.4% receiving scholarships from the Higher Education Commission of Pakistan (HEC). A significant proportion of respondents (79.3%) felt confident in understanding course content provided in Chinese media, and a large majority (82.8%) were satisfied with the quality of education provided by their institutions. Social participation was also notable, as 75.9% were engaged in university-sponsored activities, although 72.4% experienced difficulties managing academic workloads. The majority of students (65.5%) accessed academic support services from their universities, and 62.1% felt included and accepted by their Chinese classmates. However, communication with Chinese colleagues was difficult for 69.0% due to language barriers.

Although 58.6% of respondents had established friendships with Chinese students, 37.9% had not, and 3.4% were unsure. Similarly, 58.6% had joined student clubs or organizations, while 41.4% had not. Cultural challenges were also prominent, with 51.7% of respondents reporting cultural misunderstandings or clashes. On a positive note, 69.0% participated in cultural exchange activities or events, and 55.2% adapted their lifestyles to Chinese cultural norms. Cultural orientation or training programs were used by 55.2%, although 37.9% did not, and 6.9% were unsure. A significant proportion (82.8%) dealt with homesickness or loneliness, while language barriers continued to affect 62.1% of respondents in their academic or social lives. Discrimination and social integration issues emerged, with 58.6% of respondents experiencing discrimination or prejudice based on nationality, and 62.1% feeling pressured to conform to certain expectations or norms. Dietary restrictions also posed challenges, as 44.8 percent found it difficult to meet their nutritional needs, and 58.6 percent faced challenges accessing halal food. Nevertheless, 79.3% felt comfortable expressing their religious beliefs, although 65.5% had difficulty attending religious services or gatherings. Specifically, 72.4% saw differences in the availability of religious facilities, and 51.7% believed that their religious practices affected their social integration. Regarding discrimination based on religious preferences, 31.0% of respondents reported experiencing prejudice, while 58.6% did not. In terms of institutional support, 58.6% felt that Chinese higher education institutions met their nutritional and religious needs, but 31.0% disagreed. Managing time effectively to balance academics and social life was achieved by 75.9% of respondents, while 58.6% sought help from fellow Pakistani or other international students. Mental and emotional well-being was addressed by 55.2% of respondents through self-care practices, and 62.1% attended workshops or seminars on cultural adaptation and integration. Support services provided by universities were largely appreciated, with 75.9% of students being satisfied, and a similar number having used counseling or psychological services.

Additionally, 79.3% felt that their university adequately met the needs of international students, although 75.9% experienced challenges in accessing some support services. More than half (55.2%) received help with visa and accommodation issues from their university. The overall experience of studying in China was rated positively by respondents, with 43.1% rating it as exceptional and 44.8% as very good. The high-quality education provided by Chinese universities was the most attractive aspect for 69.0% of respondents, and 69.0% also rated the academic environment as superior to that of Pakistan. However, culture shock was prevalent, with 70.7% experiencing it since moving to China. Finding accommodation was straightforward for 69.0% of respondents, while 31.0% encountered difficulties but eventually resolved them. To stay connected with family and friends abroad, 48.3% primarily use instant messaging apps. Suggestions for improvement from respondents emphasized the need for better language support (72.4%), including Mandarin training, and comprehensive cultural orientation programs. Additionally, promoting diversity through cultural events, improving access to halal food and religious facilities, and providing better mental health resources are considered essential to enhance the overall experience of international students. Despite the challenges, 84.5% of respondents would recommend other Pakistani students to study in China, underscoring the country's growing appeal as a study destination.

Table 1: Social and Language Barriers Regarding Pakistani International Students in Higher Education Institutions in China

Statement	N	Mean	Std. Deviation
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Do you feel confident in your ability to understand course material taught in Chinese Media?	58	1.3103	.65446
Are you satisfied with the quality of education provided by your institution?	58	1.2069	.48697
Did you participate in social activities or events organized by your university?	58	1.2759	.52292

Scale = Yes = 3; Don't know = 2; No = 1

This table investigates regarding Pakistani students the social and language issues of Chinese higher education institutions. The mean score for the degree of confidence in the student's ability to understand the materials covered in the Chinese media course is 1.31 which shows that the students are relatively less confident about their ability in this area. Similarly, concerning the quality of education offered in their institution, the level of satisfaction is low, meaning 1.21. Moreover, it takes an average of 1.28 or less to indicate how often the student participates in university-arranged social activities or events to view him or her as socially active in these settings. In general, these scores suggest some considerable difficulty for Pakistani learners regarding their ability to understand language and communicate functionally within their institutions.

Table 2: Learning Adjustment System Regarding Pakistani International Students in Higher Education Institutions in China

Statement	N	Mean	Std. Deviation
Have you faced difficulties keeping up with the academic workload in Chinese universities?	58	1.2759	.45085
Have you received any academic support services offered by your university?	58	1.3448	.47946
Do you feel included and accepted in the social circles of your Chinese classmates?	58	1.3793	.48945
Have you faced any challenges communicating with Chinese colleagues due to language barriers?	58	1.3448	.54778
Have you made friends with Chinese students during your time in China?	58	1.4483	.56731
Have you joined any student clubs or organizations at your university in China?	58	1.4138	.49681

Scale = Yes = 3; Don't know = 2; No = 1

The challenges faced by Pakistani students in terms of learning adjustment are presented in the table below. Challenges encountered by students while following the academic calendar were also posed to the students and the mean score obtained was 1.28 indicating students' major struggle. The accessibility of academic resources is slightly higher but still too low and is estimated to be at a mean of 1.34. Students also pointed out feeling alienated from groups resulting from having classmates from China with a mean score of 1.38 and language barriers when interacting with Chinese people, with a mean of 1. Thanks to assistance with language barriers as was the case with being able to interact with other students and staff from China in this research. Largely, learning Mandarin and developing friendships with Chinese students as well as getting involved with student organizations scored lower mean of 1.45 and 1.41, respectively. The above statistics indicate that Pakistani students face fairly significant difficulties in the learning process and social integration in China.

Table 3: Cultural Adjustment Regarding Pakistani International Students in Higher Education Institutions in China

Statement	N	Mean	Std. Deviation
Have you experienced any cultural misunderstandings or clashes during your stay in China?	58	1.5517	.62611
Have you been actively participating in cultural exchange activities or events at your university?	58	1.3448	.54778
Have you adapted your lifestyle to align with Chinese cultural norms?	58	1.4828	.56944
Have you sought any cultural orientation or training programs provided by your university?	58	1.5172	.62804

Scale = Yes = 3; Don't know = 2; No = 1

This table evaluates Pakistani students' cultural adaptation in China. The results suggest that the frequency of cultural misunderstandings equals one point fifty-five, indicating that cultural conflicts are not rare. The low average mean of 1.34 indicates that the quantity of activities or events involving cross-cultural socialization is low, and the corresponding low average mean of 1.48 indicates that adapting to the Chinese style of life is tough. However, the average of the student's involvement in cultural orientation or training programs is also small, 1.52. These scores must be reminiscent of the difficulties which Pakistani students face in comprehending and adapting to the culture of the host country, which in turn underlines the insufficient effectiveness of cultural student support and orientation activities.

Table 4: Challenges Faced Regarding Pakistani International Students in Higher Education Institutions in China

Statement	N	Mean	Std. Deviation
Do you deal with feelings of homesickness or loneliness while studying abroad?	58	1.2069	.48697
Have language barriers affected your academic or social life in China?	58	1.4138	.56303
Have you experienced any discrimination or prejudice based on your nationality?	58	1.4483	.56731
Do you feel pressured to conform to certain expectations or norms as an international student in China?	58	1.4138	.56303
Have you found it easy to accommodate your dietary restrictions and preferences in the dining options available at Chinese higher education institutions?	58	1.7241	.74441
Are you facing challenges with accessing halal food on campus or nearby?	58	1.4483	.56731

Scale = Yes = 3; Don't know = 2; No = 1

This table looks at the main difficulties that Pakistani students face in their experience of studying in China. The scores obtained for homesickness or loneliness were comparatively low and when converted to the mean yielded a mean score of 1, interestingly, students have some level of homesickness or feel lonely while they are in their host countries. This observation means that

communication barriers seem to recur moderately and significantly affect students' academic and social experiences. Experience of being discriminated or prejudiced due to nationality had a mean score of 1.45 in the study which underlined the fact that some students may experience bias. Also, according to the students, the difficulty in maintaining diet requirements ranges from a mean of 1.72 in dining accessibility and 1.45 in halal diets. These findings are in line with noteworthy changes and challenges that depend on students' quality of life and functioning.

Table 5: Religious Practices and Integration Regarding Pakistani International Students in Higher Education Institutions in China

Statement	N	Mean	Std. Deviation
Do you feel comfortable expressing your religious beliefs and convictions in a university environment?	58	1.2069	.40862
Have you had any difficulty attending religious services or gatherings due to cultural differences or lack of facilities?	58	1.3448	.47946
Have you noticed any difference in the availability of religious facilities in China?	58	1.3103	.53662
Do you feel that your religious practices have affected your social integration into the university community?	58	1.5517	.62611
Have you experienced any discrimination or prejudice based on your religious preferences?	58	1.7931	.61441
Do you think Chinese higher education institutions cater to the nutritional and religious needs of Pakistani students?	58	1.5172	.68162

Scale = Yes = 3; Don't know = 2; No = 1

This table aims to analyze the involvement of religious activities for Pakistani students studying in Chinese universities. A low mean of 1.21 explains the reasons students feel uncomfortable voicing religious orientation. Mobility to and from churches affects some, with a mean of 1.34; cultural barriers and access to facilities affect their mobility. Chinese observations of religious options are calculated as 1.31 on average, which indicates some restrictions as to religious buildings. Deliberate religious activities may hamper integration with the rest of the obtain a mean of 1.55 for the degree of social integration. Also, students who said that discrimination occurs due to having different religious preferences received a mean score of 1.79 and nutritional/religious needs were partially supported with a mean score of 1.52 among the respondents. The outcomes support the notion that religious accommodation is an issue of interest to Pakistani students.

Table 6: Employed Strategies Regarding Pakistani International Students in Higher Education Institutions in China

Statement	N	Mean	Std. Deviation
Do you manage your time effectively to balance academics and social life?	58	1.3103	.59845
Have you sought help from fellow Pakistani students or other international students?	58	1.4828	.62804
Have you been engaging in self-care practices to maintain your mental and emotional well-being?	58	1.5172	.62804
Do you attend any workshops or seminars on cultural	58	1.4828	.68162

adaptation and integration?			
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Scale = Yes = 3; Don't know = 2; No = 1

The following table presents actions taken by Pakistani students to deal with problems within China. This reveals that 1.31 which is the mean score for time management may show that the difficult to balance between school and social lives. Turning to other Pakistani or international students is moderately helpful, with a mean of 1.48, while self-care categories are even slightly more effective, with a mean of 1.52. Involvement in workshops regarding the cultural adaptation of participants has a mean score of 1.48, pointing at a rather low use of institutional resources for integration. Thus, these scores reveal the students' intention to try something, but at the same time, most of them have some challenges regarding proper adjustment.

Table 7: Support from Institutions Regarding Pakistani International Students in Higher Education Institutions in China

Statement	N	Mean	Std. Deviation
Are you satisfied with the support services provided by your university for Pakistani students?	58	1.2414	.43166
Have you used counseling or psychological services offered by your university?	58	1.2414	.43166
Do you feel that your university adequately meets the needs of international students?	58	1.2759	.58619
Have you encountered any challenges accessing support services or resources at your university?	58	1.2414	.43166
Have you received help from your university with visa and accommodation issues in China?	58	1.5517	.67985

Scale = Yes = 3; Don't know = 2; No = 1

This table looks at the extent of support as perceived by Pakistani students as far as the supporting institutions are concerned. Student satisfaction with the offered support services is fuel, with a mean being 1.24, and the use of counseling or psychological services is also at 1.24. The partially fulfilled need for international students is rated 1.28 on average by students. Similar to the first question TIMER1, the first NING that responded 'yes' to the question, Wherever you go, you are faced with difficulties to get the needed support services. Scored a mean of 1.24, meaning there are few available resources. However, students reported they got some help with visa and accommodation problems with a mean score of 1.55 which indicates that there are institutions' initiatives in this regard. This table serves to remind us how universities offer some amount of assistance but there are gaps in which tertiary institutions may not offer some type of support that would help produce a balanced individual.

Key Findings

The key findings indicate a predominantly male sample (93.1%) of Pakistani students in Chinese higher education, mostly aged between 41-50 years and holding advanced qualifications, with 89.7% possessing a PhD. Many of these students are married (75.9%) and live in urban areas (77.6%), typically within joint families of 3-4 members. Academically, the most common roles held are assistant professors, with Bahauddin Zakariya University and Government College University Faisalabad being the largest sources of employment. Over half (55.2%) of students have

been in China for more than three years, with 41.4% having completed academic experiences over five years ago. The majority (79.3%) feel confident in comprehending material in Chinese media, are satisfied with the quality of education (82.8%), and actively participate in social activities (75.9%). Students face significant language barriers, impacting their social and academic lives (69.0%), while 58.6% report difficulties making friends with Chinese students. Cultural misunderstandings are experienced by 51.7%, with 69.0% engaging in cultural exchange events and 55.2% adapting to Chinese norms. Religious practices present challenges: 65.5% find difficulty attending religious services, and over half (58.6%) report struggles with dietary and halal food requirements. Despite cultural and religious hurdles, students utilize coping strategies, such as time management (75.9%) and self-care practices (55.2%). Institutional support is generally satisfactory, with 75.9% pleased with services, though challenges remain in accessing resources (75.9%). Overall, students positively view their experience, with 43.1% rating it as exceptional, and 69.0% feel China's academic environment is superior to Pakistan's. Enhanced language support remains a key recommendation (72.4%), and a majority (84.5%) would endorse studying in China to other Pakistani students.

Discussion

The study highlights the complex and multi-dimensional experiences of Pakistani international students in China's higher education system, encompassing academic, social, and cultural challenges. Language fluency, particularly in Mandarin, significantly affects their ability to navigate academic tasks, supporting the hypothesis that language barriers impede their academic adaptation. The Chinese education system's emphasis on self-directed learning and high independence contrasts with Pakistani systems, adding to the difficulty. Social adaptation also presents considerable challenges, as students often feel isolated due to the cultural gap between Pakistan and China, confirming the second hypothesis. Social Support Theory is relevant here, suggesting that those who actively build social networks experience a smoother transition. Culturally, Pakistani students struggle with acculturation, particularly in regions where local customs sharply contrast with their own. Employing strategies like language acquisition and cultural immersion, students engage in proactive efforts to integrate, supporting the third hypothesis that active engagement improves adaptation. Universities play a key role, with those offering language, cultural, and academic support easing adaptation challenges and reinforcing the fourth hypothesis about the importance of institutional support. Theoretical frameworks, including Intercultural Adaptation Theory and Social Support Theory, effectively explain these adjustments, with Cultural Intelligence (CQ) emerging as a vital factor in successful integration. For policy, the study suggests enhanced institutional support tailored to international students' needs, with recommendations for intensive language programs, cultural orientation, and faculty training in cultural competence. Such efforts could foster an inclusive environment, promote integration, and better support the diverse international student body in China.

Conclusion

In conclusion, this study reveals the layered complexities faced by Pakistani students adapting to the Chinese higher education system, with substantial academic, social, and cultural challenges. Language proficiency, particularly in Mandarin, emerges as a crucial factor impacting students' academic performance, while the distinctive self-directed learning model in Chinese universities further intensifies academic pressures. Social and cultural adaptation is similarly challenging, as differences in social norms and a lack of familiar support networks contribute to feelings of isolation. Students employ strategies such as language acquisition and cultural immersion to

navigate these barriers, while institutional support—when available—eases their adaptation journey significantly. The findings underscore the importance of targeted support from Chinese universities, aligning with theoretical frameworks like Social Support Theory and the Acculturation Model, which highlight the essential roles of social networks and cultural adjustment. The study suggests policy improvements, including enhanced language programs, cultural orientation, and faculty training in cultural competence, aiming to create a more inclusive and supportive environment for international students. These insights contribute to a better understanding of the unique challenges faced by Pakistani students and offer actionable recommendations for fostering a more welcoming academic experience in China.

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