



Conference Paper

Participating the Exchange Programs and Overseas Internship Survey in Taiwan (May 2017)

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Abstract: The issue of exchange students and participate the overseas internships have been a popular programs during the college. During the life abroad, students may face lots of difficulties, such as languages, culture conflicts and local life. The purposes of this study is to explore that (A) the impact of the personality traits, culture conflicts, cross-cultural adaptation and self-efficacy in participating exchange students and overseas internships (B) the impact of the culture conflicts, cross-cultural adaptation and self-efficacy in participating exchange students and overseas internships (C) the impact of the cross-cultural adaptation, culture conflicts and self-efficacy in participating exchange students and overseas internships. By Using SPSS 20.0 statistical suite and AMOS statistics of software according to the data of the questionnaire survey with descriptive statistical analysis, reliability and validity analysis, correlation analysis, one-way Analysis of variance (ANOVA), SEM and grey relational analysis, (A) There is a significant positive correlation among the personality traits, culture conflicts, cross-cultural adaptation and self-efficacy in participating the exchange and overseas internship programs. (B) There is a significant positive correlation among the culture conflicts, cross-cultural adaptation and self-efficacy in participating the exchange and overseas internship programs. (C) There is a significant positive correlation among the cross-cultural adaptation, culture conflicts and self-efficacy in participating the exchange and overseas internship programs.

Keywords: Exchange Students, Overseas Internships, Culture Conflicts, Cross-Cultural Adaptation, Personality Traits, Self-Efficacy

1. Introduction

The phenomenon, on which the study is based, is related to internationalization in education and student mobility, especially in vocational training and trainee placements. This is an important issue for young people nowadays, since obtaining international experience as a part of internships and exchange students or training is almost a compulsory step for a successful career path. Therefore, the research does not only provide recommendations for the university students, but also presents the phenomenon of exchange students and overseas internships in detail. In recent years, exchange students and overseas internships have exploded in popularity as an effective approach to enhance student's employability and career development. Over the decade, a large number of academic researchers have explored the positive outcomes of

exchange students and overseas. The aim of this study is to explore the different personality traits of exchange students and overseas internships culture conflicts, cross-cultural adaptation and self-efficacy, then make specific suggestions according to the findings of the study.

2. Literature Review

The Oxford Dictionary explains the term "intern" in the following way: "A student or trainee who works, sometimes without pay, in order to gain work experience or satisfy requirements for a qualification" (Oxford University Press 2014). Hence, an international internship is a training, which is performed by a student in a foreign country for a limited amount of time, with an aim to obtain work experience and use academic knowledge in practice. In this thesis work

attention is mainly focused on professional trainings performed abroad for at least three months. Basically, their potential will be exploded while students focus on developing both educating and professional competences. Meanwhile, it helps not only the growth of the company but students' development.

Zhang et al. (2010) stated that exchange programs have a great impact on internationalization of education. The authors emphasized the academic aspect of study abroad programs and stated that these programs have great importance for students as they provide opportunities to see different teaching and research styles in other countries. After the study abroad program, students are more interested in courses that have international perspectives (Ayoun et al., 2010).

2.1. Overseas Internship Programs

Internships are part of a model that has a unique vision of educational success in which standardized tests, subject-based courses and textbook learning are eschewed and replaced with authentic, competency- and performance-based elements and measures of their education (Hendrie, 2004; Toch, 2003). During the internship, students are paired with a mentoring adult or onsite supervisor in the organization or business where they are interning. Mentors and supervisors are part of a support system in place to assist and nurture student interns. Students should be successful in their internship experiences and their mentors or supervisors work diligently to ensure their success. Besides, internships demand a strong commitment from students and require a significant amount of student participation in planning actual work situations, and then integrate their internship field experiences back into academic school programs, curriculum and classroom learning. Work-based internship programs that are able to establish connections between work and school and that are closely tied with the school curriculum are preferable. Internships can connect students' after-school, post-school and adult lives (Haimson & Bellotti, 2001; Stasz & Brewer, 1998). Internship placement typically occurs during a students' junior or senior year. Students should be realistically assigned and appropriately placed in internships. They often choose their own internship sites with input from advisers. It is important to find placements where students can fulfill their personal goals. Students' individual qualities can be used as a basis to select them for internships (Hirsch, 1974). Besides, an important factor that affects student placement is whether internships are paid, partially paid or unpaid. Most are unpaid, but internships in which students receive partial pay are stipend-based. College-bound students predominantly take unpaid internships whereas no college-bound students typically take paid internships (Haimson & Bellotti, 2001; Marczely, 1982; Stasz & Brewer, 1998).

The phenomenon, on which the study is based, is related to internationalization in education and student mobility, especially in vocational training and trainee placements. This is an important issue for young people nowadays, since obtaining work experience abroad as a part of internship or training is almost a compulsory step for a successful career

path.

According to the Table 1 above, it's obviously that United States is the most attractive country to overseas internships; it is rather a rule than exception that a study curriculum includes a compulsory placement nowadays. Moreover, educational institutions establish contacts with companies and cooperate with them as service providers, and offer educated students, who are willing to gain work experience in a relevant field (Aittola 2001). Relationship between universities and industries can be viewed as a frame, where all these actors are connected.

Table 1. Overseas Countries in Internship Programs Survey.

Countries	Center for Overseas Internship Programs		
	Popularities	Prolong the staying time	Total
USA	134	62	196
CANADA	4	0	4
AUSTRALIA	2	0	2
UK	50	38	88
FRANCE	9	6	15
GERMAN	10	8	18
POLAND	0	0	0
BELGIUM	0	0	0
RUSSIA	0	3	3
ISRAEL	1	0	1
EGYPT	2	0	2
JAPAN	12	3	15
TOTAL	224	120	344

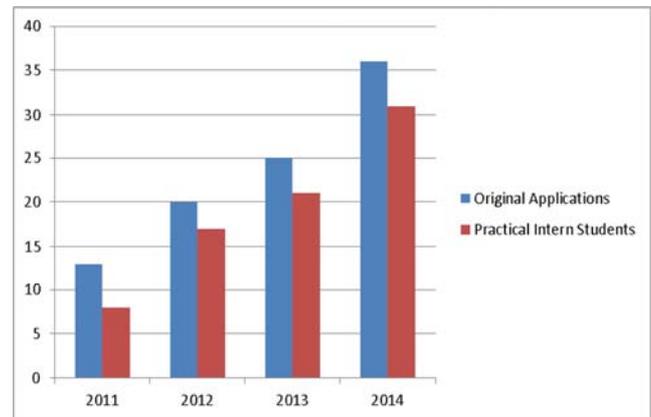


Figure 1. The Comparison between Original Applications & Practical Intern Students.

Internships in different disciplinary areas involve projects and activities that are meaningful to students, as you can see the comparison between original applications and practical intern students from Figure 1 above, basically all of original applications are more than practical intern students but with the situation grows annually, it will be a serious problem that we have to explore these days, according to the survey above, culture conflicts, cross-cultural adaptation and characteristics are the main reason that make the aspiration decreases during these 4 years, hence, the most important thing is that how to enhance this kind of abilities and overcome the horrified feelings then step forwards to fulfill their dream, normally it needs to be trained from the daily life experiences, furthermore, it had better to establish international

perspectives at the first time before they determine to apply for the overseas internships.

In recent years, internships have exploded in popularity as an effective approach to enhance student's employability and career development. Over the decade, a large number of academic research have explored the positive outcomes of internships. (Taylor, 1988; Raymond, McNabb & Matthaei, 1993; Knouse, Tanner & Harris, 1999; Coco, 2000; Gault, Redington & Schlager, 2000; Callanan & Benzing, 2004; Merrit, 2005; Plunkett, 2007)

From abroad standpoint, internships can be beneficial for all parties (like students, institutions and employers), as they are believed to provide higher quality education and career preparation (Gault et al., 2000), build stronger resumes (Coco, 2000; Divine et al., 2007) and generate new ideas within organizations (Knemeyer & Murphy, 2002; Sattler, 2011; Thiel & Hartley, 1997). In addition, numerous empirical benefits have been cited for each particular stakeholder group, as listed below:

Benefits of internships for students:

1. Bridge classroom learning with professional practice (Baird, 1996; Kuh, 2008; Paris & Adams, 1994)
2. Opportunity to solidify knowledge learned in the classroom (Sattler, 2011; Schmutte, 1986)
3. Develop an awareness of personal values (Taylor, 1988)
4. Enhance understanding of personal characteristics (e.x., strengths or weaknesses) (Tovey, 2001)
5. Increase exposure to ethical matters (Raymond, McNabb & Matthaei, 1993)
6. Opportunity for career exploration (Sattler, 2011)
7. Increase marketability based on job-related skill development (Maskooki, Rama Raghunandan, 1998; Perry, 1989; Swift & Kent, 1999)
8. Increase perceived employability (Callanan & Benzing, 2004; Gault, Redington & Schlager, 2000; Maskooki, Rama, & Raghunandan, 1998; Sattler, 2011; Taylor, 1988)
9. Expedite employment following graduation (Callanan & Benzing, 2004; Knouse, Tanner & Harris, 1999; Taylor, 1988)
10. Enhance understanding of realistic expectations in the workplace (Knouse & Fontenot, 2008; Maskooki, Rama & Raghunandan, 1998)

11. Assist transition from postsecondary education to workplace (Paulson & Baker, 1999)
12. Higher salaries (Coco, 2000; Gault et al., 2000)
13. Higher job satisfaction (Divine et al., 2007; Gault et al., 2000)

2.2. Exchange Programs

Exchange program helps students experience different educational systems and learning styles. However, international factors such as cost and personal safety may influence students when considering whether to participate in the exchange program and their choice of destination country. For example, in the last decade the international geopolitical climate has changed as a consequence of the 'global financial crisis'; '9/11'; the invasion of Afghanistan; terrorist attacks in Bali, London, Madrid and more recently, Mumbai; the war in Iraq; outbreaks of 'Swine flu', Sudden Acute Respiratory Syndrome (SARS) and Avian Influenza (Bird flu); and the Boxing Day Tsunami in 2004. These events may influence a student's inclination to study abroad, meanwhile, study abroad experiences can enhance students' international perspective, facilitate personal and professional growth, develop cultural competence skills, and help students better understand other cultures and global issues.

A non-degree student is a student taking courses at a host university without having the right to get a degree at this host university. However, these studies allow the non-degree student to receive university transferable credits. And exchange student is one of types of non-degree student, who temporarily studies abroad for one semester or academic year. You can be considered as an exchange student if there is a valid student exchange program between your home university and the host university. Exchange students are expected to receive university credits which they can transfer to their degree studies at their home university.

The mobility of students and academics across borders has become big business in recent years, and authorities in receiving countries have become increasingly efficient in tracking and reporting the data surrounding their education-export industries. Additionally, for students' maximum academic benefit from the program, the English language level of professors should be considered a primary requirement.



Figure 2. The Proficiency of English Comparison Chart in the world.

Özdem (2013) made the same point on the proficiency of English comparison in the world, according to the Figure 2, it's obviously that Singapore got 58.65 on the high proficiency but Asia just got the range from 53.65 to 58.65 on average. It indicates the influences on level of international for the countries, as you can see from the bottom of the chart, it surprisingly that Hong Kong got the lowest score, additionally,

for the moderate proficiency part of the countries, it's occupied over half of area in Asia, from the chart above, only 1/3 of Asia countries meet the qualified for the language requirements, because during the exchange period of time, such as solving problems, leading projects, communications, it will depend on the proficiency of English to guarantee your life qualities and learning qualities.

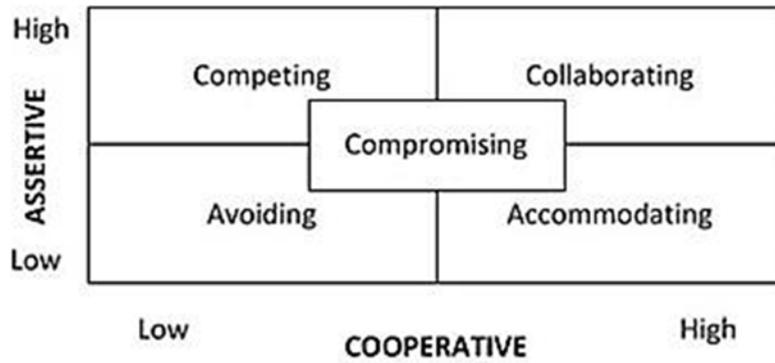


Figure 3. Dimensions of study abroad.

Ileleji (2009) stated that exchange programs believe experiencing new cultures is life changing. When the study of Krupnik and Krzaklewska (2007) is considered, the experience of new cultures can impact students in academic, social, and career dimensions. Furthermore, the purposes of the program are improving transparency, cooperation between institutions, innovation practices, and quality of education at the higher education level.

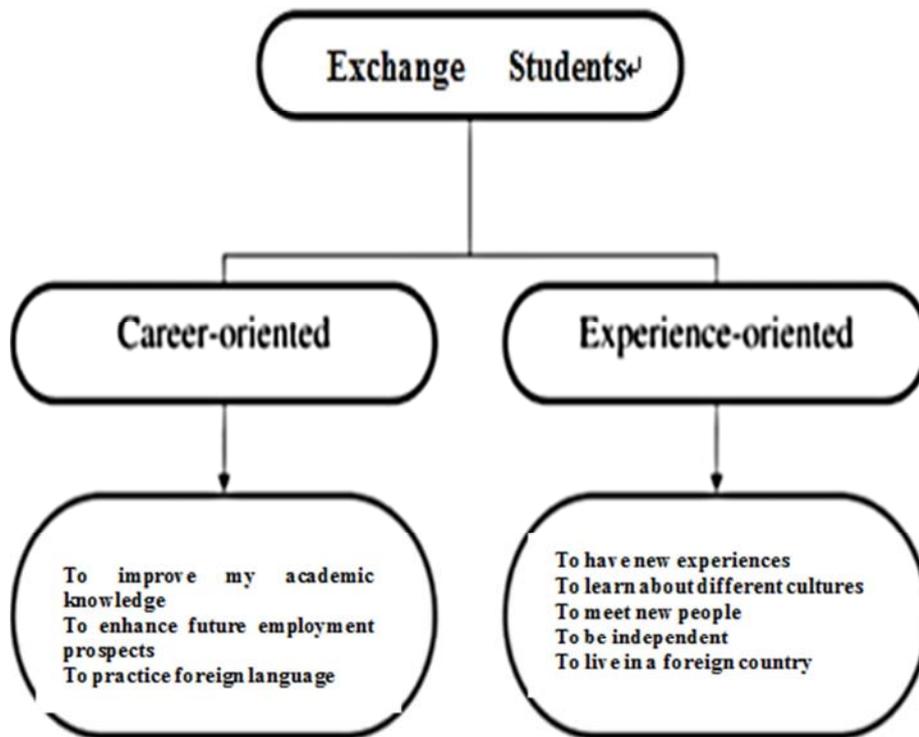


Figure 4. Classification of Exchange Program Students.

Based on the finding of this report, is expected to be more careers oriented and is expected to participate in the program with more academic expectations rather than personal and cultural expectations. Certainly exchange students have strong

aspirations to travel and experience other cultures, and these are the main reasons both incoming and outgoing exchange students participated in the exchange program.

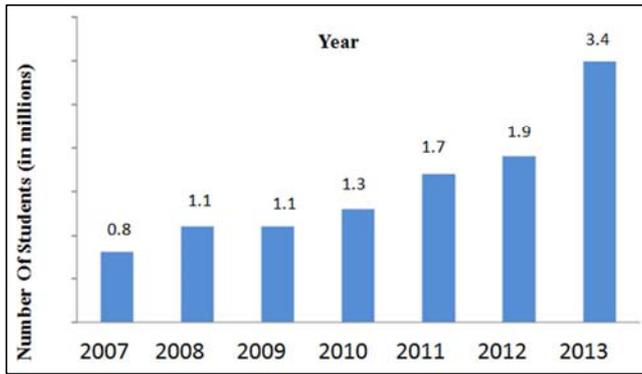


Figure 5. Number of Students participating on exchange program in 2007 – 2013.

As Stilianos et al. (2013) stated, the Exchange program helps students experience different educational systems and learning styles. However, international factors such as cost and personal safety may influence students when considering whether to participate in the exchange program and their choice of destination country. For example, in the last decade the international geopolitical climate has changed as a consequence of the ‘global financial crisis’; ‘9/11’; the invasion of Afghanistan; terrorist attacks in Bali, London, Madrid and more recently, Mumbai; the war in Iraq; outbreaks of ‘Swine flu’, Sudden Acute Respiratory Syndrome (SARS) and Avian Influenza (Bird flu); and the Boxing Day Tsunami in 2004. These events may influence a student’s inclination to study

abroad, meanwhile, study abroad experiences can enhance students’ international perspective, facilitate personal and professional growth, develop cultural competence skills, and help students better understand other cultures and global issues.

Following is a survey on changes in the self-awareness of participants’ abilities before and after participating in internship programs. These abilities are as follows:

1. International understanding (self-awareness as a member of society)
2. Desire to solve problems
3. Ability to take on challenging
4. Teamwork
5. Perseverance/aspiration
6. Ability to identify/understand problems
7. Ability to apply your knowledge to other fields
8. Leadership/positive attitude
9. Practical English ability (Japanese language skills)
10. Specialized skills
11. Creativity

Regarding all the questions above, the items are listed as comparison for those who have participated in overseas internships. As shown in the following Figure 6, the number of participants in overseas internships is increasing annually. Students believe they academically improved by improving their native language, by gaining self-confidence in their profession, students increased their intercultural knowledge and communicative competence, developed greater empathy and skills.

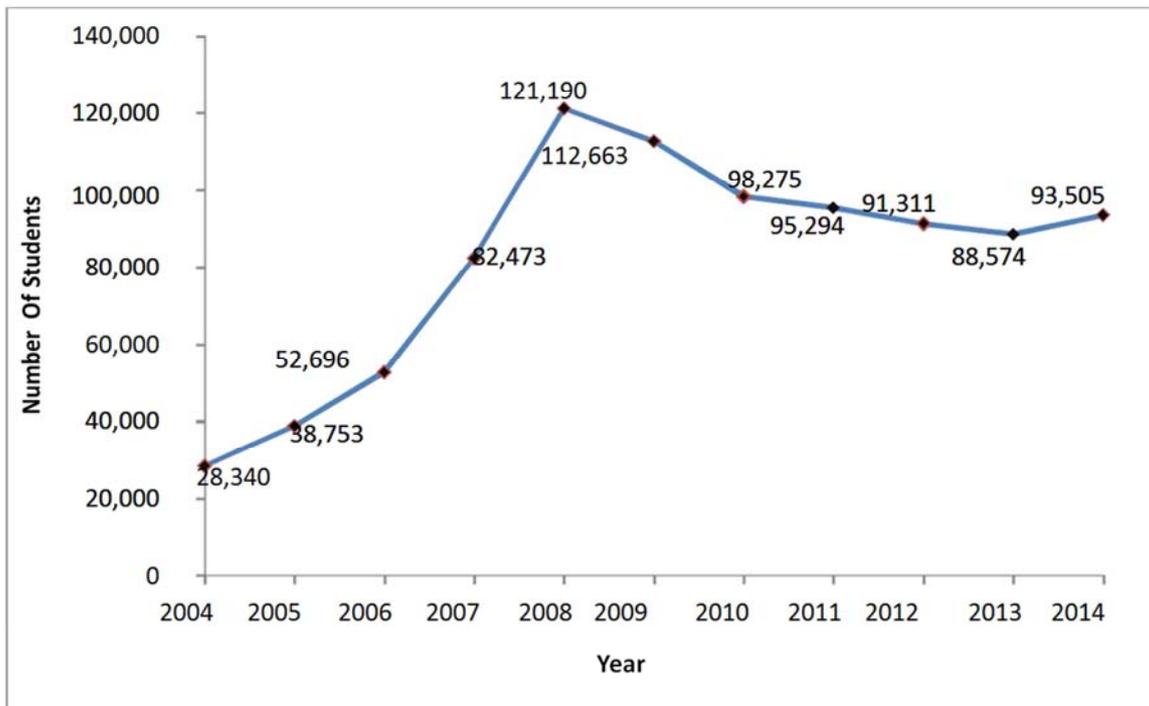


Figure 6. Participants in Overseas Internships in 2004 – 2014.

3. Methodology

The respondents of this research are the undergraduate students and hope to get to know the research in the aspiration

of exchange programs and overseas internship by the survey. The research started on February, 2017 and accomplished the questionnaire structure on March, 2017, then accomplished the survey at the end of March, 2017. The questionnaires were

issued by convenience sampling of 200 questionnaires and collected 191 questionnaires, 9 removed invalid samples, 191 valid samples, and the effective response rate was 95.5%(191/200). This study in connection with the effective response questionnaires have organized and analyzed by the researcher, and doing the empirical statistical analysis by established database with statistical analysis software SPSS21.0 Version, Amos7.0Version and Grey Relational Analysis. According to the research purposes and hypothesis demands, the data analysis methods of this study are including Descriptive Statistical Analysis Reliability Analysis Validity Analysis Correlation Analysis One-way ANOVA, Regression Analysis Structure Equation Modeling (SEM) Analysis and Grey Relational Analysis...etc.

3.1. Descriptive Statistical Analysis

Analyzing in connection with the sample basic information, to understand the distribution of every background variables from effective samples by the statistical methods Frequency Distribution, Percentage(%), Mean & Standard Deviation, Skewness, Kurtosis...etc.

3.2. Reliability Analysis

It refers to the consistency and stability in the results of a test or scale. A test is said to be reliable if it yields similar results in repeated administrations when the attribute being measured is believed not to have changed in the interval between measurements

3.3. Validity Analysis

Validity involves ensuring the use of adequate sampling procedures, appropriate statistical tests, and reliable measurement procedures.

3.4. One-Way ANOVA

Compares the means between the groups you are interested in and determines whether any of those means are statistically significantly different from each other. Specifically, it tests the null hypothesis:

$$H_0: \mu_1 = \mu_2 = \mu_3 = \dots = \mu_k \quad (1)$$

Where μ = group mean and k = number of groups. If, however, the one-way ANOVA returns a statistically significant result, we accept the alternative hypothesis (HA), which is that there are at least two group means that are statistically significantly different from each other.

3.5. Correlation Analysis

A statistical technique which tells us if two variables are related. In general, $r > 0$ indicates positive relationship, $r < 0$ indicates negative relationship while $r = 0$ indicates no relationship (or that the variables are independent and not related). Here $r = +1.0$ describes a perfect positive correlation and $r = -1.0$ describes a perfect negative correlation.

3.6. Structure Equation Modeling (SEM)

Structural equation modeling provides a very general and convenient framework for statistical analysis that includes several traditional multivariate procedures, for example factor analysis, regression analysis, discriminant analysis, and canonical correlation, as special cases. Structural equation models are often visualized by a graphical path diagram. The statistical model is usually represented in a set of matrix equations. In the early seventies, when this technique was first introduced in social and behavioral research, the software usually required setups that specify the model in terms of these matrices. Thus, researchers had to distill the matrix representation from the path diagram, and provide the software with a series of matrices for the different sets of parameters, such as factor loadings and regression coefficients. A recent development is software that allows the researchers to specify the model directly as a path diagram. This works well with simple problems, but may get tedious with more complicated models. For that reason, current SEM software still supports the command- or matrix-style model specifications too.

3.7. Grey Relational Analysis

$$\gamma(X_i, X_j) = \sum_{k=1}^n \beta_k \gamma(X_i(k), X_j(k)) \quad (2)$$

In the grey correlation analysis, the numbers of processing methods are different, the degree of association will change, but the association sequence is generally not change. The size of the degree of correlation is only the factors interaction, influences from external performance each other, and the associated order is essential, it should pay attention to the relevance of the size from the "rank", rather than the actual size of the degree from relevance.

4. Data Analysis and Results

This chapter presents statistical analysis of the questionnaire by using SPSS 21.0 Version statistical analysis software and AMOS analysis software to verify the research hypothesis descriptions. In addition, this chapter has 8 sections, there are including Descriptive Statistical Analysis, Reliability & Validity Analysis, One-way ANOVA, Correlation Analysis, Structure Equation Modeling, Grey Relational Analysis and Research Hypothesis & Statistical Analysis Results. The targeted sample for this study was students at Ling Tung University. The research purpose is to explore the relationship among participating the exchange program and overseas internships' self-efficacy, personality traits, culture conflicts and cross-cultural adaptation currently. The questionnaires were distributed in hard copy. In total there were 200 questionnaires collected, but 5 percent, or 9 questionnaires, were invalid. Therefore, only 191 questionnaires were used for analysis in this study. Recovery rates are 95.5%. Each respondent is asked to rate each item on

some response by Likert scale. For instance, they could rate each item on a 1-to-5 response scale there: 1 = strongly disagree, 2 = disagree, 3 = normal, 4 = agree, 5 = strongly agree.

4.1. Descriptive Statistical Analysis

The independent variables of the research perspectives in personality traits "Glasnost" "Extroversion" "Agreeableness" "Conscientiousness" "Neurotic", "Core Culture Conflicts" "Interpersonal Pressure" in the culture conflicts, "General Adaptation" "Interactivity Adaptation" "Job Adaptation" in the cross-cultural adaptation and the skewness and kurtosis statistics of dependent variables from self-efficacy "Self-Censorship" "Interpersonal Attraction" "Working Practice" "Frustration Tolerance" presented normal distribution. Kline (1998) proposed if the absolute value of the variable is greater than 3, it is regarded as extreme skewness, and it is problematic that the absolute value of the kurtosis is greater than 10. But it is regarded as extreme kurtosis if the absolute value of the variable is greater than 20, the measurement variables and the kurtosis in this study are not large in the state, almost close to the situation of normal distribution.

According to the results from Table 2 the descriptive statistics of every perspective at the bottom we can observe that the sample of this study in number is 191, Maximum is 5, Minimum is 1, as for the mean is among 3.07~3.77, standard deviation is among 0.533~0.891. The independent variables of the research perspectives in personality traits "Glasnost" "Extroversion" "Agreeableness" "Conscientiousness" "Neurotic", "Core Culture Conflicts" "Interpersonal Pressure" in the culture conflicts, "General Adaptation" "Interactivity Adaptation" "Job Adaptation" in the cross-cultural adaptation and the skewness and kurtosis statistics of dependent variables from self-efficacy "Self-Censorship" "Interpersonal Attraction" "Working Practice" "Frustration Tolerance" presented normal distribution. Kline (1998) proposed if the absolute value of the variable is greater than 3, it is regarded as extreme skewness, and it is problematic that the absolute value of the kurtosis is greater than 10. But it is regarded as extreme kurtosis if the absolute value of the variable is greater than 20, the measurement variables and the kurtosis in this study are not large in the state, almost close to the situation of normal distribution.

Table 2. Descriptive Statistics of Every Perspective for Research.

Descriptive Statistics		Number	Minimum	Maximum	Mean	Standard Deviation	Skewness	Kurtosis
		Statistics	Statistics	Statistics	Statistics	Statistics	Statistics	Statistics
Self-Efficacy	Self-Censorship	191	2.25	5.00	3.70	0.533	0.265	0.481
	Interpersonal Attraction	191	1.50	5.00	3.54	0.647	-0.234	0.169
	Working Practice	191	2.25	5.00	3.54	0.564	0.287	-0.095
	Frustration Tolerance	191	2.00	5.00	3.61	0.554	-0.046	0.018
	Glasnost	191	1.00	5.00	3.65	0.713	-0.363	0.742
Personality Traits	Extroversion	191	1.00	5.00	3.50	0.728	-0.102	0.092
	Agreeableness	191	1.50	5.00	3.77	0.695	-0.166	0.095
	Conscientiousness	191	1.50	5.00	3.66	0.689	0.028	0.096
	Neurotic	191	1.00	5.00	3.07	0.891	-0.222	-0.054
Culture Conflicts	Core Culture Conflicts	191	1.60	5.00	3.47	0.533	0.283	1.335
	Interpersonal Pressure	191	1.40	5.00	3.38	0.551	0.030	0.986
	General Adaptation	191	1.60	5.00	3.50	0.576	0.089	0.084
Cross-Culture Adaptation	Interactivity Adaptation	191	1.40	5.00	3.60	0.584	-0.043	0.644
	Job Adaptation	191	1.60	5.00	3.65	0.552	0.096	0.481

4.2. Reliability Analysis

Reliability means Trustworthiness, indicated that the stability and consistency for the testing results. The L. J. Cronbach α coefficient was used to measure the reliability in this study, the formula is as follows:

$$\alpha = \frac{I}{I - 1} \left(I \frac{\sum Si^2}{S^2} \right)$$

Among: I: The number of items included in the test.

Si2: Each fraction of variance

S2: Variance of test scores

In the "reliability statistics" table shows that Cronbach's α coefficient must be greater than 0.6, then the questionnaire is the reliability questionnaire. As we can see from Table 3 that the Cronbach's α coefficient of the sample questionnaire is 0.815, 0.815 is greater than 0.6, which means that the consistency of the 56 questions is very high. The questionnaire was a fairly successful and reliable questionnaire.

Table 3. Reliability Analysis.

Reliability Statistics		
Perspectives	Participating Exchange & Interns	Cronbach's Alpha Value
Personality Traits	Glasnost	0.773
	Extroversion	0.755
	Agreeableness	0.754
	Conscientiousness	0.754
Interpersonal Pressure		0.724
General Adaptation		0.946
Self-Efficacy	Self-Censorship	0.865
	Interpersonal Attraction	0.861
	Working Practice	0.860
	Frustration Tolerance	0.861
Total Reliability Analysis		0.815

4.3. Validity Analysis

When the KMO coefficient is greater than 0.6, and Bartlett's spherical test is less than 0.05, the validity of the structure can be established. The KMO coefficients of the sample self-efficacy, personality traits, culture conflicts and

cross-cultural adaptation were individually 0.858, 0.773, 0.753 and 0.937. All of the KMO coefficients structures were all greater than 0.6, which could be regarded as a good model. The significance P value was 0.000 ($P < 0.05$), so there was a significant factor model. Thus, it can be seen that the all the structures validity can be established.

Table 4. Validity Analysis.

Bartlett's Sphericity Test	Self-Efficacy	Personality Traits	Culture Conflicts	Cross-Culture Adaptation
Kaiser-Meyer-Olkin Measure of Sampling Adequacy	0.858	0.773	0.753	0.937
Bartlett's Sphericity Test	Likelihood Chi squared Distribution	1191.793	713.336	521.636
	Degree of freedom	120	45	45
	Significance	.000	.000	.000

4.4. One-way ANOVA

This section summarized that demographic variables to the significance of the variables from perspectives, such as "Glasnost" "Extroversion" "Agreeableness" "Conscientiousness" "Neurotic" in the personality traits, "Core Culture Conflicts" "Interpersonal Pressure" in the culture conflicts, "General Adaptation" "Interactivity Adaptation" "Job Adaptation" in the cross-cultural adaptation, "Self-Censorship" "Interpersonal Attraction" "Working Practice" "Frustration Tolerance" in self-efficacy...etc., then analyze the satisfaction by average through One-way ANOVA, the higher the number is, the higher the satisfaction is.

1. The gender to personality traits was 0.019 ($P < 0.05$). Research analysis showed that personality traits of different genders for the conscientiousness are significantly different; Women pay more attention to the conscientiousness than men in personality traits from average.
2. The significance of major to the "Extroversion" in the personality trait was 0.023 ($P < 0.05$). The analysis shows that there is significantly different in the extroversion of personality traits in different majors. From the average aspect, it is obviously that the students from department of International Business pay more attention to the extroversion of personality traits than other students, and the students from department of Tourism & Leisure Management are second.

3. Ages to the "Extroversion" in the personality trait was 0.039 ($P < 0.05$). Research analysis shows that different ages are significantly different for the extroversion in the personality traits. From the average aspect, it is obviously that sophomore students pay more attention to the extroversion of personality traits than other grades' students and juniors are second.
4. The significance of grade to "Neurotic" in the personality traits was 0.022 ($P < 0.05$). Research analysis shows that there is significantly different in the "Neurotic" of personality traits among different grades. From the average aspect, it is obviously that sophomores pay more attention to the glasnost of personality traits than other grades, and juniors are second.

4.5. Correlation Analysis

In the correlation value of Pearson analysis, the correlation value of 0.7 or more are highly correlated, 0.7 to 0.3 are moderate correlation, 0.3 or less are low correlation. Besides, significance should be less than 0.05.

General adaptation was highly correlated with interactivity adaptation, job adaptation and interactivity adaptation to job adaptation; general adaptation was significantly moderate correlated with glasnost, extroversion, agreeableness, conscientiousness and interactivity adaptation with glasnost, extroversion, agreeableness, conscientiousness and job adaptation with glasnost, extroversion, agreeableness, conscientiousness and glasnost with extroversion, agreeableness, conscientiousness and extroversion with

agreeableness, conscientiousness and agreeableness with conscientiousness; general adaptation, interactivity adaptation, job adaptation, glasnost, extroversion, agreeableness and conscientiousness was significantly low correlated with neurotic except conscientiousness.

4.6. Structure Equation Modeling (SEM)

Kline (2011) indicated that they are divided into two categories in the statistical statistics: one of them is that Reject-Support model, which means that refuse to the hypothesis when the analysis of the results is $p\text{-value} < 0.05$, the conclusion is to support the hypothesis from the researchers, such as: correlation analysis, multiple regression analysis, One-way ANOVA test, path analysis...etc., the other one is for the Accept-Support model, that is, do not refuse to the hypothesis when the analysis results for the $p\text{-value} \geq 0.05$. The conclusion is to support the researchers' theoretical assumptions, such as structural equation model, homogeneity test, independence test, fitness test and so on. Then SEM belongs to the Accept-Support model, so the latter belongs to the $p\text{-value} \geq 0.05$.

In this study, the overall model (Figure 7) observes the variables as "self-censorship", "interpersonal attraction",

"working practice", "frustration tolerance" for self- efficacy on overseas internships and exchange students. "core- cultural conflicts", "interpersonal pressure" of culture conflicts and "general adaptation", "interactivity adaptation", "job adaptation" in the cross-cultural adaptation and so on.

The number of errors in the model is between 0.988 and 1.725 from Variances: (Group Number1-Default Model), and there is no negative error variation. Again, it's obviously that the normalized regression coefficients in the model ranged from 0.621 to 0.946 from the Standardized Regression Weights: (Group Number1-Default Model), both of them are exceeding 0.95. Also, the standardization error from 0.064 to 0.356 from Regression Weights: (Group Number1-Default Model), there is no great standard error. Therefore, the above results show that this model does not have the phenomenon of irregular estimates and suitable for the continuation of the model with the test.

The overall model Fit of the AMOS model shows that the theoretical and practical data of the researcher are quite good and the Absolute Matching Test Index, the Incremental Matching Test Index and the Lean Fitting Test Indicators...etc., are in good fit with the standard, therefore, the measurement model of the external quality is good.

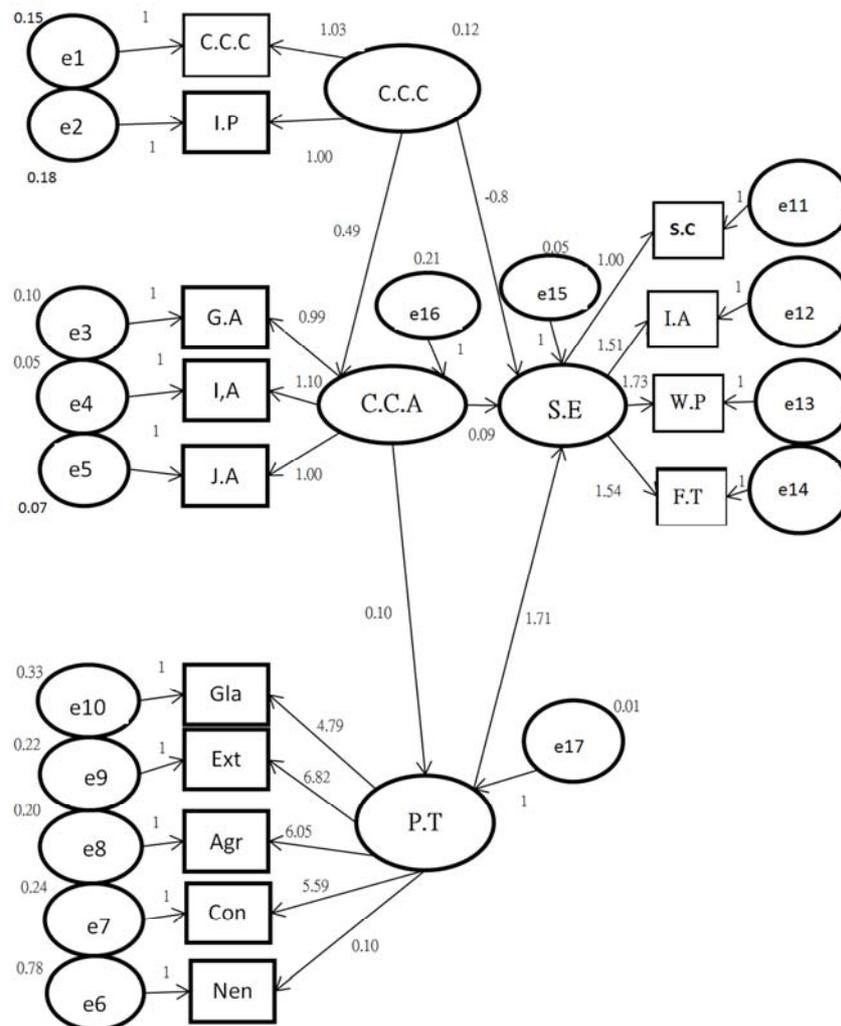


Figure 7. Structural Equation Model (SEM).

4.7. Grey Relational Analysis

Grey Relational Analysis (GRA) was published by Professor Deng Zulong in 1982. This method is widely used in the evaluation of business performance. This study uses grey correlation analysis - self-efficacy elements, according to five

groups of different self-ranking from performance evaluation. Grey correlation degree values are compared, analyzed as follows: First, the grey correlation analysis - to analyze the sort of different grades to self-efficacy.

Table 5. Research Hypothesis & Statistical Analysis Results.

Research Hypothesis	Results
H ₁ : Culture conflicts have a positive impact on self-efficacy.	Support
H ₂ : Cross-cultural adaptation has a positive impact on self-efficacy.	Support
H ₃ : Personality traits have a positive impact on self-efficacy.	Support
H ₄ : Culture conflicts have a positive impact on cross-cultural adaptation.	Support
H ₅ : Cross-cultural adaptation has a positive impact on personality traits.	Support
H ₆ -H ₉ : Demographic variables have a positive impact on participating the exchange programs and overseas internship aspiration.	Support

5. Conclusions & Recommendations

The purpose of this study is to explore the status of college students 'participation in exchange students' and overseas internships culture conflicts, cross-cultural adaptation and self-efficacy. This study uses questionnaire survey and statistical analysis to summarize the results of the study. The conclusions and recommendations of this study are presented according to the results of the study. This chapter is divided into three sections, the first section is the research conclusions; Section II are research recommendations; Section III are the study limitations.

5.1. The Research Conclusions

After the related literatures and the questionnaire survey, statistical analysis, correlation analysis, ANOVA analysis, structural equation model analysis and grey correlation analysis were used to verify the statistical methods through SPSS statistics. The empirical results obtained in this study are as follows:

1. The cultural conflicts have significant differences on different personality traits in exchange students and overseas internships.
2. The cross-cultural adaptation has significant differences on different personality traits in exchange students and overseas internships.
3. Self-efficacy has significant differences on different personality traits in exchange students and overseas internships.
4. The culture conflicts have a significant positive impact to cross-cultural adaptation
5. The culture conflicts have a significant positive impact to self-efficacy
6. The cross-cultural adaptation have a significant positive impact to culture conflicts
7. The cross-cultural adaptation have a significant positive impact to self-efficacy
8. There are significant differences in different "demographic variables" on exchange students and overseas internship culture conflicts, cross-cultural adaptation and self-efficacy

9. The differences from different background variables in personality traits on the exchange students and overseas internship

10. Grey correlation analysis

5.2. The Research Recommendations

1. Interested in participating in overseas internships and exchange students
 - i. Self-assessment of personality traits or advantages and disadvantages.
 - ii. Consider overseas internships and exchange students' contents.
 - iii. Understand more about details of participating in overseas internships and exchange students' organizations in advance.
 - iv. Understand themselves by participating in overseas internships and exchange students.
2. The Ministry of Education
 - i. To encourage everyone to participate in overseas internships and exchange students.
 - ii. To provide more subsidies.

5.3. The Research Limitations

This study aims to explore the relationship between overseas internships and exchange students' cultural conflicts, cross-cultural adaptation and self-efficacy. The research limitations are as follows:

5.3.1. Research Target

The study object can only explain the relationship between cultural conflicts, cross-cultural adaptation and self-efficacy of Ling Tung University students, and cannot infer other ethnic groups.

5.3.2. Research Methods

As a result of this study, we use the Likert Scales to measure the degree of the subjects' relative variables. Subjects are based on subjective judgment and cognition, the information collected may be some deviation.

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