



**THE EDUCATIONAL MANAGEMENT CHALLENGES AND RESPONSE
STRATEGIES IN A MULTICULTURAL CONTEXT OF THE UNITED
STATES: THE PRACTICE OF CONFUCIUS INSTITUTES**

YIJIN ZHAO

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This Independent Study Has Been Approved as a Partial Fulfillment of the
Requirements for the Degree of Master of Business Administration

Advisor.....
(Dr. ZHANG LI)

Date:/...../..... 8...../..... 2025.....

.....
(Associate Professor Dr. Jomphong Mongkhonvanit)
Dean, Graduate School of Business

Date..... 21...../..... 8...../..... 2025.....

Title: The Educational Management Challenges and Response Strategies
in a Multicultural Context of the United States: The Practice of
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Researcher: Yijin Zhao

Degree: Master of Business Administration

Major: International Business Management

Advisor:

(Dr. ZHANG LI)

ABSTRACT

With the increasing globalization of education, Confucius Institutes face significant challenges in managing multicultural education. Teachers encounter difficulties related to cultural adaptation, language barriers, pedagogical adaptation, and professional development, which directly affect their job satisfaction. Addressing these challenges is crucial for enhancing the effectiveness of Confucius Institutes and ensuring a sustainable and high-quality international teaching environment. This study is grounded in the multicultural education theory and the cross-cultural management theory, aiming: 1) To identify the challenges encountered by Confucius Institutes in educational management within a multicultural environment; 2) To evaluate the effectiveness of current educational management strategies; 3) To analyze the impact of multicultural educational management on teacher job satisfaction; and 4) To provide recommendations for optimizing the educational management model of Confucius Institutes.

This study employed a mixed methods research methodology to systematically analyze the relationship between multicultural educational management and teachers' job satisfaction. A structured questionnaire was conducted among teachers working in

Confucius Institutes, with a total of 400 questionnaires distributed and 317 valid responses collected for empirical analysis. Statistical analysis techniques were used to examine the impact of cultural adaptation, language barriers, pedagogical adaptation, and professional development support on teachers' job satisfaction. This study was grounded in a clearly defined theoretical framework and further supported by a SWOT analysis to assess internal and external influences on educational management practices.

The findings indicate that pedagogical adaptation and professional development support positively contribute to teachers' job satisfaction, whereas cultural adaptation difficulties and language barriers negatively impact it. Specifically, institutions with structured teacher training programs, cultural adaptation initiatives, and bilingual support mechanisms demonstrate higher levels of teachers' job satisfaction. Furthermore, professional development opportunities significantly enhance teachers' career fulfillment and institutional commitment.

Based on these findings, this research suggests the implementation of structured cultural adaptation programs, enhancement of language support systems, development of targeted pedagogical training, and strengthening of professional development pathways. These strategies aim to create a more supportive and effective multicultural educational management framework in Confucius Institutes.

Keywords: multicultural education management, Confucius Institutes, teacher job satisfaction, multiculturalism

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YIJIN ZHAO

DECLARATION

I, Yijin Zhao, hereby declare that this Independent Study entitled “The Educational Management Challenges and Response Strategies in a Multicultural Context of the United States: The Practice of Confucius Institutes” is an original work and has never been submitted to any academic institution for a degree.

(YIJIN ZHAO)

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Chapter 1 Introduction

1.1 Background of the Study

In the era of globalization, educational institutions are increasingly required to adapt to multicultural environments. Multicultural education management involves integrating diverse cultural perspectives into educational policies, management strategies, and pedagogical approaches to create an inclusive and effective learning environment (Wulandari, 2024). Theoretical research suggests that successful multicultural education management not only enhances learning effectiveness and inclusivity but also strengthens the global competitiveness of educational institutions (Mouboua et al., 2024). However, despite its theoretical advantages, the practical implementation of multicultural education management remains a challenge. Educators, administrators, and students often encounter obstacles such as resistance to multicultural policies, lack of effective adaptation strategies, and cultural misunderstandings (Kandhro et al., 2024).

One prominent example of institutions facing these challenges is Confucius Institutes, which serve as cross-cultural exchange platforms aimed at promoting Chinese language and culture worldwide. While these institutions play a significant role in fostering intercultural dialogue, they also encounter difficulties in implementing effective multicultural education management strategies. Studies indicate that inadequate teacher training, ineffective cultural adaptation mechanisms, and resistance to policy changes hinder the overall effectiveness of multicultural education models (Feng et al., 2024; Zhou et al., 2024). Research has also shown that a well-structured multicultural education framework, including teacher development programs and intercultural mentorship systems, can significantly improve instructional quality and institutional adaptability (Akintayo et al., 2024).

Given these considerations, this study seeks to explore the impact of multicultural education management on institutional effectiveness and teacher job satisfaction, particularly in the context of Confucius Institutes. By analyzing current

challenges and best practices, this research aims to provide practical recommendations for optimizing educational institution management in multicultural settings.

1.2 Questions of the Study

With the increasing globalization of education, multicultural educational management has become a critical factor influencing the effectiveness and sustainability of international academic institutions. As cross-cultural exchange organizations, Confucius Institutes operate in diverse cultural and linguistic environments, requiring them to navigate complex educational management challenges. Despite their significant global presence, concerns remain regarding the effectiveness of their management strategies, their adaptability to multicultural contexts, and their impact on institutional performance and teacher job satisfaction.

To systematically examine these issues, this study is guided by the following overarching research question:

How does multicultural educational management influence the effectiveness, sustainability, and teacher job satisfaction in Confucius Institutes?

To address this broader inquiry, the study explores the following specific research questions:

1. What are the primary challenges faced by Confucius Institutes in managing education within a multicultural environment?
2. Are the current educational management strategies employed by Confucius Institutes effective?
3. Does multicultural educational management influence teacher job satisfaction at Confucius Institutes?

4. How can the educational management model of Confucius Institutes be enhanced to better address multicultural challenges?

By systematically addressing these questions, this study aims to provide a comprehensive analysis of the effectiveness of multicultural educational management in Confucius Institutes, identify key challenges and limitations, and propose strategic recommendations for optimizing their educational management practices. The findings will contribute valuable insights to the broader discourse on international education management, particularly in the context of cross-cultural learning institutions.

1.3 Objectives of the Study

1. To identify the challenges encountered by Confucius Institutes in educational management within a multicultural environment.
2. To evaluate the effectiveness of the current educational management strategies implemented by Confucius Institutes.
3. To analyze the impact of multicultural educational management on teacher job satisfaction in Confucius Institutes.
4. To provide recommendations for optimizing the educational management model of Confucius Institutes.

1.4 Scope of the Study

This study explores the educational management challenges and response strategies of Confucius Institutes operating in the multicultural environment of the United States. It focuses on key issues including cultural adaptation, linguistic communication, pedagogical adaptation, and teacher professional development support, assessing their impact on institutional effectiveness and teachers' job satisfaction. Additionally, it examines existing management strategies and proposes improvements to enhance adaptability, inclusivity, and sustainability.

The research was conducted within Confucius Institutes across different regions of the United States, ensuring a diverse representation of educational settings. The study was based on data collected during the 2024 academic year, providing insights into contemporary management practices and policy frameworks. A mixed methods approach was employed, utilizing questionnaire-based data collection to gather perspectives from Confucius Institute teachers and administrators. The Yamane formula was used to determine a sample size of 400 respondents, ensuring a 95% confidence level and a 5% margin of error. A random sampling method was applied to maintain diversity and representativeness. A total of 317 questionnaires were successfully returned, providing a valid basis for analysis.

By outlining these parameters, this study provides a comprehensive analysis of the challenges and best practices in managing Confucius Institutes in a multicultural setting. The findings offer valuable insights for enhancing institutional effectiveness, teachers' satisfaction, and cross-cultural educational management strategies.

1.5 Significance of the Study

1.5.1 Theoretical Significance

The theoretical significance of this study lies in addressing a critical gap in existing research, specifically regarding the impact of multicultural educational management on the job satisfaction of teachers at Confucius Institutes. Currently, the majority of research on Confucius Institutes primarily focuses on language instruction, cultural dissemination, and institutional development, with limited exploration of how multicultural educational management affects teachers' work experience and job satisfaction. For instance, Wang et al. (2021) investigated the role of Confucius Institutes in cultural diplomacy but overlooked the key factor of teachers' job satisfaction in a multicultural environment. Similarly, Li and Zhang (2020) analyzed the challenges faced by Confucius Institutes from a policy perspective, but did not systematically examine the work experiences of teachers from diverse cultural backgrounds.

Through a review of academic databases such as Web of Science, Google Scholar, and CNKI, it becomes apparent that most existing literature primarily focuses on institutional and administrative management, while systematic, data-driven analyses of teachers' job satisfaction in cross-cultural educational settings are still notably lacking. Scholars such as Brown (2022) and Garcia (2023) emphasized the need for future research to concentrate more on the effects of multicultural management on the psychological and professional development of educators.

This study conducts a systematic analysis of four key dimensions—cultural adaptation, linguistic communication barriers, pedagogical adaptation, and teacher professional development support—in order to examine how these factors influence the job satisfaction of teachers at Confucius Institutes. Furthermore, this study explores how demographic characteristics, including gender, age, educational background, teaching experience, and country or region of residence, impact teachers' perceptions of multicultural educational management. Through these analyses, the study aims to provide new theoretical perspectives and foundational insights into how teachers from diverse backgrounds adapt and develop in cross-cultural educational environments, thereby enriching academic frameworks in educational management, organizational behavior, and intercultural adaptation theory.

1.5.2 Practical Significance

Firstly, analyzing the specific impact of multicultural education management on teachers' job satisfaction can help Confucius Institutes and other international educational institutions gain a deeper understanding of the challenges and needs teachers encounter in cross-cultural teaching environments. This understanding enables the development of more effective management strategies to enhance teachers' job satisfaction and reduce teacher turnover.

Secondly, the findings of this study can provide practical guidance for optimizing educational management in Confucius Institutes, ensuring that while promoting language and cultural exchange, attention is also paid to teachers' professional development and intercultural adaptation. Currently, studies by Brown (2022) and Garcia (2023) primarily focus on institutional performance and student

learning outcomes, with limited attention given to teachers' work experiences in multicultural environments.

The innovation of this study lies in the application of quantitative research methods to systematically examine the various dimensions of multicultural education management and their overall impact on teachers' job satisfaction. This approach offers Confucius Institutes specific, actionable recommendations and strategic guidance aimed at improving teacher management and enhancing the effectiveness of cross-cultural support mechanisms.

Through these contributions, this study not only expands the theoretical framework within the field of educational management but also provides practical management insights for Confucius Institutes and other international educational institutions. The findings hold significant practical value and can be broadly applied within the international education sector to promote the sustainable development of Confucius Institutes and other cross-cultural educational organizations.

1.6 Definition of Key Terms

1. Multicultural Educational Management

Multicultural educational management refers to the process through which Confucius Institutes design, implement, and adapt educational policies and management strategies within diverse cultural environments. It encompasses the management of cultural diversity, addressing language barriers, adjusting teaching methodologies, and providing institutional support to ensure the effectiveness of cross-cultural education. This study investigates the impact of multicultural educational management on teacher job satisfaction and examines how various management strategies influence the professional experiences of Confucius Institute teachers.

2. Teacher Job Satisfaction

Teacher job satisfaction refers to the overall sense of fulfillment and well-being that Confucius Institute teachers experience in their professional roles. It includes

several dimensions, such as satisfaction with the work environment, professional development opportunities, support for cross-cultural adaptation, and administrative management support. This study measures teacher job satisfaction through a structured questionnaire and analyzes teachers' perceptions and evaluations of multicultural educational management.

3. Confucius Institutes

Confucius Institutes are international educational institutions established by the Chinese government, with the goal of promoting Chinese language education and cultural exchange globally. These institutes operate in diverse cultural contexts, requiring teachers to possess strong intercultural adaptation skills and necessitating effective management strategies to support their teaching activities. This study uses Confucius Institutes as a case study to examine the impact of multicultural educational management on teacher job satisfaction.

4. Cultural Adaptation

Challenges of Intercultural Adaptation refer to the difficulties that Confucius Institute teachers encounter while fulfilling their teaching responsibilities in foreign cultural contexts. These challenges include:

Cultural Differences: Variations in educational norms, teaching styles, and classroom interaction methods in the host country.

Social Integration: Difficulties in adapting to daily life and social environments, such as differences in social customs and conflicts in values.

Adjustment of Pedagogical Approaches: The necessity for teachers to modify their teaching methods to suit students' cultural backgrounds and learning habits.

This study analyzes how challenges of intercultural adaptation affect teacher job satisfaction and explores effective strategies for adaptation.

5. Linguistic Communication Barriers

Linguistic Communication Barriers refer to the communication difficulties that Confucius Institute teachers face due to language differences, both in classroom teaching and daily interactions. These barriers include:

Classroom Communication: The challenges teachers encounter in interacting with students during lessons.

Professional Collaboration: The communication difficulties between teachers, colleagues, and school administrators.

Language Support: The adequacy of language training or translation services provided by the Confucius Institute.

This study examines how linguistic communication barriers impact teachers' teaching experiences and job satisfaction, as well as how management strategies can alleviate the negative effects of these barriers.

6. Pedagogical Adaptation

Pedagogical Adaptation refers to the ability of teachers to adjust their teaching styles, strategies, and course content to meet the needs of students from diverse cultural backgrounds. This includes:

Adjustment of Teaching Methods: Modifying instructional techniques in response to students' cultural habits and learning styles.

Adaptability of Course Design: Assessing whether the course content aligns with the learning needs of students in the target country.

Classroom Interaction Strategies: Developing methods to increase student participation and improve learning outcomes in the classroom.

This study examines the impact of pedagogical adaptation on teachers' job satisfaction and explores management strategies to enhance teachers' adaptability.

7. Teacher Professional Development Support

Teacher Professional Development refers to the ongoing training, career advancement opportunities, and administrative support provided by Confucius Institutes to enhance teachers' instructional abilities and professional fulfillment. This encompasses:

Teacher Training Programs: Cross-cultural teaching training, Chinese language teaching skill enhancement courses, etc.

Career Advancement Opportunities: Promotion pathways, academic research support, etc.

Administrative and Managerial Support: Human resources management, career counseling, policy support, etc.

This study examines how teacher professional development support influences teachers' job satisfaction and explores strategies to optimize management mechanisms in order to enhance teachers' professional growth and career satisfaction.

Chapter 2 Literature Review

2.1 Literature Review

2.1.1 Theoretical background

Multicultural education management refers to the process of incorporating diverse cultural perspectives into educational policies, management strategies, and pedagogical approaches to foster an inclusive and effective learning environment (Wulandari, 2024). This concept reflects the impact of globalization on education, which requires educational institutions to accommodate students and teachers from diverse cultural, linguistic, and educational backgrounds. Effective multicultural education management involves not only curriculum modifications and policy adaptations but also transformations in teaching methodologies and the optimization of institutional management systems. For instance, scholars such as Mouboua (2024) have emphasized that the implementation of intercultural communication training, multilingual education frameworks, and culturally responsive teaching methods can significantly enhance learning effectiveness and inclusivity, thereby strengthening the global competitiveness of educational institutions (Mouboua et al., 2024). However, the success of multicultural education management largely depends on educators, administrators, and students' awareness, attitudes, and adaptability toward cultural diversity. Research by Peng & Chen (2023) indicates that a positive cultural attitude and a high level of intercultural competence contribute to improving educational quality and fostering institutional innovation. Conversely, resistance to multicultural policies and the absence of effective adaptation strategies may result in cultural misunderstandings, a decline in student engagement, and inefficiencies in institutional management (Kandhro et al., 2024). Additionally, scholars such as Feng et al. (2024) highlighted that neglecting teacher training and intercultural adaptation strategies in multicultural education management may lead to lower acceptance of multicultural education models, thereby undermining teaching effectiveness and triggering resistance to policy implementation. Ultimately, this could hinder the development of an inclusive educational environment and weaken the global competitiveness of educational institutions.

On the other hand, educational institutions that have successfully implemented multicultural education management often prioritize the cultivation of teachers, students, and administrators' understanding, acceptance, and adaptability to cultural diversity. These institutions establish systematic intercultural training programs, provide continuous organizational support, and implement effective communication mechanisms to foster cultural awareness and inclusivity, thereby improving the effectiveness of instructional management. For instance, a well-structured multicultural education framework—comprising teacher development programs, intercultural mentorship systems, and the integration of multilingual learning resources—can effectively assist educators in adapting to diverse instructional settings, significantly enhancing the overall performance of educational institutions (Akintayo et al., 2024). Furthermore, Wang et al. (2022) pointed out that teachers' job satisfaction is closely related to their intercultural competence and attitudes toward cultural diversity. Teachers who experience higher job satisfaction tend to engage more actively in teaching innovation, thereby fostering a more inclusive educational atmosphere (Wang et al., 2022). Similarly, research by Ul Hassan et al. (2025) found that when both teachers and students exhibit high levels of satisfaction with multicultural education management, it can substantially strengthen an institution's ability to drive educational innovation and enhance its adaptability to global educational trends, ensuring its competitiveness in the international academic landscape (Ul Hassan et al., 2025).

An investigation into the impact of multicultural education management on institutional effectiveness and teacher job satisfaction not only enhances teaching and learning experiences but also offers essential strategic guidance for educational policymaking. Overall, throughout the process of multicultural transformation, educational institutions should place great emphasis on fostering cultural awareness, implementing systematic training programs, and ensuring continuous organizational support to enhance teacher job satisfaction and optimize the effectiveness of educational management. This approach not only facilitates the effective implementation of multicultural education strategies but also promotes the sustainable development and global competitiveness of educational institutions. Against this backdrop, a comprehensive examination of the challenges associated with educational management in multicultural contexts and the corresponding coping strategies, with a

particular focus on the practices of Confucius Institutes, bears significant theoretical and practical implications.

2.1.2 Multicultural Educational Management

In the context of deepening globalization, education systems worldwide are undergoing an unprecedented transformation. The growing prevalence of cross-cultural communication has led to the coexistence of teachers and students from varied cultural backgrounds within the same educational environment. This shift not only promotes the internationalization of education but also introduces several challenges. These include cultural differences, language barriers, mismatched teaching models, and issues of educational equity, all of which education administrators must address and resolve (Kandhro et al., 2024).

Against this backdrop, Multicultural Educational Management (MEM) has emerged as a critical concept within the field of educational management. This model of management encompasses not only how educational institutions adapt to cultural diversity but also includes policy development, curriculum optimization, teacher training, and cross-cultural communication. The central aim is to establish a fair, inclusive, and efficient educational system within a cross-cultural teaching environment, enabling individuals from varied cultural backgrounds to fully realize their potential in the educational environment (Sunu, 2021).

However, despite the increasing focus on Multicultural Educational Management in international education research, significant challenges remain. Due to the considerable differences between various cultural systems, how to effectively implement the principles of multicultural education within educational management practices, and how to balance cultural diversity with the standardization of educational management, continue to be key challenges for both scholars and practitioners. Therefore, conducting an in-depth exploration of the concept of multicultural educational management and developing a robust, evidence-based management framework are of substantial theoretical and practical value in optimizing cross-cultural educational environments and improving educational quality.

Definition and Core Components of Multicultural Educational Management

As one of the core concepts in interdisciplinary research, multicultural educational management has been defined in various ways by different scholars, each from their own disciplinary perspective. Sunu (2021) defined multicultural educational management as a process through which educational resources are optimized in a culturally diverse environment, utilizing policies, curricula, and teacher training, with the goal of promoting the coexistence and integration of multiple cultures. Meanwhile, Hartinah et al. (2023) asserted that multicultural educational management not only involves the allocation of educational resources and policy formulation but also encompasses cross-cultural communication models, the adaptability of educational systems, and curriculum adjustments. Based on the perspectives of these scholars, this study defines multicultural educational management as follows: In an educational environment characterized by cultural diversity, educational administrators optimize the allocation of policies, teaching resources, teacher training, and cross-cultural communication strategies to enhance intercultural understanding and adaptability between teachers and students, ensuring that individuals from diverse cultural backgrounds can achieve optimal teaching and learning experiences within an equitable, inclusive, and effective educational system.

Core Components of Multicultural Educational Management:

The effective implementation of multicultural educational management depends on several key elements, which not only affect the overall functioning of the educational system but also directly influence the adaptability and sustainability of the cross-cultural teaching environment. Based on existing research, this study identifies the core components of multicultural educational management as the following four aspects.

1. Cultural Adaptation

In a multicultural environment, the ability of both teachers and students to adapt culturally is crucial to the effectiveness of educational management. Cultural adaptation is not only a process of individual psychological adjustment and social interaction but also a critical factor in whether educational institutions can operate smoothly in a cross-cultural context. Therefore, educational institutions should adopt various strategies to

facilitate cultural adaptation. First, providing cross-cultural adaptation training can help teachers understand the educational systems, classroom cultures, and teaching methods of the host country, thereby enhancing their ability to teach in cross-cultural settings. Second, establishing platforms for cultural exchange encourages cross-cultural interactions between teachers and students, strengthening mutual understanding and tolerance, and promoting harmonious coexistence within a multicultural environment. Additionally, integrating multicultural elements into the curriculum design allows students to naturally develop a global perspective during their learning process, thereby improving their cross-cultural cognition and adaptability (Suncaka, 2024).

2. Linguistic Communication

Language serves as the foundation for teaching interactions. In a multicultural environment, language barriers can significantly affect teaching quality and teacher-student relationships, making it essential to improve language communication effectiveness. First, the implementation of bilingual or multilingual teaching models should be emphasized to ensure that teachers can effectively convey knowledge, while also encouraging students to actively engage in classroom discussions, thus enhancing classroom interaction. Second, language training for teachers should be provided to improve their proficiency in the target language, enabling them to deliver cross-cultural teaching more fluently and enhancing the overall quality of classroom instruction. Furthermore, establishing translation or support communication mechanisms can help mitigate misunderstandings and communication challenges arising from language barriers, thus fostering a more inclusive and efficient learning environment (Anugrah et al., 2024).

3. Pedagogical Adaptation

The flexibility of teaching strategies is one of the key issues in multicultural educational management. Teachers must adapt their teaching methods to the multicultural context in order to enhance classroom interaction and improve learning outcomes. To achieve this, multimodal teaching approaches, such as interactive classrooms, case-based teaching, and collaborative learning, should be employed to increase student engagement. Additionally, incorporating local cultural elements into the curriculum design ensures that course content resonates with the cultural identity of

the target group, thereby improving the learning experience (Masarudin et al., 2025). Furthermore, providing cross-cultural teaching training is essential. By enhancing teachers' ability to adapt their teaching in multicultural environments, it ensures that they can effectively address the challenges posed by diverse cultural backgrounds.

4. Educational Policy Support

Policy formulation by governments and educational institutions plays a crucial role in multicultural educational management, as the effectiveness of these policies directly influences the long-term sustainability of multicultural education management. To ensure equal educational opportunities for teachers and students from all cultural backgrounds, policies regarding fair distribution of educational resources must be implemented. Additionally, establishing international educational cooperation programs can facilitate the exchange of knowledge and collaboration among educators from diverse cultural backgrounds, thus enhancing the practical outcomes of cross-cultural education. Furthermore, a systematic evaluation and feedback mechanism should be put in place, as it not only ensures the successful implementation of multicultural education management but also provides the evidence necessary for its continuous refinement (AbdiShahshahani et al., 2015).

In conclusion, multicultural educational management has become a vital component of the globalized education system. Its core elements encompass various dimensions, including cultural adaptation, language communication, teaching strategy adjustments, and educational policy development. According to research by various scholars, multicultural educational management not only impacts the cross-cultural adaptation of teachers and students but also significantly affects educational equity, teaching quality, and the effectiveness of cross-cultural communication. Therefore, scientifically grounded and well-designed educational management strategies are essential for optimizing multicultural educational environments and enhancing the sustainability of educational systems.

2.1.3 Current State of Research on Multicultural Educational Management

In the context of an increasingly globalized world, education systems are undergoing significant transformations. Educational institutions worldwide are confronted with the reality of teachers and students from diverse cultural backgrounds coexisting, and while this multicultural integration enriches the educational ecosystem, it also presents numerous management and adaptation challenges (Firmansyah, 2024). How to effectively coordinate educational resources, optimize management strategies, and ensure the equitable participation of various cultural groups in such a culturally diverse environment has become one of the central issues in contemporary educational management research. Multicultural Educational Management (MEM), as an interdisciplinary field of study, encompasses multiple dimensions, including policy development, curriculum design, teacher training, adaptation of teaching methods, and cross-cultural communication (Fitria, 2023). In recent years, extensive academic discussions have been conducted, leading to progress in theoretical frameworks, management models, teaching strategies, and policy support. This section aims to systematically review the current research findings, highlight key theories of multicultural educational management, examine prominent research trends, and identify gaps in existing studies, while also exploring future directions for research. This established a theoretical foundation for the further advancement of this study.

1. Theoretical Research Progress in Multicultural Educational Management

Research on multicultural educational management is grounded in several theoretical frameworks. These frameworks not only provide educational administrators with conceptual models to understand and navigate multicultural challenges but also serve as a foundation for subsequent practical research. Cultural Adaptation Theory underscores that, in a multicultural environment, an individual's adaptability is essential for successful cross-cultural communication (Li et al., 2021). For instance, Sizhuo (2023) highlighted that in the context of educational modernization, multicultural educational managers should implement strategies such as cross-cultural training and the development of cultural sensitivity to improve both teachers' and students' cultural adaptability. Furthermore, as globalization progresses, educational management must increasingly focus on cross-cultural leadership to ensure that teachers comprehend the

needs of students from diverse cultural backgrounds while promoting respect for and inclusiveness of cultural diversity. By establishing multilingual educational support systems, fostering international educational collaboration, and strengthening cross-cultural communication skills, it is possible to effectively reduce cultural conflicts and enhance the inclusivity and adaptability of the education system (Sizhuo, 2023).

Social Equity Theory emphasizes the issue of the equitable distribution of educational resources in multicultural educational environments. It posits that multicultural educational management should reduce cultural biases within the educational system through institutional reforms, thereby enhancing the educational participation and sense of belonging of culturally diverse groups (Van Wingerden, 2021). The theory asserts that educational equity extends beyond the allocation of resources to include the development of multicultural curricula, inclusive course reforms, and the cultivation of cultural sensitivity, all aimed at creating a more inclusive and socially just learning environment. Additionally, Critical Pedagogy argues that teaching should challenge traditional educational power structures, encourage students to establish a sense of belonging in the classroom, and actively engage in the construction of knowledge and social transformation (Van Wingerden, 2021). In recent years, scholars have increasingly sought to integrate these theories in order to construct a more comprehensive framework for multicultural educational management, offering theoretical guidance for decision-making in educational institutions within cross-cultural contexts.

2. Research Hotspots in Multicultural Educational Management

The study of multicultural educational management models seeks to explore how educational systems, with diverse cultural backgrounds, can coordinate cultural diversity to enhance the inclusivity and effectiveness of education. Currently, several key management models are discussed, including the Inclusive Multicultural Management Model, which emphasizes adopting open and inclusive strategies in areas such as curriculum design, faculty development, and educational administration. This approach aims to reduce cultural barriers, foster cultural integration, and promote cross-cultural understanding (Assefa & Zenebe, 2024). The Cultural Sensitivity Management Model advocates that educational administrators must maintain a high degree of

cultural sensitivity in their decision-making processes, attending to the specific needs of culturally diverse groups and integrating considerations of cultural diversity into teacher training, curriculum development, and evaluation systems (Garcia & Pantao, 2021). In addition, the Intercultural Adaptability Model stresses the importance of cultural adaptation for both teachers and students in multicultural educational settings. Educational administrators should offer systematic cultural adaptation training and create a supportive environment to enhance teachers' intercultural teaching skills and improve students' learning experiences (Bakay, 2023; Thinh, 2024).

At the same time, the innovation of teaching strategies has become a crucial component of multicultural educational management. Culturally Responsive Teaching emphasizes that teachers must adapt their teaching content, methods, and classroom interaction models based on students' cultural backgrounds to ensure an inclusive learning experience for students from diverse cultural groups (Mazid et al., 2021). Intercultural Collaborative Learning encourages students to engage in group work and cross-cultural exchange projects, which enhances their intercultural understanding and fosters greater interactivity and shared learning experiences (Cheng, 2021). Furthermore, Technology-Enhanced Intercultural Learning has emerged as a growing research trend. For instance, research by Shadiev and Dang (2022) indicates that the application of digital technologies and online learning platforms can effectively enhance intercultural teaching interactions, improving the adaptability of teaching and the quality of education in multicultural settings (Shadiev & Dang, 2022).

On the policy front, research is continuously advancing, with governments and educational institutions conducting extensive studies in several key areas. Teacher Intercultural Adaptation Policies have become a central focus of international education policy in recent years. Educational authorities across various countries have developed policies to support teachers in enhancing their adaptation skills in cross-cultural teaching environments, such as providing intercultural training programs and facilitating international teacher exchange initiatives (Abella et al., 2023; Waham et al., 2023; Yarychev, 2024). Moreover, the study of Intercultural Educational Collaboration Policies has been gaining increasing attention. Numerous countries are actively promoting international educational collaborations to strengthen the global

development of multicultural education and improve the intercultural adaptability of their educational systems (Waham et al., 2023).

3. Research Gaps and Future Directions

Although substantial progress has been made in the field of multicultural educational management, several limitations still persist, particularly in the following areas: the disconnection between theory and practice, where much of the existing research has focused on the development of theoretical frameworks, yet challenges remain in effectively applying these theories in practical management settings. The evaluation system for multicultural educational management remains underdeveloped, with a lack of scientific, systematic tools to measure its effectiveness. Additionally, there is limited research on the intercultural professional development of educators, with most studies concentrating on short-term adaptation and relatively little focus on long-term career development paths for teachers. Furthermore, policy research lacks cross-national comparative analyses, as most existing studies are confined to single countries or regions, with insufficient comparative research on policies across various nations.

Future research should aim to bridge the gap between theory and practice, develop comprehensive evaluation tools, expand studies on the professional development of educators, and include international policy comparisons to further advance this field systematically.

In conclusion, research in multicultural educational management has made significant strides in areas such as theoretical frameworks, management models, teaching strategies, and policy support. However, the field still requires further exploration into the integration of theory and practice, the evaluation of management models, the intercultural development of educators, and cross-national policy comparisons. Future studies should focus on how management optimization can enhance the fairness and sustainability of educational systems, providing more scientifically grounded theoretical and practical guidance for multicultural education systems in a globalized context.

2.1.4 Multicultural Educational Management of Confucius Institutes: Its Uniqueness and Challenges in the Global Education System

Driven by the forces of globalization, education systems across the world are increasingly characterized by intercultural integration. As a major platform for promoting international Chinese language education initiated by the Chinese government, the Confucius Institute has become a significant example of multicultural educational management globally. According to statistics from the Confucius Institute Headquarters (Hanban), by 2023, more than 550 Confucius Institutes and over 1,200 Confucius Classrooms were operating in more than 160 countries and regions. This extensive network has been the focus of numerous studies, underscoring the role of Confucius Institutes in language acquisition and intercultural communication (Liu, 2021).

The Confucius Institute not only undertakes the task of teaching the Chinese language but also strives to promote the international dissemination of Chinese culture, fostering cultural exchange and understanding between different nations. As a distinctive model of intercultural education, Confucius Institutes exhibit management characteristics that set them apart from other cultural promotion organizations, such as the Alliance Française, the Goethe Institute, and the British Council. At the same time, they face various challenges. To gain a deeper understanding of the uniqueness of Confucius Institutes within the global education system and the challenges they encounter, this section examined four key aspects: management models, cultural adaptability, policy environment, and educational equity.

1. Multicultural Educational Management Model of Confucius Institutes

The educational management model of Confucius Institutes is distinctly shaped by Chinese characteristics. It adopts a "localization + Sino-foreign cooperative education" approach, wherein Chinese universities collaborate with overseas universities or educational institutions to establish Confucius Institutes, thereby facilitating resource sharing and management coordination (Ren, 2022). This model contrasts with the independent operational models of many Western cultural promotion

institutions and emphasizes deeper integration with the local educational system. As a result, Confucius Institutes are better equipped to adapt to local needs in terms of curriculum design, teaching management, and faculty allocation.

In terms of curriculum design, Confucius Institutes' Chinese language teaching generally follows the Localization Adaptation Principle, which involves making flexible adjustments based on the language policies and educational needs of different countries. For instance, in English-speaking countries, the curriculum design of Confucius Institutes typically focuses on practical Chinese communication, while in non-English-speaking countries, more intercultural teaching methods are integrated (Cai, 2022). Furthermore, Confucius Institutes enhance students' interest in Chinese culture and improve the effectiveness of intercultural communication by offering a variety of cultural activities, such as calligraphy, tea ceremonies, and traditional music.

In terms of teaching management, Confucius Institutes adopt a dual-track model consisting of "Chinese teachers + local teachers" to enhance the adaptability of Chinese language instruction. Chinese teachers are dispatched by Chinese universities or the Confucius Institute Headquarters (Hanban) and are responsible for teaching core courses, while local teachers primarily focus on course promotion and assist in instructional activities. This model ensures both the quality of teaching and fosters better integration into local educational systems. However, given the varying levels of cross-cultural teaching competence among educators, optimizing the teacher training system to incorporate a more globally oriented perspective remains a critical issue in the educational management of Confucius Institutes.

2. Cultural Adaptability and Cross-Cultural Management of Confucius Institutes

As a multicultural educational institution, the cultural adaptability of Confucius Institutes in cross-cultural environments directly influences their teaching quality and social impact. The essence of cross-cultural management is to strike a balance between the educational systems, cultural traditions, and social norms of various countries, in order to achieve a mutually beneficial alignment between cultural dissemination and local needs.

Firstly, the cultural adaptation strategies of Confucius Institutes are primarily reflected in the adjustment of teaching content and the selection of cultural activities. The educational systems and cultural backgrounds of different countries can vary significantly. For example, in Western countries, the focus is generally placed on understanding Chinese culture, while in developing countries, the emphasis is often on the practical use of the Chinese language (Chen & Liu, 2022). This adaptive approach helps increase the local recognition of Confucius Institutes, allowing them to integrate more effectively into the local educational system.

Secondly, Confucius Institutes face significant challenges in cross-cultural communication. The differences in management practices, academic evaluation standards, and teaching methodologies between Chinese and foreign educational systems create cultural frictions and policy constraints in certain countries (Cultural Frictions). For instance, in some Western countries, Confucius Institutes have been criticized due to their affiliation with government entities, with claims that they compromise academic freedom. This issue has sparked a series of policy debates in recent years. Consequently, strengthening the cross-cultural communication capabilities of Confucius Institutes and enhancing their adaptability to diverse cultural contexts should be a central focus of future educational management efforts.

3. Confucius Institutes' Policy Environment and Educational Equity

The global expansion of Confucius Institutes is significantly shaped by the policy environments of various countries. There is considerable variation in the level of acceptance and policy support that Confucius Institutes receive across different nations. On the policy front, some governments take a supportive stance towards Confucius Institutes, recognizing their potential to foster cultural diversity and enhance language learning. However, there are also countries that express reservations regarding the role of Confucius Institutes, with some even implementing policies to restrict their development. This policy uncertainty presents a considerable challenge to the long-term sustainability of Confucius Institutes.

Moreover, educational equity remains a critical issue for Confucius Institutes. As these institutes primarily depend on funding from the Chinese government and

partner universities, their courses and activities are typically offered free of charge or at a low cost, which contributes to promoting educational equity to a certain extent. However, due to limited financial and teaching resources, the quality of teaching and management in some Confucius Institutes remains inconsistent, leading to variations in educational experiences across different countries and regions. Optimizing the distribution of educational resources and enhancing the overall teaching quality of Confucius Institutes are important areas that require further investigation in future research.

Despite the success achieved by the Confucius Institute's multicultural educational management model, there remain several limitations in both research and practice. First, the localization strategy of Confucius Institutes needs further optimization. The challenge lies in how to better align with the educational systems of various countries while preserving the core values of cultural dissemination, which should be a focal point for future research. Second, the cross-cultural teaching competencies of instructors must be strengthened. Currently, the teacher training system within Confucius Institutes predominantly emphasizes language instruction, with insufficient focus on cross-cultural communication and classroom interaction. Therefore, future efforts should aim at enhancing the internationalization of teacher training mechanisms. Furthermore, Confucius Institutes face policy challenges regarding their sustainable development. The development of adaptive strategies to navigate the policy landscapes of different countries, in order to ensure the long-term stability of their operations, is another critical area for future research.

It can be concluded that the Confucius Institute, as a key platform for the promotion of Chinese language and culture, has developed a unique management model within the global multicultural education system. Its "localization operation + Sino-foreign cooperative education" model allows it to effectively adapt to the educational needs of different countries and plays a crucial role in facilitating cross-cultural communication. However, the Confucius Institute continues to face several challenges in areas such as cultural adaptation, cross-cultural communication, policy environment, and educational equity. Future research should focus on optimizing the educational management model of the Confucius Institute, improving its adaptability and

sustainability on a global scale, in order to ensure its long-term impact within the multicultural education system.

2.1.5 Challenges in Multicultural Educational Management

In the context of multicultural education management, teachers' teaching experiences and professional development are influenced by several key factors. Particularly in cross-cultural educational settings, how educational administrators effectively manage these factors is essential for enhancing teacher job satisfaction. As a major platform for global Chinese language education, Confucius Institutes' educational management not only involves language adaptation, cross-cultural teaching, and policy coordination, but also faces a number of challenges arising from cultural differences. To examine the core factors affecting Confucius Institute teachers' work, this study treats teacher job satisfaction as the primary dependent variable and explores it through four dimensions: cultural adaptation, linguistic communication barriers, pedagogical adaptation, and teacher professional development support. These factors not only determine teachers' ability to adapt in cross-cultural environments but also directly impact teaching quality and classroom interaction. This section provided a detailed discussion of the connotations, influencing factors, and practical significance of these variables in Confucius Institute educational management.

1) Cultural Adaptation

Cultural adaptation is a fundamental challenge that teachers must confront in a multicultural educational environment. As Confucius Institutes continue to expand globally, an increasing number of teachers are required to engage in teaching activities within educational systems characterized by different cultural contexts. In this process, cultural conflicts emerge as a significant factor influencing teachers' ability to adapt (Wang et al., 2024). There are notable differences in educational philosophies, classroom management strategies, and students' learning styles across countries. These cultural differences can lead to difficulties in classroom management and teaching interactions, which in turn affect teaching outcomes and the establishment of teacher-student relationships (Özüdoğru, 2022).

In addition to cultural conflicts, issues related to intercultural teaching adaptation also play a crucial role in shaping teachers' cultural adaptability (Di et al., 2022). Since teachers typically receive professional training within their own cultural contexts, they may encounter mismatched teaching expectations and unfamiliar classroom interaction patterns when teaching in cross-cultural settings. Such conflicts in teaching styles can diminish teachers' ability to maintain classroom control and, in some cases, undermine teaching quality. Furthermore, the impact of cultural contexts on teaching methods should not be underestimated. To improve teachers' cultural adaptability, multicultural educational management must provide tailored intercultural adaptation training and enhance teachers' practical experience in the target cultural context. This will enable teachers to better understand the educational needs and behavioral patterns of students from different cultural backgrounds, thereby optimizing teaching strategies and improving the effectiveness of classroom instruction.

2) Linguistic Communication Barriers

In a cross-cultural educational context, language is a crucial factor influencing teaching communication and classroom interaction. Particularly in international educational settings, language communication barriers between teachers and students (Teacher-Student Communication Barriers) can significantly impact the quality of instruction (Pritam & Singh, 2023). Given that students come from diverse linguistic backgrounds, teachers may need to use the host country's official language, English, or Chinese as the medium of instruction. However, when there is a gap in language proficiency between the teacher and students, this can lead to communication breakdowns, which hinder students' comprehension of course content and negatively affect their learning outcomes (Ticheloven et al., 2021). Language barriers not only affect students' understanding of the material but also reduce their engagement and motivation. For instance, some students may find it difficult to grasp key concepts due to insufficient proficiency in Chinese, which can, in turn, impact their academic performance (Salih, 2024). Additionally, poor language communication may limit classroom interaction, preventing teachers from accurately gauging students' learning progress, which impedes timely teaching feedback and necessary course adjustments (Matiso, 2024). To mitigate the negative effects of linguistic barriers, educational administrators can implement various strategies to enhance classroom communication,

such as offering bilingual courses and providing language support services to help students gradually adapt to a new language environment (Biasutti et al., 2021). Moreover, teachers can utilize translation tools to clarify instruction and strengthen language skills training, ensuring they possess the necessary cross-linguistic communication competence (Ticheloven et al., 2019). These strategies not only improve classroom interaction but also foster students' language adaptation, ultimately enhancing their overall learning experience.

3) Pedagogical Adaptation

The adaptability of teaching methods is crucial to the effectiveness of teaching in multicultural environments, particularly in classrooms with students from diverse cultural backgrounds. A key challenge lies in finding the right balance between Localized Teaching Methods and Traditional Teaching Methods (Matiso, 2024). However, in practice, some educators may continue to rely on traditional methods, neglecting local students' learning habits and classroom interaction patterns. This mismatch can undermine the effectiveness of instruction (Adili et al., 2024). In addition, Multicultural Classroom Interaction Modes are a critical factor influencing pedagogical adaptation. Students from diverse cultural backgrounds may exhibit different patterns of classroom interaction. For instance, in some cultural contexts, students tend to actively participate in classroom discussions, while in others, they may be less inclined to voice their opinions (Azizah et al., 2023). As a result, teachers must continually adjust their interaction strategies, employing techniques such as collaborative learning, case studies, and role-playing, to foster greater classroom engagement and accommodate diverse learning styles (Sommier et al., 2022). Furthermore, Flexibility in Teaching Adaptation is essential for enhancing teaching quality. When teachers lack the capacity to adapt to different classroom environments, this can lead to a monotonous atmosphere, diminishing students' learning experiences (Biasutti et al., 2021). Therefore, educational administrators should focus on strengthening cross-cultural teaching training for educators, encouraging them to tailor their teaching methods to incorporate the educational characteristics of the target country. This approach would enhance both the interactivity and adaptability of instruction.

4) Teacher Professional Development Support

Teacher professional development directly influences their ability to adapt to multicultural environments and their overall teaching quality. The effectiveness of teacher training mechanisms is a critical factor in ensuring that teachers successfully integrate into the education systems of their host countries (Bright & Heyting, 2024). Currently, teacher training typically encompasses language instruction, pedagogical methods, and intercultural adaptation training. However, in practice, some teachers still encounter challenges related to insufficient intercultural teaching competence, leading to obstacles in classroom management and teaching interactions (Bright & Heyting, 2024). Additionally, the completeness of career development pathways is an essential factor affecting teacher job satisfaction. If teachers lack a clear career development plan within a cross-cultural teaching context, it may impact their job stability and long-term motivation (Adili et al., 2024). Therefore, educational administrators should establish more systematic career development mechanisms, such as providing long-term career advancement opportunities, fostering exchanges of international teaching experiences, and optimizing career security systems. These initiatives would enhance teachers' professional identity and long-term motivation (Bright & Heyting, 2024). In the context of a growingly diverse global education landscape, providing teachers with more comprehensive professional development support not only helps improve their teaching adaptability but also contributes to the sustainable development of intercultural education.

In conclusion, the multicultural educational management of Confucius Institutes is influenced by several key variables, including cultural adaptation, linguistic communication barriers, pedagogical adaptation, and teacher professional development support, all of which play a critical role in determining teacher job satisfaction. By optimizing management strategies to enhance teachers' cultural adaptation skills, linguistic communication abilities, pedagogical adaptability, and professional development support systems, Confucius Institutes can more effectively foster the sustainable development of global Chinese language education.

2.1.6 Teacher Job Satisfaction in Multicultural Educational Contexts

As the global education system becomes increasingly diversified, teacher job satisfaction has emerged as a crucial factor influencing both educational quality and the stability of teachers' careers. This is especially true in cross-cultural educational institutions, such as Confucius Institutes, where teachers are required not only to adapt to the cultural environments and educational systems of different countries but also to continuously adjust their approaches in areas such as linguistic communication, pedagogical methods, management support, and career development, in order to ensure both effective teaching and personal growth. Teacher job satisfaction directly impacts teaching quality and classroom management skills, as well as teachers' professional identity and long-term motivation within cross-cultural contexts. Consequently, analyzing the core factors that influence teacher satisfaction from a systematic theoretical perspective is essential for optimizing the management of multicultural education.

This study draws on Maslow's Hierarchy of Needs theory to categorize teacher job satisfaction into four core dimensions: satisfaction with job environment, satisfaction with career development and training opportunities, satisfaction with cross-cultural adaptation and management support, and satisfaction with teaching resources and support. These dimensions correspond to the different levels of needs that teachers encounter throughout their professional careers, ranging from basic physiological and safety needs to higher-level needs related to belonging, esteem, and self-actualization. This section explored these dimensions in detail, analyze their impact on teachers' professional experiences, and propose optimization strategies to enhance teacher job satisfaction within multicultural educational environments.

1) Work Environment and Job Satisfaction

The work environment is a critical factor influencing teacher job satisfaction, including aspects such as physical conditions, salary and benefits, job stability, and psychological safety. In an international teaching context, teachers must adapt to different campus cultures, educational management systems, and social security frameworks, which significantly impact their job satisfaction (Harrison et al., 2023).

Research has shown that improvements in teaching facilities and office conditions can substantially enhance teachers' work efficiency and professional commitment (Ramos-Mattoussi, 2024). Additionally, salary and job stability are crucial determinants of teacher job satisfaction. Short-term contracts and the absence of long-term career security can increase teachers' anxiety and diminish their sense of professional belonging (Pelonis, 2024). Educational administrators, in formulating multicultural education policies, should ensure that teachers receive stable career security, adequate office conditions, and effective psychological support to enhance their job satisfaction and professional well-being (Zhou et al., 2024).

2) Professional Development and Training and Job Satisfaction

Teacher professional growth and training opportunities play a crucial role in their job satisfaction and long-term career development. Teachers not only expect a stable work environment but also seek continuous skill enhancement throughout their careers, alongside opportunities for promotion (Thin, 2024). Research has shown that the transparency of career development pathways, the relevance of professional training, and the accumulation of intercultural teaching experience directly affect teachers' job satisfaction (Harrison et al., 2023). However, within international educational institutions, some teachers experience a lack of professional belonging and accomplishment due to the constraints of short-term contracts (Bala, 2021). While many institutions offer teacher training, the focus and applicability of these programs still need improvement. Specifically, teachers continue to face challenges in intercultural teaching skills, language adaptation, and educational management (Pelonis, 2024). Therefore, educational administrators should optimize teacher training systems, provide more targeted professional development programs, and encourage teachers to participate in intercultural exchanges and academic collaborations to enhance their adaptability and support their career advancement (Ramos-Mattoussi, 2024).

3) Job Satisfaction and Cross-Cultural Adaptation

The ability of teachers to adapt to different cultures significantly impacts their professional experience and job satisfaction. In international educational settings, teachers often face challenges such as language barriers, cultural conflicts, and

differences in management systems (Matiso, 2024). Research has shown that the extent and effectiveness of the social support system available to teachers in cross-cultural environments directly influence their adaptability and career stability (Zhou et al., 2024). Specifically, in cross-cultural teaching environments such as international schools and Confucius Institutes, managerial support plays a crucial role in helping teachers overcome adaptation challenges (Pelonis, 2024). Therefore, educational administrators should provide systematic support, such as offering intercultural adaptation training, establishing teacher support networks, and providing administrative assistance, to help teachers integrate more quickly into the local education system, thereby enhancing their professional identity and job satisfaction.

4) Job Satisfaction and Instructional Resource Support

The availability of teaching resources directly impacts teachers' teaching experiences and their sense of professional accomplishment. Research has shown that sufficient teaching resource support enhances classroom teaching quality and fosters teaching innovation. However, in cross-cultural educational environments, the distribution of teaching resources may be uneven due to regional disparities. For instance, some international education programs may face shortages of teaching equipment, outdated textbooks, or limited online educational resources due to financial or policy constraints, which can negatively affect teachers' classroom experiences (Ramos-Mattoussi, 2024). Furthermore, teachers in cross-cultural teaching environments need to adapt their teaching content to meet the needs of local students. Therefore, the lack of localized teaching resources can further exacerbate the challenges of teaching adaptation (Harrison, King, & Wang, 2023). To optimize the allocation of teaching resources, educational administrators should ensure that teachers have access to high-quality teaching resources, including digital teaching tools, locally relevant textbooks, and innovative teaching method supports, in order to enhance teaching quality and increase teachers' job satisfaction.

In conclusion, within a multicultural educational system, teachers' job satisfaction is influenced by several factors, including work environment, career development, cross-cultural adaptation, and teaching resources. Based on Maslow's

Hierarchy of Needs, teachers' satisfaction spans from basic physiological and safety needs to higher-level needs such as belonging, esteem, and self-actualization. Educational administrators should implement systematic measures to optimize teachers' working conditions, provide stable career development pathways, strengthen cross-cultural support systems, and ensure the availability of adequate teaching resources, all in an effort to enhance teachers' professional identity and long-term teaching engagement.

2.2 Theory Review

Against the backdrop of globalization, multicultural education management has increasingly become a significant area of educational research. Particularly, in today's world of more frequent cross-cultural exchanges, effectively managing teachers in cross-cultural educational environments has become a critical issue. This study, based on Cultural Adaptation Theory, Intercultural Communication Theory, and Maslow's Hierarchy of Needs, develops a systematic theoretical framework to explore the adaptability and job satisfaction of Confucius Institute teachers in multicultural educational environments. These theories not only offer insights into how teachers adjust their teaching methods and communication strategies in diverse cultural contexts but also help to understand the hierarchy of teachers' professional development needs, thereby providing a theoretical foundation for optimizing multicultural education management.

This section delved into these three major theories, explained their application in this study, and analyzed how they contribute to understanding teachers' professional experiences in a multicultural educational environment.

2.2.1 Theoretical Frameworks for Multicultural Educational Management

1. Cultural Adaptation Theory: Analyzing Teachers' Cross-Cultural Adaptation Process

Cultural Adaptation Theory, introduced by Berry (1997), posits that individuals undergo various psychological and behavioral adjustments when exposed to a new cultural environment in order to adapt to a new social, educational, or work context (Berry, 1997). This theory is essential for understanding how teachers at Confucius Institutes adjust their teaching strategies, adapt to classroom interaction patterns, and integrate into the local educational system in a foreign cultural setting.

According to Cultural Adaptation Theory, individuals typically experience four stages: Honeymoon, Culture Shock, Adjustment, and Adaptation. During the Honeymoon phase, teachers may feel excited due to their curiosity about the new culture. However, as Culture Shock sets in, they may encounter challenges such as language barriers, differences in teaching philosophies, and difficulties in classroom management, leading to increased psychological stress (Nguyen, 2024). The Adjustment phase is a critical period in which teachers gradually learn to adapt to the new culture, while the Adaptation phase signifies that teachers are able to teach effectively within the new cultural environment and establish a strong sense of professional identity.

In the teaching environment of Confucius Institutes, teachers must continuously adjust themselves to accommodate the educational management systems and classroom cultures of different countries. For instance, in Western educational systems, the classroom places a strong emphasis on teacher-student interaction and critical thinking, whereas in some Asian countries, teacher authority is more pronounced, and the classroom tends to focus on the transmission of knowledge (Chen & Liu, 2022). Therefore, educational administrators should provide systematic cultural adaptation training, such as intercultural teaching guidance, teacher experience exchange programs, and psychological support mechanisms, to assist teachers in adapting more effectively to different cultural environments, enhancing teaching quality, and improving job satisfaction.

2. Intercultural Communication Theory: Enhancing Teachers' Intercultural Communication Competence

Intercultural Communication Theory, introduced by Hall (1976) and Hofstede (1980), primarily examines how individuals from different cultural backgrounds communicate effectively and how they overcome communication challenges caused by cultural differences, language barriers, and differing social norms (Hofstede, 1980). In the context of multicultural educational management, intercultural communication competence is a critical factor that affects teachers' classroom interactions, teaching adaptability, and teacher-student relationships (Wang, 2024).

The effectiveness of intercultural communication is influenced not only by language proficiency but also by the distinctions between high-context and low-context cultures. In high-context cultures (such as China and Japan), communication relies heavily on social context, implicit information, and non-verbal cues, whereas in low-context cultures (such as the United States and Germany), communication tends to be more direct and explicit. In intercultural teaching environments, teachers must understand these differences in communication styles and adapt their strategies accordingly to ensure the effective transmission of instructional content (Sommier et al., 2022).

Additionally, intercultural communication theory emphasizes that teachers in multicultural classrooms must develop diverse communication methods, such as utilizing non-verbal communication (e.g., gestures, facial expressions), intercultural pedagogical strategies (e.g., group discussions, case studies), and technology-assisted communication (e.g., online translation tools, bilingual textbooks), to enhance classroom interaction and increase student participation (Zhou et al., 2024). Through intercultural training and effective managerial support, teachers can better adapt to multicultural environments and achieve higher levels of professional satisfaction in their teaching practices.

2.2.2 Theoretical Framework for Teacher Job Satisfaction

Maslow's Hierarchy of Needs: Analyzing the Structure of Teacher Job Satisfaction

Maslow's Hierarchy of Needs, introduced by Maslow (1943), asserts that human needs follow a hierarchical progression, ranging from physiological needs to safety needs, belongingness needs, esteem needs, and self-actualization needs (Taormina & Gao, 2013). This theory provides a structured framework for analyzing teacher job satisfaction, offering insights into how teachers' professional development is influenced by needs at various levels and how educational management can be optimized to enhance teachers' overall satisfaction.

1. Safety Needs

Teachers' safety needs are primarily reflected in job stability, salary security, visa policies, and health insurance. A stable working environment not only reduces teachers' professional anxiety but also enhances their commitment to teaching.

2. Esteem Needs

Teachers seek career advancement, recognition in teaching, and academic influence. Offering a well-established training system, clear career progression pathways, and opportunities for international academic exchange can enhance teachers' sense of professional accomplishment and increase their motivation.

3. Belongingness Needs

When teaching abroad, teachers need to build a social support network to strengthen their sense of belonging. Educational administrators should provide cross-cultural training, peer support platforms, and psychological support mechanisms to help teachers better integrate into the target culture.

4. Self-Actualization Needs

Teachers seek to achieve teaching innovation and self-actualization in the classroom. Providing advanced teaching resources, encouraging curriculum reform, and fostering interdisciplinary collaboration will contribute to teachers' job satisfaction and enhance their sense of educational contribution.

Through the analysis of Maslow's Hierarchy of Needs, this study reveals the multi-dimensional structure of teachers' job satisfaction and proposes targeted management strategies to improve job stability and long-term commitment to teaching.

In conclusion, this study integrates Cultural Adaptation Theory, Intercultural Communication Theory, and Maslow's Hierarchy of Needs to develop a comprehensive theoretical framework for exploring the adaptability and job satisfaction of Confucius Institute teachers in a multicultural educational environment. These three theories systematically analyze the core factors affecting teachers' professional experiences, considering cultural adaptation, intercultural communication strategies, and hierarchical needs. By integrating these theories, the study not only provides new theoretical perspectives for managing cross-cultural education but also offers practical recommendations for optimizing management practices, ultimately promoting the sustainable development of cross-cultural education systems.

2.3 Research Relevant

With the rapid advancement of globalization, educational systems are increasingly demonstrating a trend of multicultural integration, and cross-cultural educational institutions have become key platforms for international educational cooperation. As the central institution for promoting the global dissemination of the Chinese language and facilitating cross-cultural communication, Confucius Institutes not only carry the responsibility of language instruction but also play a crucial role in promoting cultural understanding and fostering international educational collaboration. However, in this cross-cultural teaching environment, teachers' professional adaptation and job satisfaction are influenced by various factors, including cultural adaptation, linguistic communication, career development opportunities, and the extent of support from the educational management system. Optimizing multicultural education management to enhance teachers' professional experiences and ensuring their career development, while maintaining high levels of teaching quality in cross-cultural environments, have become pivotal issues in current international education research.

Previous research has demonstrated that effective cultural adaptation mechanisms, the development of intercultural communication competencies, and a robust teacher support system are crucial for improving teachers' job satisfaction and teaching quality (Gümüş et al., 2021). Additionally, the core goal of multicultural education management is to foster an inclusive and adaptable educational environment, enabling teachers to successfully integrate into the educational systems of different countries while experiencing professional growth throughout their teaching career (Maddux et al., 2021). Zhang & Xu (2021) noted in their study that systematic intercultural training can effectively enhance teachers' adaptability, reduce cultural conflicts, optimize classroom interactions, and strengthen teachers' professional identity and job satisfaction. Sommier et al. (2022) emphasized that a well-established intercultural management system can provide teachers with essential institutional support, alleviate adaptation pressures in new cultural environments, and enhance the stability and continuity of teaching.

In a cross-cultural teaching environment, cultural adaptation is a critical factor influencing teachers' job satisfaction. Teachers are often required to adjust their teaching styles in order to align with the educational philosophies and classroom management practices of different cultural contexts. When there is a mismatch between teachers' teaching methods and the local culture, it can impact classroom management and students' learning experiences, thereby affecting teachers' confidence in teaching and job satisfaction. Studies have found that teachers with stronger cultural adaptation skills are generally able to integrate more quickly into the local education system and achieve teaching objectives in cross-cultural settings, whereas those lacking cultural adaptation support may experience decreased motivation due to cultural conflicts (Putri et al., 2023).

Language communication is another critical factor influencing teachers' professional experience. Although Chinese is the primary language of instruction in Confucius Institutes, teachers are required to communicate with students, colleagues, and administrators from diverse linguistic backgrounds both inside and outside the classroom. Effective communication not only affects the quality of classroom interaction but also plays a vital role in building trust between teachers and students

(Chen & Liu, 2022). Research has shown that language barriers can hinder teachers from conveying teaching content accurately, disrupting the flow of classroom interactions. Moreover, language challenges may impede collaboration with local educators, leading to feelings of isolation during the adaptation process. Therefore, enhancing teachers' intercultural communication skills and providing essential language support in teaching management, such as bilingual teaching materials and translation tools, can significantly improve teachers' teaching experience and job satisfaction (Sommier, Wang, & Vasques, 2022).

Career development opportunities and the effectiveness of the educational management system are also critical factors influencing teachers' job satisfaction. While Confucius Institute teachers gain international teaching experience, their career development paths often lack clarity and long-term stability (Putri, Vera, & Visconte, 2023). Some teachers may feel uncertain about their career prospects due to short-term contracts, the absence of promotion mechanisms, and the limited recognition of their cross-cultural teaching experience. Research has shown that career stability is closely associated with teachers' job satisfaction, and a lack of a clear career development plan can diminish teachers' long-term commitment to teaching (Zhao & Huang, 2021). Moreover, the accessibility of teaching resources and the extent of administrative support are also essential components of teachers' professional experience. If teachers in cross-cultural teaching environments do not receive adequate support in terms of teaching resources or face significant constraints in course design and teaching innovation, this may lead to increased professional burnout, thereby negatively impacting teaching quality (Wang, 2021).

Overall, multicultural educational management presents both significant opportunities and challenges in enhancing teachers' job satisfaction. A well-designed educational management model can offer teachers broader career development opportunities, allowing them to gain extensive teaching experience in multicultural settings and fostering a strong sense of professional identity. However, challenges such as difficulties in cultural adaptation, language barriers, and unequal career development opportunities may undermine teachers' motivation and long-term retention intentions (Sommier, Wang, & Vasques, 2022). Existing literature suggests that although

multicultural education provides teachers with abundant teaching resources and international perspectives, the absence of systematic management support can still present significant challenges during teachers' adaptation process. Therefore, constructing a more scientific and efficient support system within multicultural educational management to enhance teachers' professional experience and optimize the cross-cultural teaching environment has become a critical research topic.

The objective of this study is to thoroughly analyze the professional experiences of teachers at Confucius Institutes within a multicultural context and investigate how key factors, including cultural adaptation, linguistic communication barriers, pedagogical adaptation, and teacher professional development support, influence teachers' job satisfaction. By systematically reviewing these variables and incorporating the theoretical framework of multicultural educational management, this study aims to propose targeted management optimization strategies to enhance the quality of teacher management at Confucius Institutes and other multicultural educational institutions, improve teachers' professional identity and teaching satisfaction, and ultimately promote the sustainable development of intercultural education. The results of this study will not only provide theoretical support for the educational management of Confucius Institutes but also offer practical insights for other intercultural educational institutions, thereby contributing to the equity, inclusivity, and long-term stability of global educational systems.

2.4 Conceptual Framework

As illustrated in Figure 2.1, the conceptual framework emphasizes not only the direct impact of cultural adaptation, linguistic communication barriers, pedagogical adaptation, and professional development support on teacher job satisfaction, but also highlights the underlying adaptation process that connects them. This adaptation process serves as a mediating mechanism through which teachers navigate multicultural challenges. Cultural and linguistic factors influence how teachers understand and engage with their students, while pedagogical flexibility and professional development support determine their ability to adjust instructional strategies. Together, these elements shape the overall adaptation process, which in turn affects teachers'

psychological comfort, teaching effectiveness, and sense of professional fulfillment. A successful adaptation process can enhance teacher satisfaction by fostering a stronger sense of belonging, capability, and resilience in cross-cultural settings. Therefore, this framework reflects not just a static relationship among variables, but a dynamic, interactive process through which multicultural management influences teacher outcomes.

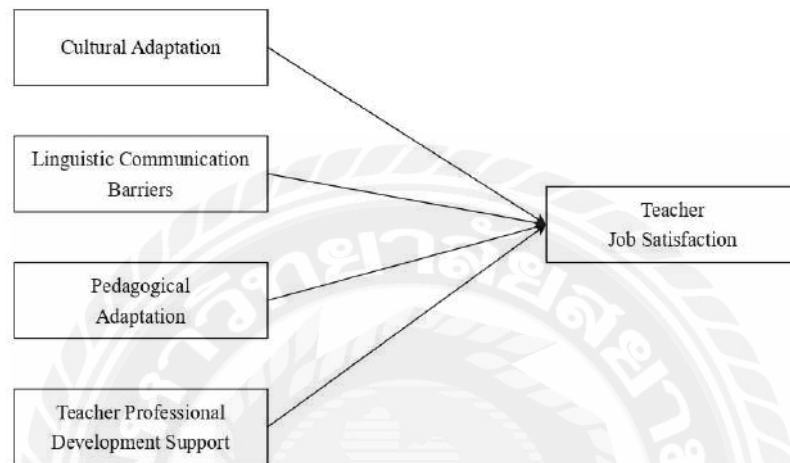


Figure 2.1 Conceptual Framework

Chapter 3 Research Methodology

3.1 Research Design

This study adopted a quantitative research approach, using a questionnaire method to systematically explore the impact of multicultural educational management on the job satisfaction of Confucius Institute teachers. By collecting and analyzing quantitative data, this study quantified the key variables influencing teacher job satisfaction, ensuring the scientific rigor and reliability of the research.

This chapter outlines the research design, sample selection, data collection methods, and data analysis techniques, aiming to ensure the rigor and academic integrity of the study. The study employed a questionnaire research method to gather data on teachers' job satisfaction within a multicultural educational environment and analyzed the influence of multicultural educational management factors on teachers' professional experiences. The collected data were then statistically analyzed to derive empirical findings that support the study's conclusions.

3.2 Population and Sample

This study employed a quantitative research method, utilizing a questionnaire to investigate the challenges faced by Confucius Institutes in the United States within the context of multicultural educational management and their impact on teacher job satisfaction.

3.2.1 Target Population

The target population of this study consisted of approximately 1000 teachers working in 15 Confucius Institutes across various regions of the United States. These institutes are distributed across a wide range of geographical areas, including the West Coast, East Coast, Midwest, and Southern United States. The selected Confucius Institutes are affiliated with diverse types of host institutions, such as public universities, private colleges, and research institutions. Given this broad geographic coverage and

institutional diversity, the study ensured the representativeness of the sample by capturing a wide range of regional contexts, institutional characteristics, and teaching experiences among participating educators. This comprehensive representation served as the population base for determining the sampling framework in the subsequent phase of the study.

3.2.2 Sample Size

This study employed Yamane's formula to calculate the sample size, ensuring a 95% confidence level and a 5% margin of error. The target population of this study consisted of 1000 teachers at Confucius Institutes in the United States. Based on the formula, the minimum required sample size was calculated to be 286. To ensure that the final number of valid samples met the requirements for statistical analysis and to enhance the reliability of the data, the final sample size was increased to 400 teachers. A total of 383 samples were collected, and 371 valid questionnaires were obtained after invalid questionnaires—such as those with incorrect answers or omissions—were excluded.

3.2.3 Sampling Method

This study adopted the simple random sampling technique to ensure that teachers from Confucius Institutes across different regions of the United States had an equal probability of being selected, thereby ensuring the representativeness and breadth of the sample. To increase the representativeness of the data, the study sample included teachers from various geographical areas (such as the West Coast, East Coast, Midwest, and Southern regions), different types of host institutions (such as public and private universities), and teachers with diverse levels of teaching experience. This approach ensures that the research findings comprehensively reflect the actual experiences and challenges faced by teachers at Confucius Institutes in the United States within the context of cross-cultural education management.

3.3 Hypothesis

H1: Cultural adaptation has a negative impact on teacher job satisfaction.

H2: Linguistic communication barriers have a negative impact on teacher job satisfaction.

H3: Pedagogical adaptation has a positive impact on teacher job satisfaction.

H4: Teacher professional development support has a positive impact on teacher job satisfaction.

3.4 Research Instrument

This quantitative study utilized a questionnaire as the primary data collection tool to objectively measure the impact of multicultural educational management on teacher job satisfaction. To ensure scientific rigor and data representativeness, the study followed strict questionnaire design principles and employed a systematic sampling strategy, enhancing data validity and research reliability.

The questionnaire design is based on the theoretical framework of multicultural educational management, incorporating Cultural Adaptation Theory, Intercultural Communication Theory, and Maslow's Hierarchy of Needs. It constructs multiple measurement dimensions to comprehensively assess teacher job satisfaction and its influencing factors.

The questionnaire consists of the following sections:

Part 1: Personal Background Information – Includes gender, age, education and years of work experience.

Part 2: Likert Scale Items – Measures cultural adaptation, linguistic communication barriers, pedagogical adaptation, teacher professional development support, and teacher job satisfaction.

Part 1: Personal Background Information

1. What is your gender? (Male/Female)
2. What is your age? (Under 20 / 20-29 / 30-39 / 40-49 / 50 and above)
3. What is your highest level of education? (Bachelor's / Master's / Doctorate)
4. How many years of work experience do you have? (Less than 1 year / 1-3 years / 4-6 years / 7-10 years / More than 10 years)

Part 2: Likert Scale

1) Cultural Adaptation

Table 3.1 Cultural Adaptation Scale

No.	Measurement Items (Reverse Scored) (1 = Strongly Disagree, 5 = Strongly Agree)	Reference
CA1	I am able to teach effectively within the current cultural environment and adapt well to different classroom models.	Sjöen, 2023
CA2	I can understand the learning styles of students in the host country but find it difficult to adjust classroom interaction strategies to meet their needs.	
CA3	Cultural differences do not pose significant challenges to my classroom management, teacher-student interactions, and teaching style, thereby increasing teaching difficulty.	
CA4	I can flexibly adjust my teaching methods to accommodate the learning styles of students from different cultural backgrounds.	
CA5	The cross-cultural adaptation training provided by the Confucius Institute has been highly effective in helping me overcome cultural differences.	

2) Linguistic Communication Barriers

Table 3.2 Linguistic Communication Barriers Scale

No.	Measurement Items (Reverse Scored) (1 = Strongly Disagree, 5 = Strongly Agree)	Reference
LCB1	I am able to teach fluently in Thai or English without affecting classroom instruction.	Maddux et al., 2021

No.	Measurement Items (Reverse Scored) (1 = Strongly Disagree, 5 = Strongly Agree)	Reference
LCB2	I can clearly articulate teaching content and overcome classroom communication challenges caused by language differences.	
LCB3	I can interact smoothly with students in the classroom and effectively obtain teaching feedback without being affected by language barriers.	
LCB4	I can use various teaching strategies (e.g., visual aids, classroom interaction, non-verbal communication) to compensate for language communication difficulties.	
LCB5	The language training and support provided by the institution (e.g., bilingual teaching training, language adaptation courses) have effectively improved my teaching ability in a multilingual environment.	

3) Pedagogical Adaptation

Table 3.3 Pedagogical Adaptation Scale

No.	Measurement Item (1 = Strongly Disagree, 5 = Strongly Agree)	Source Reference
PA 1	In cross-cultural teaching, I am able to adapt my teaching methods flexibly to meet the learning needs of students from diverse cultural backgrounds.	Putri et al., 2023
PA 2	I can adjust my teaching methods (e.g., lectures, case-based teaching, interactive discussions) to the Thai educational and cultural context to enhance teaching effectiveness.	
PA 3	I am able to integrate localized teaching resources and digital tools to optimize the presentation of course content.	
PA 4	The teaching resources and training support provided by the Confucius Institute have effectively helped me refine my cross-cultural teaching strategies.	
PA 5	I am able to apply culturally adaptive teaching methods (e.g., comparative teaching, culturally integrated teaching) in the classroom to enhance students' learning experiences.	
PA6	I am able to promote interaction and collaboration among students from different cultural backgrounds through teaching strategies such as collaborative learning and cross-cultural discussions.	

4) Teacher Professional Development Support

Table 3.4 Teacher Professional Development Support Scale

No.	Measurement Item (1 = Strongly Disagree, 5 = Strongly Agree)	Source Reference
TPDS 1	The professional development training provided by the Confucius Institute effectively enhances my cross-cultural teaching abilities and professional skills.	Zhao & Huang, 2021
TPDS 2	My career development pathway at the Confucius Institute is clear, and I have opportunities for promotion.	
TPDS 3	I have access to sufficient academic support, such as research resources, international academic collaborations, and cross-cultural teaching seminars.	
TPDS 4	My experience in cross-cultural teaching has a positive impact on my professional growth and future development.	
TPDS 5	I have opportunities to participate in international academic exchanges to enhance my cross-cultural teaching competence.	
TPDS 6	The teacher professional development system at the Confucius Institute meets my career growth needs and provides support for my long-term career development.	

5) Teacher Job Satisfaction

Table 3.5 Teacher Job Satisfaction Scale

No.	Measurement Item (1 = Strongly Disagree, 5 = Strongly Agree)	Source Reference
TJS 1	I am satisfied with the overall teaching environment at the Confucius Institute, including classrooms, teaching equipment, and support systems.	Gümüş, Arar, & Oplatka, 2021
TJS 2	I feel safe and comfortable in the cross-cultural teaching environment at the Confucius Institute.	
TJS 3	The management team at the Confucius Institute provides adequate support and attention to teachers in their daily tasks.	
TJS 4	The professional development training provided by the Confucius Institute effectively enhances my cross-cultural teaching skills and career advancement opportunities.	Sommier, Wang, & Vasques, 2022
TJS 5	The career development path at the Confucius Institute is clear, and I have opportunities for promotion.	
TJS 6	I have access to ample academic support, such as international academic conferences, research resources, and career development training.	

No.	Measurement Item (1 = Strongly Disagree, 5 = Strongly Agree)	Source Reference
TJS 7	The management at the Confucius Institute understands and respects the needs of teachers from diverse cultural backgrounds, providing sufficient organizational support.	Sjöen, 2023
TJS 8	I have access to cross-cultural adaptation training and guidance from the Confucius Institute and colleagues to enhance my teaching quality.	
TJS 9	In the cross-cultural teaching environment, my work receives adequate recognition and respect.	
TJS 10	The teaching resources provided by the Confucius Institute, such as textbooks and online course tools, are sufficient to support my teaching activities.	Wang, 2021
TJS 11	I have access to localized teaching materials tailored to the needs of students from the target country, which enhances the teaching experience.	
TJS 12	The teaching support system at the Confucius Institute plays a crucial role in improving both my classroom teaching quality and career satisfaction.	

The questionnaire employs a 5-point Likert scale (Likert Scale, 1-5) for measurement to ensure data continuity and the operational feasibility of the analysis. Furthermore, to enhance the reliability and validity of the instrument, a small-scale pilot questionnaire was conducted prior to the main questionnaire. Based on the feedback received, the structure and content of the questionnaire were refined to reduce potential biases and improve the measurability and data quality.

3.5 Reliability and Validity Analysis of the Scale

3.5.1 Reliability Analysis

Reliability refers to the consistency and stability of measurement results across different time points and contexts. In this study, Cronbach's Alpha coefficient is used to evaluate the internal consistency reliability of the scale. The closer the Cronbach's Alpha coefficient is to 1, the higher the internal consistency of the scale. Generally, a Cronbach's Alpha coefficient greater than 0.70 is considered acceptable. This study analyzed the Cronbach's Alpha coefficients for each research variable to ensure the internal consistency of the scale. The results of the analysis are presented in Table 3.6.

Table 3.6 Reliability Test of Questionnaire

Variable	Measurement Items	Cronbach's Alpha
Cultural Adaptation	5	0.879
Linguistic Communication Barriers	5	0.889
Pedagogical Adaptation	6	0.861
Teacher Professional Development Support	6	0.897
Teacher Job Satisfaction	12	0.948
total	34	0.809

As shown in Table 3.6, the reliability test results indicate that the Cronbach's Alpha coefficients for all dimensions exceed 0.80, demonstrating high internal consistency of the questionnaire. Among them, Teacher Job Satisfaction dimension has the highest Cronbach's Alpha coefficient of 0.948, indicating extremely high stability and reliability of the items in this dimension. Teacher Professional Development Support and Pedagogical Adaptation dimensions have Cronbach's Alpha coefficients of 0.897 and 0.861, respectively, further confirming their high reliability. Additionally, Cultural Adaptation (0.879) and Linguistic Communication Barriers (0.889) dimensions also have reliability coefficients exceeding 0.80, reflecting good internal consistency and stability in these measurements.

In conclusion, all dimensions have Cronbach's Alpha coefficients above 0.80, verifying the strong reliability of the questionnaire used in this study. This ensures the effectiveness of the measurement of research variables and enhances the overall reliability of the data.

3.5.2 Validity Analysis

This study employed the Kaiser-Meyer-Olkin (KMO) measure and Bartlett's Test of Sphericity to evaluate the validity of the questionnaire. The KMO value ranges from 0 to 1, with values closer to 1 indicating that the sample data is more appropriate for factor analysis. In general, a KMO value greater than 0.7 is considered acceptable. Bartlett's Test of Sphericity is used to assess whether the correlations between variables meet the assumptions required for factor analysis. A significant result (p-value less than 0.05) indicates that the data is suitable for factor analysis. These methods help verify the structural validity of the scale, thus enhancing the reliability and validity of the research findings. The analysis results are presented in Table 3.7.

Table 3.7 Validity Test of Questionnaire

Dimension	KMO Statistic Value	Bartlett's Test of Sphericity (Approx. Chi-Square)	df	Sig.
Cultural Adaptation	0.874	757.190	10	0.000
Linguistic Communication Barriers	0.885	816.219	10	0.000
Pedagogical Adaptation	0.883	737.936	15	0.000
Teacher Professional Development Support	0.906	995.002	15	0.000
Teacher Job Satisfaction	0.970	2592.483	66	0.000

According to the results in Table 3.7, the KMO values for all research dimensions exceed 0.80, indicating that the sample data are suitable for factor analysis. Among them, the Teacher Job Satisfaction dimension has the highest KMO value of 0.970, demonstrating that this dimension's data are highly appropriate for factor analysis. The KMO values for Teacher Professional Development Support (0.906), Pedagogical Adaptation (0.883), Linguistic Communication Barriers (0.885), and Cultural Adaptation (0.874) are also relatively high, further confirming the suitability of the data.

Additionally, Bartlett's test of sphericity results show that all dimensions reach a significant level ($p < 0.001$), indicating that the correlations among variables are adequate for factor analysis. These results validate the structural validity of the research questionnaire, ensuring its appropriateness for subsequent analysis.

3.6 Data Collection

A total of 400 questionnaires were distributed in this study, and 353 were collected, resulting in a response rate of 88.25%. During the data preprocessing stage, several questionnaires were excluded due to errors, missing demographic information, or logical inconsistencies (e.g., discrepancies between age, work experience, and education level). After removing 36 invalid responses, a total of 317 valid questionnaires were retained for data analysis.

This study utilized the Wen juanxing online questionnaire platform for data collection. Wenjuanxing automatically filters incomplete or duplicate submissions and provides efficient data export functions to ensure data quality and integrity. During the questionnaire period, the research team distributed the questionnaire to respondents via email, social media, and Confucius Institute teacher networks, encouraging anonymous participation to enhance the response rate and authenticity. The questionnaire was completed within three weeks.

3.7 Data Analysis

This study employed various data analysis methods to ensure the scientific rigor, reliability, and validity of the research findings. To achieve different research objectives, descriptive statistical analysis was used to summarize the characteristics of the teaching staff, SWOT analysis was applied to evaluate the effectiveness of the Confucius Institute's educational management strategies, and hypothesis testing was conducted to investigate the impact of multicultural educational management on teachers' job satisfaction. The following sections provide a detailed explanation of each analytical method.

3.7.1 Descriptive Statistical Analysis

Descriptive statistical analysis is primarily used to summarize the demographic characteristics of the research sample and provide an overview of the distribution of the research variables, including indicators such as mean, standard deviation, minimum, and maximum values. This analysis enables a comprehensive understanding of the basic characteristics of the teaching staff and their preliminary attitudes toward each research variable, thereby laying the groundwork for subsequent in-depth analyses.

Specifically, the descriptive statistical analysis in this study covers the following aspects:

Demographic characteristics: This includes fundamental information, including teachers' gender, age, educational background, and teaching experience, aimed at presenting the overall characteristics of the research sample.

Distribution of research variables: The mean, standard deviation, minimum, and maximum values of cultural adaptation, linguistic communication barriers, pedagogical adaptation, teacher professional development support, and teacher job satisfaction are calculated, thus reflecting the basic trends and ranges of these variables.

This analysis not only provides an overview of the teaching staff at the Confucius Institute but also reveals possible preliminary relationships between the research variables, offering data support for subsequent empirical analysis.

3.7.2 SWOT Analysis

This study employed the SWOT analysis to systematically evaluate the effectiveness of the current educational management strategies at the Confucius Institute. The SWOT analysis is a strategic management tool widely used in organizational development and educational management research. It helps identify both the strengths and weaknesses of the current educational management model and explore potential avenues for future optimization.

In this study, the application of SWOT analysis is as follows:

Strengths : Analyzing the existing advantages of the Confucius Institute's educational management, such as a well-established teacher training system, international educational resources, and strong policy support.

Weaknesses: Exploring the limitations of the current management model, such as inadequate language adaptation support, a lack of flexibility in teaching methods, and unclear career development paths for teachers.

Opportunities: Identifying external opportunities, such as global educational cooperation and the increasing demand for cross-cultural teaching, which may offer new developmental prospects for the Confucius Institute.

Threats: Analyzing the potential challenges the Confucius Institute faces in international educational management, such as cultural conflicts, local policy changes, and high teacher turnover.

By employing SWOT analysis, this study not only assesses the effectiveness of the current management strategies but also provides a theoretical foundation for future management optimization and policy adjustments.

3.7.3 Hypothesis Testing

To further investigate the impact of multicultural educational management on teacher job satisfaction, this study conducted an empirical test of the proposed research hypotheses through regression analysis.

Regression Analysis

Regression analysis was a widely applied statistical method in social science research that quantifies the influence of multiple independent variables on a dependent variable. This study used multiple regression analysis to examine the independent effects of four research variables on teacher job satisfaction.

The regression model used in this study is as follows:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon$$

Where:

Y: Teacher Job Satisfaction

X₁: Cultural Adaptation

X₂: Linguistic Communication Barriers

X₃: Pedagogical Adaptation

X₄: Teacher Professional Development Support

β_0 : The intercept term, representing the level of teacher job satisfaction when all independent variables are equal to zero.

$\beta_1, \beta_2, \beta_3, \beta_4$: The regression coefficients for each independent variable, quantifying the degree of their effect on teacher job satisfaction.

ε : The error term, accounting for the variation unexplained by the model.

This study used Simple Regression Analysis to independently examine the impact of four independent variables—cultural adaptation, linguistic communication barriers, pedagogical adaptation, and teacher professional development support—on teacher job satisfaction. By calculating the regression coefficients (β), coefficient of determination (R^2), and significance (p-value), this study quantified the magnitude and direction of each variable's influence. Additionally, to ensure the model's validity and the robustness of the analysis, residual analysis were conducted, and the data were tested to verify compliance with the fundamental assumptions of linear regression. Ultimately, the regression analysis results validate the four core research hypotheses and reveal the specific effects of each variable on teacher job satisfaction, providing empirical support for educational managers in optimizing the Confucius Institute's multicultural education management strategies.

3.7.4 ANOVA

Analysis of Variance (ANOVA) is a statistical method used to compare the means of multiple groups. In this study, ANOVA was employed to explore the effects of different background factors on teacher job satisfaction.

Specifically, this study used One-Way ANOVA to examine the impact of the following demographic variables on teacher job satisfaction:

The effect of gender (male vs. female) on teacher job satisfaction

The effect of teaching experience (teachers with different years of experience) on teacher job satisfaction

The effect of educational background (teachers with different years of experience) on teacher job satisfaction

The effect of the Confucius Institute (teachers from different regions) on teacher job satisfaction

The results from the ANOVA highlight differences in job satisfaction among teachers from different groups, providing data-driven insights to guide management in formulating teacher support policies.

3.8 Summary

Table 3.8 Research Design Framework

Research Objectives	Source of Data or Sample	Data Collection Method or Research Instrument	Data Analysis	Expected Results
1. To identify the challenges encountered by Confucius Institutes in educational management within a multicultural environment.	Academic journal articles, theoretical books, and other information documents from Google Scholar, ResearchGate, CNKI, Wanfang, VIP, and university online libraries.	Literature Review	Literature Analysis	Identify the core challenges faced by Confucius Institutes in multicultural educational management and provide a theoretical foundation for subsequent research.
2. To evaluate the effectiveness of the current educational management strategies implemented by Confucius Institutes.	Academic journal articles, theoretical books, and other information documents from Google Scholar, ResearchGate, CNKI, Wanfang, VIP, and university online libraries.	SWOT Analysis	Assess the strengths, weaknesses, opportunities, and threats of the management model.	Identify the effectiveness and existing issues in the current educational management model of Confucius Institutes, providing data support for optimizing management strategies.

Research Objectives	Source of Data or Sample	Data Collection Method or Research Instrument	Data Analysis	Expected Results
3. To analyze the impact of multicultural educational management on teacher job satisfaction in Confucius Institutes.	Teachers from 15 Confucius Institutes in America, using convenience sampling.	Questionnaire	Quantitative Analysis, Descriptive Statistics, Simple Regression Analysis, ANOVA	Determine the impact of multicultural educational management challenges on teacher job satisfaction and validate research hypotheses.
4. To provide recommendations for optimizing the educational management model of Confucius Institutes.	Teachers from Confucius Institutes in the United States, using convenience sampling.	Questionnaire	SWOT Analysis	Propose educational management optimization strategies based on research findings to improve teacher job satisfaction and enhance management effectiveness of Confucius Institutes.

Chapter 4 Findings and Discussion

4.1 Findings

4.1.1 Demographic Characteristics of Respondents

In the descriptive statistical analysis, this study provided a detailed description of the sample data, including the basic distribution of demographic characteristics and the mean and standard deviation analysis of each research variable. These descriptive statistics lay the foundation for subsequent data analysis and result interpretation.

Table 4.1 Demographic Characteristics of Respondents

Attitude	Classification Indicator	Frequency	Percent
Gender	Male	175	55.2
	Female	142	44.8
Age	Under 20(18 years old and above)	3	0.9
	20-29 years	104	32.8
	30-39 years	153	48.3
	40-49 years	51	16.1
	50 years and above	6	1.9
Education	Bachelor's	206	65.0
	Master's	85	26.8
	Doctorate	26	8.2
Years of Work Experience	Less than 1 year	47	14.8
	1-3 years	101	31.9
	4-6 years	128	40.4
	7-10 years	34	10.7
	More than 10 years	7	2.2

In the gender distribution of the sample in Table 4.1, males account for 55.2%, while females make up 44.8%, indicating a slightly higher proportion of male respondents. The age of the respondents is primarily concentrated between 30-39 years (48.3%), followed by those aged 20-29 years (32.8%). A smaller proportion of respondents are aged 40-49 years (16.1%), while only 1.9% are 50 years and above, and 0.9% are under 20 years. Regarding educational background, the majority of respondents hold a bachelor's degree (65.0%), while 26.8% have a master's degree, and 8.2% possess a doctorate degree. In terms of years of work experience, most respondents have been working for 4-6 years (40.4%), followed by 1-3 years (31.9%).

A smaller proportion of respondents have less than 1 year (14.8%), 7-10 years (10.7%), and more than 10 years (2.2%) of work experience. Therefore, the respondents in this study are mainly individuals aged 30-39 years, with a bachelor's degree, and 4-6 years of work experience.

4.1.2 Descriptive Statistical Analysis of Variables

Table 4.2 Descriptive Statistical Analysis of Variables

Variant	N	Mean	Std. Deviation
Cultural Adaptation	317	2.25	0.97
Linguistic Communication Barriers	317	2.34	1.07
Pedagogical Adaptation	317	3.94	0.85
Teacher Professional Development Support	317	3.61	1.07
Teacher Job Satisfaction	317	3.59	1.03

According to Table 4.2, Cultural Adaptation ($M = 2.25$, $SD = 0.97$) receives the lowest score, highlighting challenges in adjusting to multicultural teaching environments. Similarly, Linguistic Communication Barriers ($M = 2.34$, $SD = 1.07$) indicate that language remains a significant hurdle for some teachers, though experiences vary. Expanding intercultural training and bilingual support can help address these issues.

In contrast, Pedagogical Adaptation ($M = 3.94$, $SD = 0.85$) scores the highest, suggesting that many teachers effectively adjust their teaching methods, though some may still benefit from additional support. Teacher Professional Development Support ($M = 3.61$, $SD = 1.07$) and Teacher Job Satisfaction ($M = 3.59$, $SD = 1.03$) are rated relatively high, but notable variability suggests disparities in access to training and career opportunities.

Overall, pedagogical adaptability and professional development support stand out as strengths, while cultural adaptation and language barriers remain key challenges. Enhancing targeted training, language assistance, and career support could further improve teacher satisfaction and effectiveness in multicultural settings.

This study conducts a descriptive statistical analysis to measure cultural adaptation, linguistic communication barriers, pedagogical adaptation, teacher professional development support, and teacher job satisfaction among Confucius Institute teachers in a multicultural educational environment. Tables 4.3 to 4.7 present the mean (M) and standard deviation (SD) for each variable, providing a basis for further analysis of teachers' adaptation to cross-cultural teaching and its impact on their professional development.

Table 4.3 Cultural Adaptation

Item	Mean	SD	Analysis
CA1. I am able to teach effectively within the current cultural environment and adapt well to different classroom models.	2.25	1.155	relatively low
CA2. I can understand the learning styles of students in the host country but find it difficult to adjust classroom interaction strategies to meet their needs.	2.25	1.225	relatively low
CA3. Cultural differences do not pose significant challenges to my classroom management, teacher-student interactions, and teaching style, thereby increasing teaching difficulty.	2.22	1.127	relatively low
CA4. I can flexibly adjust my teaching methods to accommodate the learning styles of students from different cultural backgrounds.	2.23	1.194	relatively low
CA5. The cross-cultural adaptation training provided by the Confucius Institute has been highly effective in helping me overcome cultural differences.	2.27	1.187	relatively low

The results in Table 4.3 show that cultural adaptation is not a major challenge for most Confucius Institute teachers, with all mean values remaining relatively low ($M \approx 2.2$). However, the standard deviations ($SD > 1.1$) suggest variability in experiences, indicating that some teachers still struggle with classroom management and instructional adjustments due to cultural differences. The limited effectiveness of cross-cultural training highlights the need for more targeted support to enhance teachers' adaptability in multicultural classrooms.

Table 4.4 Linguistic Communication Barriers

Item	Mean	SD	Analysis
LCB1. I am able to teach fluently in Thai or English without affecting classroom instruction.	2.31	1.224	relatively low
LCB2. I can clearly articulate teaching content and overcome classroom communication challenges caused by language differences.	2.32	1.306	relatively low
LCB3. I can interact smoothly with students in the classroom and effectively obtain teaching feedback without being affected by language barriers.	2.35	1.290	relatively low
LCB4. I can use various teaching strategies (e.g., visual aids, classroom interaction, non-verbal communication) to compensate for language communication difficulties.	2.34	1.299	relatively low
LCB5. The language training and support provided by the institution (e.g., bilingual teaching training, language adaptation courses) have effectively improved my teaching ability in a multilingual environment.	2.40	1.310	relatively low

The results in Table 4.4 indicate that linguistic communication barriers remain a challenge for some Confucius Institute teachers, with all mean values relatively low ($M \approx 2.3$). While this suggests that language issues are not a widespread problem, the high standard deviations ($SD > 1.2$) reflect varying experiences among teachers. Some still face difficulties in conveying content, engaging in classroom interactions, and receiving adequate language support. The limited effectiveness of institutional language training underscores the need for more comprehensive and practical language assistance to enhance multilingual teaching effectiveness.

Table 4.5 Pedagogical Adaptation

Item	Mean	SD	Analysis
PA1. In cross-cultural teaching, I am able to adapt my teaching methods flexibly to meet the learning needs of students from diverse cultural backgrounds.	4.03	1.055	above average
PA2. I can adjust my teaching methods (e.g., lectures, case-based teaching, interactive discussions) to the Thai educational and cultural context to enhance teaching effectiveness.	3.96	1.063	above average
PA3. I am able to integrate localized teaching resources and digital tools to optimize the presentation of course content.	3.95	1.132	above average
PA4. The teaching resources and training support provided by the Confucius Institute have effectively helped me refine my cross-cultural teaching strategies.	3.94	1.104	above average

Item	Mean	SD	Analysis
PA5. I am able to apply culturally adaptive teaching methods (e.g., comparative teaching, culturally integrated teaching) in the classroom to enhance students' learning experiences.	3.87	1.142	above average
PA6. I am able to promote interaction and collaboration among students from different cultural backgrounds through teaching strategies such as collaborative learning and cross-cultural discussions.	3.89	1.156	above average

The results in Table 4.5 indicate that Confucius Institute teachers generally demonstrate strong pedagogical adaptation, with all mean values above average ($M \approx 3.9$). This suggests that most teachers can flexibly adjust their teaching methods, integrate localized resources, and apply culturally adaptive strategies to enhance student engagement. However, the standard deviations ($SD > 1.0$) indicate some variation, implying that while many teachers effectively adapt, others may still require additional support. The positive impact of institutional training and resources highlights the importance of continuous professional development to further refine cross-cultural teaching strategies.

Table 4.6 Teacher Professional Development Support

Item	Mean	SD	Analysis
TPDS1. The professional development training provided by the Confucius Institute effectively enhances my cross-cultural teaching abilities and professional skills.	3.59	1.337	above average
TPDS2. My career development pathway at the Confucius Institute is clear, and I have opportunities for promotion.	3.63	1.297	above average
TPDS3. I have access to sufficient academic support, such as research resources, international academic collaborations, and cross-cultural teaching seminars.	3.60	1.367	above average
TPDS4. My experience in cross-cultural teaching has a positive impact on my professional growth and future development.	3.62	1.293	above average
TPDS5. I have opportunities to participate in international academic exchanges to enhance my cross-cultural teaching competence.	3.56	1.364	above average
TPDS6. The teacher professional development system at the Confucius Institute meets my career growth needs and provides support for my long-term career development.	3.67	1.265	above average

The results in Table 4.6 indicate that Confucius Institute teachers generally perceive professional development support as above average ($M \approx 3.6$). This suggests that most teachers find the training programs, career pathways, and academic support beneficial for their cross-cultural teaching and career growth. However, the relatively high standard deviations ($SD > 1.2$) indicate differing experiences, suggesting that while many teachers feel supported, others may find opportunities for promotion, academic collaboration, and long-term career development less accessible. Strengthening professional development programs and expanding international exchange opportunities could further enhance teachers' career satisfaction and growth.

Table 4.7 Teacher Job Satisfaction

Item	Mean	SD	Analysis
TJS1. I am satisfied with the overall teaching environment at the Confucius Institute, including classrooms, teaching equipment, and support systems.	3.61	1.321	above average
TJS2. I feel safe and comfortable in the cross-cultural teaching environment at the Confucius Institute.	3.59	1.335	above average
TJS3. The management team at the Confucius Institute provides adequate support and attention to teachers in their daily tasks.	3.60	1.307	above average
TJS4. The professional development training provided by the Confucius Institute effectively enhances my cross-cultural teaching skills and career advancement opportunities.	3.55	1.320	above average
TJS5. The career development path at the Confucius Institute is clear, and I have opportunities for promotion.	3.55	1.310	above average
TJS6. I have access to ample academic support, such as international academic conferences, research resources, and career development training.	3.61	1.272	above average
TJS7. The management at the Confucius Institute understands and respects the needs of teachers from diverse cultural backgrounds, providing sufficient organizational support.	3.49	1.330	above average
TJS8. I have access to cross-cultural adaptation training and guidance from the Confucius Institute and colleagues to enhance my teaching quality.	3.62	1.238	above average
TJS9. In the cross-cultural teaching environment, my work receives adequate recognition and respect.	3.68	1.296	above average
TJS10. The teaching resources provided by the Confucius Institute, such as textbooks and online course tools, are sufficient to support my teaching activities.	3.62	1.252	above average

Item	Mean	SD	Analysis
TJS11. I have access to localized teaching materials tailored to the needs of students from the target country, which enhances the teaching experience.	3.57	1.285	above average
TJS12. The teaching support system at the Confucius Institute plays a crucial role in improving both my classroom teaching quality and career satisfaction.	3.59	1.281	above average

The results in Table 4.7 indicate that teacher job satisfaction at the Confucius Institute is generally above average ($M \approx 3.6$). Teachers express positive perceptions of the teaching environment, management support, professional development opportunities, and access to teaching resources. However, the relatively high standard deviations ($SD > 1.2$) suggest varying levels of satisfaction, with some teachers feeling well-supported while others perceive gaps in career advancement, organizational support, and localized teaching materials. Strengthening professional growth pathways, improving cross-cultural adaptation programs, and ensuring consistent resource availability could further enhance teacher satisfaction and long-term engagement.

4.1.3 Inferential Statistical Analysis

4.1.3.1 Correlation Analysis

This study employed Pearson correlation coefficients to analyze the linear relationships between cultural adaptation, linguistic communication barriers, pedagogical adaptation, teacher professional development support, and teacher job satisfaction, providing a foundation for subsequent regression analysis and causal relationship research. The results of this analysis help determine which factors have the most significant impact on teacher job satisfaction, serving as a basis for educational policy optimization, teacher support system improvement, and career development strategies. The Pearson correlation coefficient (ranging from -1 to 1) was used to measure the relationships between variables, where a value closer to 1 indicates a strong positive correlation, a value closer to -1 indicates a strong negative correlation, and a value near 0 indicates no significant correlation. See Table 4.8:

Table 4.8 Correlation Analysis between Variables

		Cultural Adaptation	Linguistic Communication Barriers	Pedagogical Adaptation	Teacher Professional Development Support	Teacher Job Satisfaction
Cultural Adaptation	Pearson Correlation	1	-.201**	-.419**	-.416**	-.378**
	Sig.		.000	.000	.000	.000
Linguistic Communication Barriers	Pearson Correlation	-.201**	1	.208**	.213**	.204**
	Sig.	.000		.000	.000	.000
Pedagogical Adaptation	Pearson Correlation	-.419**	.208**	1	.446**	.465**
	Sig.	.000	.000		.000	.000
Teacher Professional Development Support	Pearson Correlation	-.416**	.213**	.446**	1	.600**
	Sig.	.000	.000	.000		.000
Teacher Job Satisfaction	Pearson Correlation	-.378**	.204**	.465**	.600**	1
	Sig.	.000	.000	.000	.000	

** . Correlation is significant at the 0.01 level (2-tailed).

Based on the correlation coefficients between the research variables presented in Table 4.8, all correlations are significant at the 0.01 level (two-tailed). Cultural adaptation is negatively correlated with linguistic communication barriers ($r = -0.201$), pedagogical adaptation ($r = -0.419$), teacher professional development support ($r = -0.416$), and teacher job satisfaction ($r = -0.378$), indicating that lower cultural adaptation is associated with higher linguistic communication barriers and lower pedagogical adaptation, professional development support, and job satisfaction.

Conversely, linguistic communication barriers show a positive correlation with pedagogical adaptation ($r = 0.208$), teacher professional development support ($r = 0.213$), and teacher job satisfaction ($r = 0.204$), suggesting that linguistic communication barriers may influence these aspects to a certain extent. Pedagogical adaptation is significantly positively correlated with teacher professional development

support ($r = 0.446$) and teacher job satisfaction ($r = 0.465$), indicating that teachers with higher pedagogical adaptability tend to receive more professional development support and experience greater job satisfaction. Additionally, teacher professional development support is strongly correlated with teacher job satisfaction ($r = 0.600$), suggesting that support for professional growth plays a crucial role in enhancing job satisfaction.

These findings highlight the complex relationships between cultural adaptation, linguistic communication barriers, pedagogical adaptation, teacher professional development support, and teacher job satisfaction, emphasizing the need for targeted strategies to improve cultural adaptation and pedagogical training while strengthening professional development support to enhance teacher job satisfaction.

4.1.3.2 Regression Analysis

Table 4.9 Regression Analysis

		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	3.111	.328		9.496	.000		
	Gender	.099	.117	.048	.845	.399	.994	1.006
	Age	.087	.077	.064	1.131	.259	.981	1.020
	Education	-.082	.091	-.051	-.899	.369	.985	1.015
	Years of Work Experience	.081	.061	.074	1.320	.188	1.000	1.000
2	(Constant)	2.503	.425		5.886	.000		
	Gender	.012	.085	.006	.144	.886	.976	1.025
	Age	.066	.056	.049	1.181	.239	.978	1.023
	Education	-.108	.067	-.067	-1.624	.105	.969	1.032
	Years of Work Experience	.049	.045	.045	1.090	.276	.984	1.016
	Cultural Adaptation	-.177	.053	-.166	-3.324	.001	.666	1.501
	Linguistic Communication Barriers	-.226	.048	-.234	-4.715	.000	.669	1.495
	Pedagogical Adaptation	.146	.059	.121	2.458	.015	.686	1.458

Teacher Professional Development Support	.350	.048	.364	7.261	.000	.658	1.519
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Dependent Variable: Teacher Job Satisfaction

Table 4.9 presents the regression analysis results examining the effects of cultural adaptation, linguistic communication barriers, pedagogical adaptation, and teacher professional development support on teacher job satisfaction, while controlling gender, age, education, and years of work experience.

Model 1: Control Variables

Model 1 includes only demographic variables as predictors. The results indicate that gender ($B = 0.099$, $p = .399$), age ($B = 0.087$, $p = .259$), education ($B = -0.082$, $p = .369$), and years of work experience ($B = 0.081$, $p = .188$) are not statistically significant predictors of teacher job satisfaction. The p-values exceed the conventional threshold ($p < .05$), confirming that demographic factors alone do not substantially influence job satisfaction.

Model 2: Key Independent Variables

With the inclusion of cultural adaptation, linguistic communication barriers, pedagogical adaptation, and teacher professional development support, the model improves significantly. Teacher professional development support ($B = 0.350$, $p < .001$) and pedagogical adaptation ($B = 0.146$, $p = .015$) have significant positive effects on teacher job satisfaction, emphasizing the importance of institutional support and adaptable teaching strategies in enhancing satisfaction.

Conversely, cultural adaptation ($B = -0.177$, $p = .001$) and linguistic communication barriers ($B = -0.226$, $p < .001$) show significant negative effects, suggesting that difficulties in adapting to new cultural contexts and language-related challenges decrease job satisfaction. These findings highlight the importance of structured cultural adaptation programs and language support systems to mitigate these challenges.

Collinearity Statistics and Conclusion

All Variance Inflation Factor (VIF) values are below 1.6, indicating no significant multicollinearity issues, ensuring the reliability of the regression estimates.

In summary, the regression results confirm that teacher professional development support and pedagogical adaptation are the most critical factors in improving job satisfaction. Meanwhile, cultural adaptation difficulties and language barriers negatively impact teacher satisfaction, underscoring the need for enhanced institutional support in cross-cultural training and language development programs. These findings provide actionable insights for educational policymakers to improve teacher training initiatives, facilitate cultural integration, and strengthen bilingual support to enhance overall job satisfaction in multicultural teaching environments.

Table 4.10 Summary of the Model

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.118a	.014	.001	1.03194	.014	1.110	4	312	.352	
2	.701b	.491	.478	.74630	.477	72.132	4	308	.000	2.014
a. Predictors: (Constant), Years of Work Experience, Gender, Education, Age										
b. Predictors: (Constant), Years of Work Experience, Gender, Education, Age, Teacher Professional Development Support, Cultural Adaptation, Pedagogical Adaptation, Linguistic Communication Barriers										
Dependent Variable: Teacher Job Satisfaction										

Table 4.10 summarizes the regression analysis examining the impact of cultural adaptation, linguistic communication barriers, pedagogical adaptation, and teacher professional development support on teacher job satisfaction, while controlling gender, age, education, and years of work experience.

Model 1: Control Variables Only

Model 1, which includes only demographic variables, explains 1.4% of the variance in teacher job satisfaction ($R^2 = 0.014$, Adjusted $R^2 = 0.001$) and is not statistically significant ($p > 0.05$). This suggests that demographic factors alone have

minimal influence on teacher job satisfaction. The high standard error of 1.03194 further indicates that additional factors are needed to explain variations in satisfaction.

Model 2: Key Independent Variables Added

With the inclusion of cultural adaptation, linguistic communication barriers, pedagogical adaptation, and teacher professional development support, Model 2's explanatory power increases significantly to 49.1% ($R^2 = 0.491$, Adjusted $R^2 = 0.478$). The F-change value (72.132, $p < 0.001$) confirms the substantial contribution of these variables. The reduced standard error (0.74630) suggests a better model fit.

Durbin-Watson Statistic & Conclusion

The Durbin-Watson statistic (2.014) indicates no significant autocorrelation, validating the model's reliability. Overall, the results confirm that teacher professional development support and pedagogical adaptation are key drivers of teacher satisfaction, emphasizing the need for stronger training programs and institutional support in multicultural teaching environments.

The research results confirm all the hypotheses in this study: H1, which proposes that cultural adaptation negatively influences teacher job satisfaction, is supported, as the regression analysis indicates a significant negative impact. H2, which suggests that linguistic communication barriers negatively influence teacher job satisfaction, is validated, showing a significant negative effect, confirming that language barriers indeed reduce teacher job satisfaction. H3, which states that pedagogical adaptation positively influences teacher job satisfaction, is confirmed, as the regression results demonstrate a significant positive impact. H4, which posits that teacher professional development support positively influences teacher job satisfaction, is strongly supported, indicating that the greater the professional development support teachers receive, the higher their job satisfaction.

4.2 Discussion

4.2.1 SWOT Analysis

The SWOT analysis in this study provides a comprehensive evaluation of the internal strengths and weaknesses, as well as external opportunities and threats, influencing teachers' job satisfaction in a multicultural educational setting. By analyzing key variables such as cultural adaptation, linguistic communication barriers, pedagogical adaptation, teacher professional development support, and overall job satisfaction, this framework helps identify critical areas for strategic improvement.

Table 4.11 SWOT Analysis

	External Environment	
	Strengths (S) ($M \geq 3.6$)	Weaknesses (W) ($M \leq 2.4$)
Internal Environment	PA1. (M = 4.03) PA2. (M = 3.96) PA3. (M = 3.95) PA4. (M = 3.94) TPDS6. (M = 3.67) TPDS2. (M = 3.63) TJS9. (M = 3.68) TJS1. (M = 3.61) TJS10. (M = 3.62) TJS6. (M = 3.61) TJS8. (M = 3.62)	CA1. (M = 2.25) CA2. (M = 2.25) CA3. (M = 2.22) CA4. (M = 2.23) CA5. (M = 2.27) LCB2. (M = 2.32) LCB3. (M = 2.35) LCB5. (M = 2.40)
Opportunities (O) ($2.4 < M < 3.6$)	SO	WO
TPDS4. (M = 3.62) TPDS5. (M = 3.56) TJS5. (M = 3.55) TJS7. (M = 3.49) TJS3. (M = 3.60) TJS2. (M = 3.59) TJS4. (M = 3.55) TJS11. (M = 3.57) TJS12.	SO1 = S1, S2, O1, O3 Strategy: Leverage strong pedagogical adaptability and professional development support to enhance cross-cultural teaching. Integrate localized resources and training to strengthen career growth and international exchange. SO2 = S3, S4, O2, O4 Strategy: Utilize teaching resources and academic support to refine instructional methods. Expand international exchanges to improve teachers' cross-	WO1 = W1, W2, O1, O3 Strategy: Enhance cultural adaptation training and support systems to help teachers adjust more effectively to different classroom models. Leverage career development programs and international academic exchanges to provide structured learning opportunities. WO2 = W3, W4, O2, O5 Strategy: Strengthen cross-cultural teaching strategies and localized instructional methods. Utilize institutional support and academic resources to bridge

(M = 3.59)	<p>cultural competencies and career prospects. SO3 = S5, S6, O3, O5 Strategy: Maximize career development pathways and organizational support to boost job satisfaction. Enhance localized resources to improve teaching efficiency and institutional loyalty. SO4 = S7, S8, O6, O7 Strategy: Strengthen institutional support and academic networking to enhance teacher retention. Foster a safe and inclusive cross-cultural teaching environment. SO5 = S9, S10, O8, O9 Strategy: Optimize teaching materials and support systems to improve instructional quality and job satisfaction. Expand access to localized resources for more effective cross-cultural teaching.</p>	<p>cultural gaps and improve teacher-student interaction. WO3 = W5, W6, O4, O6 Strategy: Expand language training programs and integrate bilingual teaching support. Use the existing professional development framework to enhance teachers' linguistic adaptability in multilingual classrooms. WO4 = W7, W8, O7, O8 Strategy: Improve classroom communication and feedback mechanisms by integrating interactive teaching tools. Utilize available localized teaching materials to address language barriers and improve instructional clarity. WO5 = W1, W5, O9, O10 Strategy: Address cultural and linguistic challenges by developing customized adaptation programs. Strengthen organizational support and mentorship initiatives to enhance teaching effectiveness and job satisfaction.</p>
T (SD > 1.2)	ST	WT
<p>TPDS1. (SD = 1.337) TPDS3. (SD = 1.367) TJS7. (SD = 1.330) LCB4. (SD = 1.299) LCB1. (SD = 1.224)</p>	<p>ST1 = S1, S2, S3, T1, T2 Strategy: Leverage strong pedagogical adaptability and localized teaching approaches to address inconsistencies in professional training effectiveness. Enhance targeted training modules that focus on real-world classroom challenges. ST2 = S4, S6, S10, T3, T4 Strategy: Utilize available teaching resources and institutional support to reduce disparities in academic assistance. Implement structured mentorship</p>	<p>WT1 = W1, W2, W3, T1, T2 Strategy: Strengthen targeted cultural adaptation training programs to help teachers overcome difficulties in classroom management, interaction, and teaching adaptation. Address inconsistencies in professional training by tailoring content to the specific needs of cross-cultural teaching environments. WT2 = W4, W5, W6, T3, T4 Strategy: Improve the effectiveness of language training and communication support to reduce barriers in teaching.</p>

	<p>programs and peer collaborations to enhance knowledge sharing.</p> <p>ST3 = S5, S7, S8, T4, T5 Strategy: Strengthen teacher recognition and professional growth pathways by improving administrative support. Develop language-focused training initiatives to ensure teachers can effectively communicate in multilingual settings.</p> <p>ST4 = S9, S10, T1, T3 Strategy: Maximize the availability of digital teaching tools and academic support to mitigate variations in teacher adaptation experiences. Encourage participation in international academic collaborations to further strengthen pedagogical expertise.</p> <p>ST5 = S1, S5, S8, T2, T5 Strategy: Capitalize on strong career development opportunities and academic resources to address inconsistencies in language proficiency. Provide tailored bilingual teaching strategies and structured cross-cultural engagement workshops.</p>	<p>Establish more structured bilingual teaching methodologies and integrate peer-assisted learning to mitigate language-related challenges.</p> <p>WT3 = W7, W8, T1, T5 Strategy: Enhance institutional and academic support by developing more interactive workshops and personalized consultation services. Encourage teacher participation in international exchanges to foster practical language and cultural adaptation skills.</p> <p>WT4 = W3, W5, W6, T2, T3 Strategy: Implement a structured mentorship system to support teachers in overcoming cross-cultural teaching difficulties. Provide real-life case studies and simulations as part of training programs to equip educators with adaptable teaching strategies.</p> <p>WT5 = W1, W4, W7, T4, T5 Strategy: Develop a feedback mechanism where teachers can share their challenges and receive timely administrative and linguistic support. Strengthen collaboration between experienced and new faculty members to facilitate smoother cultural and pedagogical adaptation.</p>
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Table 4.11 presents the classification of strengths, weaknesses, opportunities, and threats based on the descriptive statistics of questionnaire responses. Strengths highlight aspects such as pedagogical adaptability, career development support, and institutional resources that contribute positively to teachers' experiences. Weaknesses reflect significant challenges in cultural adaptation and language barriers, which hinder effective teaching and communication. Opportunities, such as career advancement and international academic collaboration, provide avenues for professional growth.

Meanwhile, threats, indicated by high standard deviations, suggest disparities in professional training, language support, and institutional assistance.

By integrating these factors, the SWOT analysis forms the basis for developing strategic recommendations. The SO strategies leverage existing strengths to capitalize on external opportunities, while WO strategies focus on overcoming weaknesses through targeted interventions. ST strategies aim to mitigate potential threats by reinforcing institutional support and professional training, whereas WT strategies propose solutions to address both weaknesses and threats simultaneously. This structured approach offers insights into enhancing teacher satisfaction and optimizing multicultural education management in Confucius Institutes.

4.2.2 Discussion

This study reveals that cultural adaptation, linguistic communication barriers, pedagogical adaptation, and teacher professional development support significantly influence teacher job satisfaction in multicultural educational settings. Among these factors, pedagogical adaptation and teacher professional development support have the strongest positive impact. Questionnaire responses indicate that teachers exhibit high adaptability in modifying teaching methods ($M = 3.94 - 4.03$) and benefit from institutional support for career growth and training ($M = 3.61 - 3.67$). These findings align with Matiso (2024), who emphasized that flexible teaching strategies enhance teacher motivation and job satisfaction. Furthermore, the SWOT analysis reinforces these findings, highlighting strong pedagogical adaptability and structured professional development pathways as institutional strengths (S). To capitalize on these strengths, institutions should expand international academic collaborations, enhance localized teaching resources, and provide structured mentorship programs, fostering long-term career growth and instructional efficiency.

Conversely, cultural adaptation and linguistic communication barriers remain notable challenges, albeit with a moderate impact on job satisfaction. The questionnaire responses show low scores in cultural adaptation ($M = 2.22 - 2.27$) and linguistic barriers ($M = 2.31 - 2.40$), indicating difficulties in adjusting to local educational

contexts and effectively communicating with students. The SWOT analysis classifies these issues as institutional weaknesses (W), suggesting that existing cultural orientation programs and bilingual support systems may not be sufficiently effective. However, the moderate effect implies that some teachers have received partial institutional support (Zhou et al., 2024; Pritam & Singh, 2023). Strengthening cultural adaptation training, integrating bilingual teaching strategies, and implementing peer-assisted learning programs could further alleviate these challenges and improve teaching effectiveness.

Together, these findings emphasize the need for strategic interventions based on both the strengths and weaknesses identified in the SWOT analysis. While SO strategies suggest utilizing existing strengths (pedagogical flexibility and professional development programs) to reinforce career growth and cultural integration, WO strategies emphasize the need to bridge cultural and language gaps through structured adaptation programs. The study also highlights threats (T) related to inconsistencies in training effectiveness and institutional support, which necessitate targeted WT strategies, such as mentorship initiatives, enhanced feedback mechanisms, and structured bilingual teaching support. By implementing these improvements, educational institutions can foster a more inclusive, supportive, and effective multicultural teaching environment, ultimately enhancing teacher job satisfaction and overall institutional effectiveness.

Chapter 5 Conclusion and Recommendation

5.1 Conclusion

This study employed a mixed methods research design, integrating quantitative analysis and the SWOT analysis to systematically examine the impact of multicultural education management on teacher job satisfaction in Confucius Institutes.

- 1) To identify the challenges encountered by Confucius Institutes in educational management within a multicultural environment.
- 2) To evaluate the effectiveness of the current educational management strategies implemented by Confucius Institutes.
- 3) To analyze the impact of multicultural educational management on teacher job satisfaction in Confucius Institutes.
- 4) To provide recommendations for optimizing the educational management model within Confucius Institutes.

5.1.1 Challenges in Educational Management within a Multicultural Environment

This study identifies four major challenges faced by Confucius Institutes in educational management within a multicultural environment:

Cultural Adaptation

Research indicates that teachers experience significant difficulties in adapting to the host country's social culture, educational system, and teaching methodologies. For instance, there are notable differences in classroom management styles, teaching philosophies, and student interaction patterns across different countries. Some teachers find it challenging to adjust to the local educational model, increasing their professional stress and reducing their job satisfaction. Additionally, cultural conflicts, differences in

values, and inconsistencies in pedagogical philosophies further exacerbate teachers' adaptation difficulties.

Linguistic Communication Barriers

Language communication issues are among the primary challenges faced by teachers in Confucius Institutes. The research data shows that insufficient language proficiency directly affects classroom interaction, student engagement, and academic collaboration. For example, some teachers struggle with effective communication due to their limited proficiency in the local language, leading to classroom communication difficulties and negatively impacting students' learning experiences. Furthermore, language barriers hinder communication with school administrators and colleagues, reducing cross-cultural team collaboration efficiency and increasing teachers' sense of isolation and professional stress.

Lack of Targeted Training for Pedagogical Adaptation

The study finds that in multicultural environments, teachers must continuously adjust their teaching methodologies to accommodate students' cultural backgrounds and learning styles. However, some teachers lack the necessary training in classroom management, curriculum design, and interactive teaching approaches, making adaptation difficult. For instance, in some countries, students are accustomed to actively participating in discussions, while in others, students tend to prefer passive learning. These differences require teachers to flexibly adjust their instructional strategies to enhance classroom engagement and improve teaching effectiveness.

Need to Strengthen Professional Development Support

The study reveals that some Confucius Institutes have implemented professional development initiatives, such as mentorship programs, academic exchange opportunities, and career promotion planning. However, due to an underdeveloped career development system, many teachers still face limited career growth opportunities. Some teachers report a lack of clear evaluation criteria and promotion mechanisms, making their professional trajectory uncertain. Additionally, teachers' sense of professional identity in cross-cultural teaching remains relatively weak, requiring further enhancement to improve their long-term job satisfaction and career commitment.

5.1.2 Effectiveness of Current Educational Management Strategies

Despite the implementation of various educational management strategies, such as teacher training, cultural adaptation guidance, and language support, the research finds that the effectiveness of these measures remains limited due to inconsistencies in implementation and coverage across different Confucius Institutes.

Uneven Implementation of Cultural Adaptation Support Measures

Some Confucius Institutes have established cultural adaptation programs, such as cross-cultural training and teacher exchange initiatives, which have helped teachers adapt to the local culture to some extent. However, findings indicate significant variations in the effectiveness of these support mechanisms across different institutes. While some institutions provide systematic cultural training and guidance, others lack effective cultural adaptation mechanisms, leaving some teachers struggling to cope with cross-cultural teaching challenges.

Incomplete Language Support Systems

Although some Confucius Institutes offer language training and translation assistance tools, the study finds that the coverage and effectiveness of these measures need further improvement. Some teachers express that the duration of language training courses is too short to meet their actual teaching needs. Moreover, existing translation support tools require further optimization to ensure that teachers can communicate more smoothly in both classroom settings and academic collaboration.

Lack of Targeted Training for Pedagogical Adaptation

Findings indicate that Confucius Institutes offer some teaching adaptation training programs, such as cross-cultural teaching workshops and case-based instructional guidance. However, the coverage and effectiveness of these programs vary significantly across institutes. Some teachers still lack proper guidance on teaching strategies, leading to difficulties in classroom management and instructional adjustments. Therefore, it is crucial to develop more targeted pedagogical training programs based on teachers' actual needs.

The Need to Strengthen Professional Development Support

The study reveals that some Confucius Institutes have implemented professional development initiatives, such as mentorship programs, academic exchange opportunities, and career promotion planning. However, due to an underdeveloped career development system, many teachers still face limited career growth opportunities. Some teachers report a lack of clear evaluation criteria and promotion mechanisms, making their professional trajectory uncertain. Additionally, teachers' sense of professional identity in cross-cultural teaching remains relatively weak, requiring further enhancement to improve their long-term job satisfaction and career commitment.

5.1.3 The Impact of Multicultural Educational Management on Teacher Job Satisfaction

The findings of this study indicate that cultural adaptation has a significant negative impact on teacher job satisfaction ($B = -0.177$, $p = .001$), supporting H1. Teachers in a multicultural teaching environment must adapt to differences in social culture, educational systems, and teaching methodologies, which often leads to increased professional stress. The complexity of cultural integration, discrepancies in values, and variations in teaching philosophies create obstacles that make it difficult for teachers to fully engage in their roles, ultimately reducing job satisfaction. To mitigate these effects, Confucius Institutes should implement structured cultural adaptation programs, facilitate cross-cultural exchange initiatives, and establish institutional guidance mechanisms that provide systematic support for teachers adjusting to diverse educational settings.

The study also confirms that linguistic communication barriers significantly decrease teacher job satisfaction ($B = -0.226$, $p < .001$), validating H2. Limited language proficiency creates difficulties in classroom interaction, student engagement, and academic collaboration, making it harder for teachers to establish strong teacher-student relationships and integrate effectively into the host institution. Teachers who struggle with language barriers often experience frustration and isolation, which negatively impacts their performance and overall well-being. To address this issue, Confucius Institutes should provide bilingual teaching resources, language training programs, and translation assistance tools to improve communication skills and support

teachers in multilingual environments. Strengthening these linguistic support mechanisms would enhance classroom interactions and help teachers adapt more effectively to cross-cultural teaching contexts.

Additionally, the findings demonstrate that pedagogical adaptation has a significant positive impact on teacher job satisfaction ($B = 0.146, p = .015$), confirming H3. In multicultural classrooms, teachers must continuously adjust their instructional strategies to accommodate students' diverse learning styles, cultural backgrounds, and curricular expectations. Educators who effectively integrate student-centered approaches, differentiated instruction, and interactive teaching strategies tend to create more engaging and inclusive learning environments, which in turn enhances their job satisfaction. Given the importance of pedagogical flexibility in cross-cultural settings, Confucius Institutes should offer targeted teaching adaptation training, culturally responsive teaching workshops, and mentorship programs to help educators refine their instructional techniques and increase their effectiveness in diverse classrooms.

Finally, this study identifies teacher professional development support as the most influential factor affecting job satisfaction ($B = 0.350, p < .001$), supporting H4. Teachers who receive continuous training, academic mentoring, and institutional career support report higher levels of professional engagement and job fulfillment. Given the unique challenges associated with cross-cultural teaching, Confucius Institutes should establish systematic career development programs that provide structured training in global teaching methodologies, professional growth opportunities, and clear career advancement pathways. Offering long-term mentorship and professional support not only enhances teacher satisfaction but also improves retention rates and strengthens teachers' commitment to cross-cultural education.

In conclusion, this study confirms that multicultural educational management directly influences teacher job satisfaction. While pedagogical adaptation and professional development support positively impact satisfaction, cultural adaptation and linguistic communication barriers negatively affect teachers' professional experiences. By implementing comprehensive cultural adaptation programs, linguistic support systems, pedagogical training, and structured career development initiatives,

Confucius Institutes can create a more supportive and effective educational environment that promotes higher teacher satisfaction, better teaching outcomes, and the sustainability of cross-cultural education.

5.1.4 Optimization of Educational Management Model (Based on SWOT Analysis)

This study, based on the SWOT analysis, systematically proposes optimization strategies for the educational management of Confucius Institutes by examining their Strengths (S), Weaknesses (W), Opportunities (O), and Threats (T).

1. SO Strategies (Leveraging Strengths to Seize Opportunities)

SO1. Enhance teaching adaptability and promote cross-cultural teaching optimization.

SO2. Optimize teaching resources and academic support to promote international collaboration.

SO3. Broaden career development pathways and improve teacher satisfaction.

SO4. Strengthen institutional support and academic networking to stabilize the teaching workforce.

SO5. Optimize teaching materials and support systems to improve instructional quality.

2. WO Strategies (Overcoming Weaknesses to Seize Opportunities)

WO1. Strengthen cultural adaptation training to improve cross-cultural teaching competence.

WO2. Improve cross-cultural teaching strategies to enhance classroom interaction.

WO3. Expand language training programs to improve bilingual teaching skills.

WO4. Enhance classroom communication and feedback mechanisms.

WO5. Improve cultural and language adaptation systems to enhance teacher job satisfaction.

3. ST Strategies (Utilizing Strengths to Mitigate Threats)

ST1. Strengthen teaching adaptability and optimize professional training systems.

ST2. Optimize teaching resource allocation to reduce disparities in academic support.

ST3. Enhance teacher recognition and improve career growth mechanisms.

ST4. Utilize digital teaching tools to minimize differences in teacher adaptation experiences.

ST5. Leverage career development opportunities to enhance cross-cultural teaching skills.

4. WT Strategies (Overcoming Weaknesses to Avoid Threats)

WT1. Strengthen cultural adaptation training to improve cross-cultural adaptability.

WT2. Improve language training systems to reduce communication barriers.

WT3. Establish a comprehensive teacher support system to reduce adaptation difficulties.

WT4. Strengthen teacher mentoring and feedback mechanisms to improve cross-cultural teaching.

WT5. Develop a teacher feedback system to enhance teaching support and administrative collaboration.

In conclusion, this study, based on SWOT analysis, proposes 20 strategic recommendations to optimize the educational management model of Confucius Institutes in multicultural environments. These strategies include teaching adaptability, career development, language training, and resource allocation, aiming to enhance teacher job satisfaction and promote the global development of Confucius Institutes. By implementing these strategies, Confucius Institutes can create a more inclusive, effective, and sustainable cross-cultural teaching environment, thereby strengthening their role in international education.

5.2 Recommendation

1 Strengthening Professional Development Programs for Teachers

To enhance the effectiveness of multicultural education, Confucius Institutes should prioritize comprehensive professional development programs that equip teachers with the necessary pedagogical adaptability and intercultural competence. By offering specialized training workshops, cross-cultural teaching seminars, and mentoring programs, institutions can better prepare educators to navigate the complexities of diverse classroom settings, ultimately improving their instructional effectiveness and job satisfaction.

2. Enhancing Cross-Cultural Adaptation Support

Given the challenges teachers face when adjusting to new cultural and educational environments, it is essential to establish structured orientation programs, peer mentoring systems, and ongoing institutional support. These initiatives can facilitate smoother transitions for teachers by fostering cultural awareness, institutional familiarity, and social integration, thereby mitigating adaptation difficulties and promoting long-term engagement in multicultural teaching environments.

3. Expanding Linguistic Support Mechanisms

Language proficiency is a critical factor in fostering effective communication and teaching performance. Confucius Institutes should implement comprehensive linguistic support programs, including language enhancement courses, bilingual teaching resources, and translation assistance services, to help educators overcome communication barriers. Strengthening linguistic support not only enhances teacher-student interactions but also contributes to a more inclusive and engaging learning environment.

4. Promoting Flexible and Culturally Responsive Teaching Strategies

Encouraging student-centered, culturally responsive pedagogy is vital for ensuring that teaching methodologies align with the diverse needs of learners in Confucius Institutes. Teachers should be encouraged to incorporate interactive learning approaches, adaptive assessment methods, and localized curriculum materials to create a more inclusive and dynamic classroom experience. Providing teachers with the autonomy to modify their instructional strategies in response to cultural diversity fosters deeper student engagement and enhances overall teaching effectiveness.

5. Developing Institutional Policies for Long-Term Teacher Support

Sustainable teacher retention and satisfaction require well-defined institutional policies that support long-term career growth. Confucius Institutes should establish structured career progression pathways, continuous professional development opportunities, and systematic performance evaluation frameworks to ensure that educators feel valued and supported. Additionally, incorporating teacher feedback mechanisms and institutional support networks can further strengthen job satisfaction and professional commitment in multicultural education settings.

By implementing these recommendations, Confucius Institutes can foster a more adaptive, supportive, and inclusive educational environment, ensuring that educators receive the necessary resources and institutional backing to excel in diverse teaching contexts. Ultimately, such improvements will contribute to higher teacher satisfaction, enhanced instructional quality, and more effective multicultural education management.

5.3 Further Study

This study examined the impact of multicultural education management on teacher job satisfaction in Confucius Institutes using a mixed-methods approach. The findings highlight the significant influence of pedagogical adaptation and professional development support, as well as the challenges posed by cultural adaptation and linguistic communication barriers.

Future research should consider expanding the sample to include teachers from other international educational institutions to enhance the generalizability of the findings. Additionally, longitudinal studies could provide deeper insights into how these factors evolve over time and their long-term effects on teacher satisfaction.

Further studies may also explore additional variables, such as institutional policies, leadership styles, and digital teaching tools, which could play a role in mitigating adaptation challenges and improving teacher experiences.

Lastly, future research should investigate teacher career development and retention in multicultural educational environments. Understanding how Confucius Institutes and similar institutions support long-term teacher engagement may provide valuable insights for optimizing teacher support systems and enhancing professional development strategies.

By expanding research scope, integrating diverse methodologies, and analyzing long-term trends, future studies could contribute to a more comprehensive understanding of multicultural education management and its impact on teacher job satisfaction.

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Appendix

Dear teachers:

Thank you for taking part in this questionnaire. This study aims to explore the impact of multicultural educational management on teacher job satisfaction in Confucius Institutes in America. The questionnaire is anonymous, and all data will be used solely for academic research. Your personal information and responses will be kept strictly confidential.

The questionnaire covers aspects such as cultural adaptation, linguistic communication barriers, pedagogical adaptation, teacher professional development support, and teacher job satisfaction. It is expected to take approximately 5-10 minutes to complete.

Your honest thoughts and opinions are crucial to this research, so please answer based on your actual experiences. We greatly appreciate your valuable time and participation in this questionnaire. Wishing you a pleasant day.

YIJIN ZHAO

Part I: Basic personal information (please tick the appropriate box)

1. What is your gender?

- ☐ Male
- ☐ Female

2. What is your age?

- ☐ Under 20(18 years old and above)
- ☐ 20-29 years
- ☐ 30-39 years
- ☐ 40-49 years
- ☐ 50 years and above

3. What is your highest level of education?

- ☐ Bachelor's
- ☐ Master's

☐ Doctorate and above

4. How many years of work experience do you have?

☐ Less than 1 year

☐ 4-6 years

☐ 7-10 years

☐ More than 10 years



Part 2: Likert Scale

Please choose the option that you think most agree with according to the actual situation. (1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree)

Table A-1 Cultural Adaptation Scale

Items	1	2	3	4	5
CA1. I am able to teach effectively within the current cultural environment and adapt well to different classroom models.					
CA2. I can understand the learning styles of students in the host country but find it difficult to adjust classroom interaction strategies to meet their needs.					
CA3. Cultural differences do not pose significant challenges to my classroom management, teacher-student interactions, and teaching style, thereby increasing teaching difficulty.					
CA4. I can flexibly adjust my teaching methods to accommodate the learning styles of students from different cultural backgrounds.					
CA5. The cross-cultural adaptation training provided by the Confucius Institute has been highly effective in helping me overcome cultural differences.					

Table A-2 Linguistic Communication Barriers Scale

Items	1	2	3	4	5
LCB1. I am able to teach fluently in Thai or English without affecting classroom instruction.					
LCB2. I can clearly articulate teaching content and overcome classroom communication challenges caused by language differences.					
LCB3. I can interact smoothly with students in the classroom and effectively obtain teaching feedback without being affected by language barriers.					
LCB4. I can use various teaching strategies (e.g., visual aids, classroom interaction, non-verbal communication) to compensate for language communication difficulties.					
LCB5. The language training and support provided by the institution (e.g., bilingual teaching training, language adaptation courses) have effectively improved my teaching ability in a multilingual environment.					

Table A-3 Pedagogical Adaptation Scale

Items	1	2	3	4	5
PA 1. In cross-cultural teaching, I am able to adapt my teaching methods flexibly to meet the learning needs of students from diverse cultural backgrounds.					
PA 2. I can adjust my teaching methods (e.g., lectures, case-based teaching, interactive discussions) to the Thai educational and cultural context to enhance teaching effectiveness.					
PA 3. I am able to integrate localized teaching resources and digital tools to optimize the presentation of course content.					
PA 4. The teaching resources and training support provided by the Confucius Institute have effectively helped me refine my cross-cultural teaching strategies.					
PA 5. I am able to apply culturally adaptive teaching methods (e.g., comparative teaching, culturally integrated teaching) in the classroom to enhance students' learning experiences.					
PA 6. I am able to promote interaction and collaboration among students from different cultural backgrounds through teaching strategies such as collaborative learning and cross-cultural discussions.					

Table A-4 Teacher Professional Development Support

Items	1	2	3	4	5
TPDS 1. The professional development training provided by the Confucius Institute effectively enhances my cross-cultural teaching abilities and professional skills.					
TPDS 2. My career development pathway at the Confucius Institute is clear, and I have opportunities for promotion.					
TPDS 3. I have access to sufficient academic support, such as research resources, international academic collaborations, and cross-cultural teaching seminars.					
TPDS 4. My experience in cross-cultural teaching has a positive impact on my professional growth and future development.					
TPDS 5. I have opportunities to participate in international academic exchanges to enhance my cross-cultural teaching competence.					
TPDS 6. The teacher professional development system at the Confucius Institute meets my career growth needs and provides support for my long-term career development.					

Table A-5 Teacher Job Satisfaction

Items	1	2	3	4	5
TJS 1. I am satisfied with the overall teaching environment at the Confucius Institute, including classrooms, teaching equipment, and support systems.					
TJS 2. I feel safe and comfortable in the cross-cultural teaching environment at the Confucius Institute.					
TJS 3. The management team at the Confucius Institute provides adequate support and attention to teachers in their daily tasks.					
TJS 4. The professional development training provided by the Confucius Institute effectively enhances my cross-cultural teaching skills and career advancement opportunities.					
TJS 5. The career development path at the Confucius Institute is clear, and I have opportunities for promotion.					
TJS 6. I have access to ample academic support, such as international academic conferences, research resources, and career development training.					
TJS 7. The management at the Confucius Institute understands and respects the needs of teachers from diverse cultural backgrounds, providing sufficient organizational support.					
TJS 8. I have access to cross-cultural adaptation training and guidance from the Confucius Institute and colleagues to enhance my teaching quality.					
TJS 9. In the cross-cultural teaching environment, my work receives adequate recognition and respect.					
TJS 10. The teaching resources provided by the Confucius Institute, such as textbooks and online course tools, are sufficient to support my teaching activities.					
TJS 11. I have access to localized teaching materials tailored to the needs of students from the target country, which enhances the teaching experience.					
TJS 12. The teaching support system at the Confucius Institute plays a crucial role in improving both my classroom teaching quality and career satisfaction.					



บันทึกข้อความ

ส่วนงาน บัณฑิตวิทยาลัย สาขาบริหารธุรกิจ

โทร.ภายใน 5336

ที่ มส 0210.01 /0231

วันที่ 21 สิงหาคม 2568

เรื่อง ขออนุมัติสำเร็จการศึกษาประจำปีการศึกษา 2567

เรียน ท่านอธิการบดี

เรื่องเดิม นักศึกษาหลักสูตรบริหารธุรกิจมหาบัณฑิต MISS ZHAO YUJIN รหัสนักศึกษา 6517195825 ได้ศึกษารายวิชาครบถ้วนสมบูรณ์ และได้ปฏิบัติตามเกณฑ์สำเร็จการศึกษาตามที่มหาวิทยาลัยสยาม กำหนดเรียบร้อยแล้ว ทั้งนี้พร้อมยื่นเรื่องขออนุมัติสำเร็จการศึกษา โดยมีรายละเอียดดังต่อไปนี้

1. ผ่านการตรวจสอบความเข้าใจด้วยโปรแกรม Grammarly เมื่อวันที่ 1 สิงหาคม 2568
2. ผ่านการสอบประมวลความรู้ข้อเขียน เมื่อวันที่ 26 ตุลาคม 2567
3. ผ่านการสอบปากเปล่าขั้นสุดท้ายวิชาการค้นคว้าอิสระ เมื่อวันที่ 10 พฤศจิกายน 2567
4. ผ่านเกณฑ์มาตรฐานความรู้ภาษาอังกฤษ Cambridge English Test 180+ CEFR C1 *นางสาว Linguskeill*
เมื่อ วันที่ 15 มกราคม 2568 *รอง CI*
M. H. H. H.
28-08-25
5. ผ่านการตีพิมพ์ผลงานหัวข้อ "Multicultural Educational Management Challenges and Coping Strategies: The Practice of Confucius Institutes" วารสาร International Journal of Sociologies and Anthropologies Science Reviews (IJSASR) ISSN: 2985-2730 Achieve in Volume 5 Issue 6 (November-December 2025) at <https://so07.tci-thaijo.org/index.php/IJSASR/about>

เรื่องพิจารณา เพื่อพิจารณาเข้าประชุมสภามหาวิทยาลัย และอนุมัตินักศึกษาสำเร็จการศึกษา ประจำปีการศึกษา 2566 ดังรายละเอียดเอกสารประกอบการสำเร็จการศึกษาตามที่แนบมา

จึงเรียนมาเพื่อพิจารณาอนุมัติ และให้ดำเนินการต่อไป

(รศ.ดร.จอมพงศ์ มงคลวนิช)

คณบดีบัณฑิตวิทยาลัย สาขาบริหารธุรกิจ

ดร.จันทนา นงนุช *5* *เรียน รศ.ดร.จอมพงศ์*
แนบเอกสารแนบ

สำนักบริหารงาน
เอกสารฉบับนี้สามารถสืบค้นข้อมูลได้
ลงชื่อ <i>Dr. J.</i>
วันที่ ๒๕ ส.ค. ๖๘

๒๕ ส.ค. ๖๘