Analysis of Cross-cultural Management Strategies in Colleges and Universities Based on Gray Clustering Model and Mobile Computing under the Differences of Thai Language and Culture

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Abstract

This Article research focuses on integrating diverse cultural characteristics into teaching, research, and services in higher education institutions. It emphasizes understanding and resolving cultural conflicts positively and innovatively, aiming to enhance university management and campus culture. The paper applies the theory of cross-cultural organizational management and the practice of enterprise management, proposing strategies for improving cross-cultural management in universities. Using a grey clustering model to analyze Thai language and cultural differences, the study quantifies cross-cultural management through data mining and evaluates management strategies. The proposed algorithm, which outperforms conventional methods by 10.65%, improves the fairness and quality of cross-cultural education. It recommends that universities focus on the cross-cultural education of international students, adapt management strategies to their needs, and enhance the overall quality of education.

Keywords: Thai language and culture; Grey clustering model; Cross cultural management; Mobile Computing; Cross-cultural Education

Introduction

The increasing movement of students across borders has led to significant cultural adjustment challenges. Cultural shock is a common experience for international students when they first arrive in a new country. They often encounter unfamiliar environments, languages, and social norms, which may lead to feelings of loneliness, insecurity, and even psychological distress (Guang & Charoensukmongkol, 2020). Apart from adapting to local culture, students must also navigate interactions with peers from diverse backgrounds (Li, Chen, & Chen, 2018). Differences in customs and communication styles often result in cross-cultural misunderstandings, further complicating their adaptation process (Fan, Shen, & Wu, 2018). Cross-cultural adaptation, defined as the process of establishing stable and effective interactions within a new cultural environment, plays a crucial role in overcoming these challenges (Vastola, Russo, & Vurro, 2017). As globalization and internationalization in higher education continue to expand, universities must implement effective cross-cultural management strategies (Christian & Durac, 2017). However, cultural differences among students, faculty, and administrative staff can lead to conflicts, necessitating comprehensive management approaches (Huang, Zhu, & Brass, 2017). One of the key factors influencing cross-cultural adaptation is language, which serves as a primary means of communication and a crucial cultural resource. Language proficiency impacts students' ability to integrate into academic and social settings. In Thailand, for example, the Thai language holds significant economic, political, and cultural value, with Standard Thai being the dominant language, while regional and minority languages play localized roles (Li, Liu, & Chalmers, 2018). The ability to communicate effectively in the host country's language is essential for fostering meaningful interactions and enhancing cross-cultural experiences. Despite efforts to improve cross-cultural management in higher education, challenges persist. Many universities still rely on rigid management systems that do not adequately address the needs of international students (Yu, Tao, & Kx, 2020). Traditional management approaches often lack flexibility and fail to support students' cultural adaptation. In response to these challenges, innovative strategies and comprehensive evaluation models, such as grey clustering models, have been introduced to improve management efficiency (Chen, Huang, & Zhang, 2017). These models provide a more nuanced assessment of students' experiences and help develop targeted solutions for cross-cultural integration. Although various studies have explored the challenges faced by international students, gaps remain in understanding how universities can effectively optimize cross-cultural

management systems. Existing research focuses primarily on students' adaptation experiences but provides limited insight into institutional strategies for addressing cultural conflicts. Additionally, previous studies tend to emphasize language barriers without fully exploring the broader cultural and administrative challenges in university settings. This study aims to bridge these gaps by evaluating the effectiveness of cross-cultural management strategies in higher education, with a specific focus on universities in Thailand.

Research Objective

1. An improved algorithm using an exponential whitening function enhances the grey clustering model, reducing execution costs.

2. Quantitative data analysis supports the optimization of cross-cultural management systems in universities.

Literature Reviews

Someone once said that cultural factor is an important factor that must be take in the study of educational management. Many scholars have neglected cultural factors when studying educational management (Jung, Lee & Chung,2018). Such an approach is obviously unwise and is not conducive to the healthy, long-term and sustainable development of higher education management. The fundamental purpose of studying cross-cultural management in Colleges and universities is to learn from and absorb the essence of various cultures under the background of globalization, and effectively integrate them into the management of colleges and universities, so as to effectively solve various contradictions in the management of colleges and universities. Riper m et al. Empirically studied the mental health problems faced by foreign students in the process of cross-cultural adaptation through a large number of cases of their living conditions in Japan and in combination with the cultural relations between the two countries. He believes that there are four emotional adaptation stages in cross-cultural contact: honeymoon period, crisis period, recovery period and adaptation period. He also puts forward assistance methods for psychological problems. Through interviews with foreign students, Chen Hui found that they have common problems in social communication, transaction mode, environment, privacy concept, social support and language adaptation (Riper, Knafl & Knafl, 2019). Hu Q, Lin x, Han s found that the social

and cultural difficulties of overseas students are at an average level (Hu, Lin & Han,2018). Ying s et al. Studied the problems and influencing factors in the process of cross-cultural adaptation from their life adaptation, academic adaptation, communication adaptation, psychological adaptation and other aspects, and put forward policy suggestions (Ying, Chan & Qi, 2020). Gaur J, Mani V, Banerjee P chose horizontal and vertical dimensions to study the cross-cultural adaptation and interpersonal communication of Chinese students in the United States. The horizontal research involves the communication characteristics, values, interaction methods, behavior norms and the adjustment to interpersonal conflicts of foreign students in cross-cultural communication. The vertical research examines the process of foreign students' communication with Americans in the eight months since they first came to the United States to study, as well as the changes in their own views and behavior patterns. Many Chinese students are unable to interact with local Americans, which leads to feelings of helplessness, anxiety, depression, loneliness, and other negative emotions, according to results from interviews, participatory observation, informal interviews, and other empirical research methods. One significant factor is the difference in communication methods and customs between the cultural systems of China and the United States (Gaur, Mani & Banerjee, 2019). As an important part of colleges and universities, domestic scholars have carried out relevant practice and Research on cross-cultural management in Colleges and universities in recent years. The main literature research results are as follows: through the analysis of typical cross-cultural conflicts of foreign teachers, Salin D and others proposed that correct awareness of cross-cultural management of foreign teachers should be established (Salin, Cowan & Adewumi, 2019). Chiuy l et al. Pointed out that colleges and universities should cooperate with colleges and universities in other regions in cross-cultural management. Specifically, the following cross-cultural management strategies can be adopted: the transformation of school running philosophy; Strengthen discipline and specialty construction; Strengthen the construction of teaching staff; Broaden financing channels (Chiu, Chen & Wang, 2019). Zhou C, Hu n, Wu J believed in the research that the main problems in the cross-cultural management of foreign students in Colleges and universities are: the concept of education management of foreign students lags behind; The construction of overseas student management team can not keep up with the development requirements; The system construction lacks pertinence and rationality; The educational management mode of overseas students is single. The Countermeasures of cross-cultural management are as follows: raising awareness and renewing ideas; Continuously improve the comprehensive quality of the overseas

students' education management team; Establish targeted, operational and strong rules and regulations (Zhou & Wu, 2018).OLLO Lopez et al. Pointed out: "cross cultural management, also known as cross-cultural management, is the management of individuals and organizations with different cultural backgrounds. It studies how managers identify heterogeneous cultural differences, overcome heterogeneous cultural conflicts to improve management performance and conduct effective management under cross-cultural conditions (Ollo-Lopez, Andrea & Goni-Legaz, 2017)."

Conceptual Framework

This conceptual framework illustrates the research approach for analyzing cross-cultural management strategies in higher education institutions. It integrates Thai-Chinese cultural differences as inputs, employs the Grey Clustering Model with an improved exponential whitening function as the analytical process, and yields effective management strategies as outputs. The framework is underpinned by Hofstede's cultural dimensions theory and the Balanced Scorecard approach, aiming to enhance cross-cultural education quality and fairness for international students.

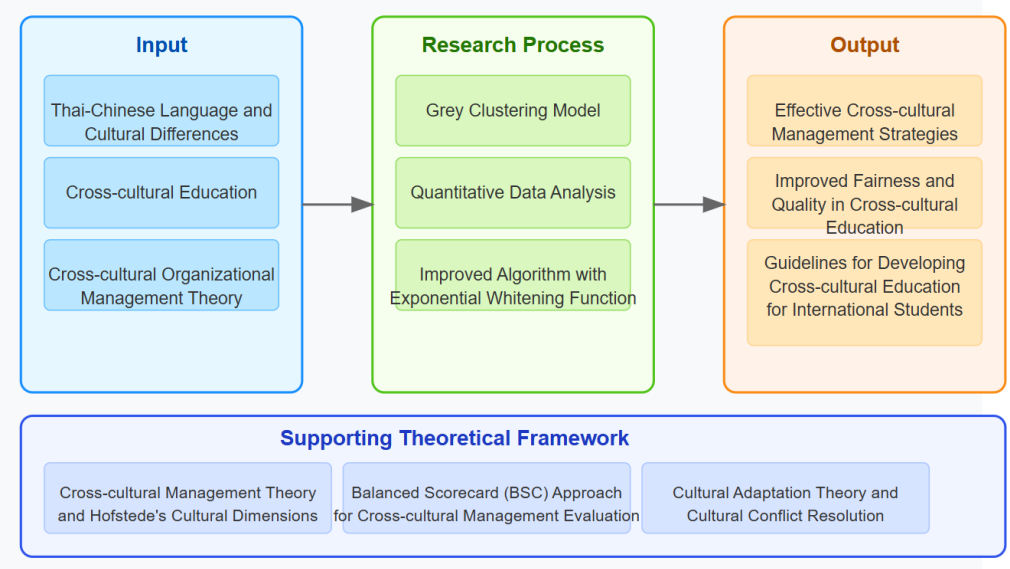


Figure 1 Conceptual Framework

Research Methodology

This study employs a quantitative research design with a grey clustering model to analyze the effectiveness of cross-cultural management in colleges and universities. The grey clustering method is

particularly useful for evaluating complex systems with uncertain or incomplete information, making it ideal for assessing cross-cultural adaptation in higher education settings. By categorizing multiple indicators into clusters, this model provides a more nuanced evaluation of cross-cultural management practices and their impact on international students.

1. Analysis of cross-cultural management in Colleges and universities by using grey clustering model Through careful consideration of numerous types of indicators, a thorough evaluation of cross-cultural management in colleges and universities will yield evaluation results (Chen, Zee & Koomen, 2019). Because the specific evaluation indicators can only be established when the categories of indicators are differentiated, we must first evaluate the single type of indicators in order to perform a thorough evaluation. Single category index evaluation is to evaluate the grade of each evaluation object in this category of evaluation indexes. However, the advantages and disadvantages of an object in a certain category of evaluation indexes cannot represent the overall advantages and disadvantages of the evaluation object. Therefore, when it is necessary to understand the overall situation of the evaluation object, it is necessary to establish a comprehensive evaluation model to comprehensively evaluate the evaluation object in combination with various evaluation indexes. When the evaluation result is basically consistent with the overall evaluation of the student by the teacher and the student, it means that the evaluation result is reasonable; Otherwise, continue to investigate the sample value of the student and reevaluate. The workflow of cross-cultural management evaluation is shown in Figure 2

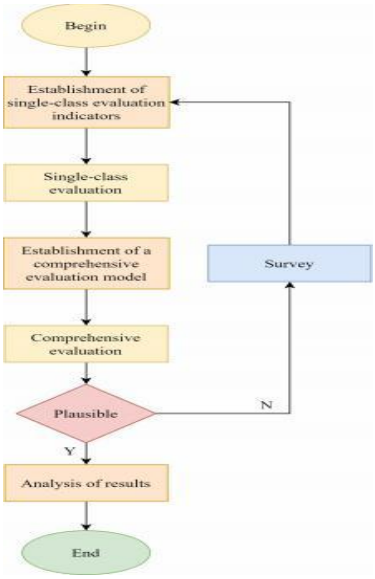


Figure 2 flow chart of cross-cultural management evaluation

The balanced scorecard is a comprehensive model that assesses organizational performance in four areas: finances, customers, internal management, and learning and growth—from both the internal and external levels of the assessed object. The improvement in the lives of colleges and their international students following cross-cultural management of colleges and universities—not the financial indicators under the BSC system—is the ultimate goal of applying BSC theory to the evaluation of cross-cultural management in colleges and universities. As a result, the BSC system is set up as depicted in Figure 3:

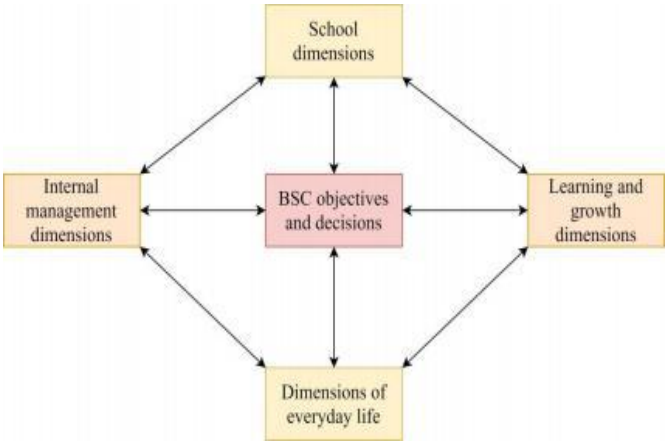


Figure 3 BSC evaluation dimension

2. The improved model based on exponential whitening function has achieved the optimal effect

One approach to making grey decisions is grey clustering. According to the correlation matrix or the whitening weight function of grey numbers, it is a method for grouping certain observation indexes or objects into a number of bounded categories. According to grey classes, grey clustering summarises the whitening functions of clustering objects for various clustering indicators. Grey clustering incorporates the whitening function of the grey system theory into the method (Sheldon, Rauschnabel & Antony, 2017). For a specific gray class, each sample has a corresponding clustering coefficient. The grade of the sample in the grey clustering method is typically determined by the coefficient with the largest value.

The gray clustering model is based on geometric similarity modeling, without considering the internal weight of the index system itself. In the actual evaluation, the accuracy and sensitivity of the model are low. The clustering model comprehensively considers the index weight and the actual weight, but ignores the influence between non adjacent grades (i.e. there is a phenomenon of zero weight)

when calculating the actual weight, resulting in the deviation of the evaluation results. Based on the classical clustering model, this paper establishes an improved model based on exponential whitening function, which makes the sample value correspond to the non-zero weight at all levels, and effectively solves the phenomenon of zero weight for the first time; The formulas for calculating the maximum control value x_k, ^{max} and the minimum reduction rate r_{min} are derived. The classical grey clustering model provides three linear whitening functions (Continuous function of left rising and right falling determined by starting point and ending point), and the structure is shown in Figure 4

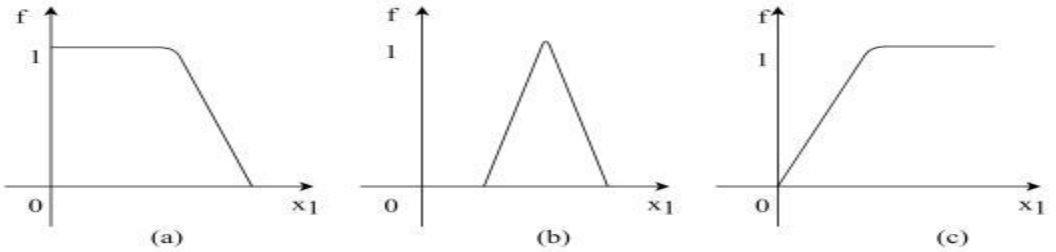
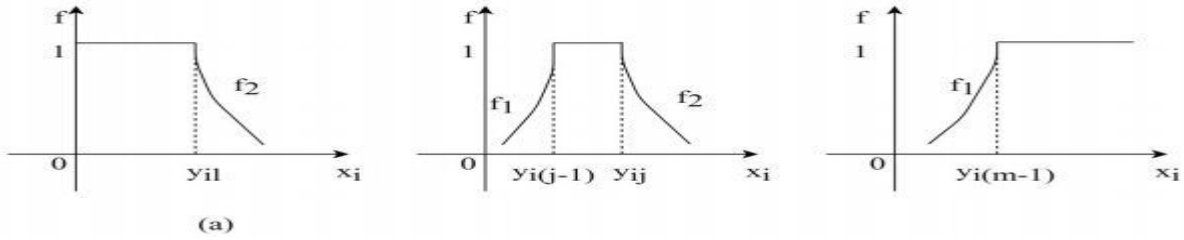


Figure 4 linear whitening function of classical clustering model

In the classical clustering model, the weights of non adjacent grades are regarded as zero, which is equivalent to artificially increasing the weights of adjacent grades, making the evaluation results biased. In this paper, exponential whitening functions $f_1(x)$ and $f_2(x)$ are constructed, which effectively solve the phenomenon of zero weight (It means that this data information is blocked).

The image of the exponential whitening function based on f1 (x) and f2 (x) is shown in Figure 5



According to the correction principle of the model, it can be used to calculate the maximum (or minimum) allowable value of a single index. However, the correlation analysis model and the classical clustering model are not suitable for the promotion of this aspect. The former can not carry out quantitative analysis, and changing the amount of a single index has no obvious impact on the evaluation results; The latter ignores the influence of non adjacent levels, and there is no one-to-one correspondence between the index sample value and the weights of all levels. In practical application, it is assumed that the sample values of other indicators remain unchanged, and the

maximum allowable value of a single indicator is determined, so that the comprehensive quality grade remains unchanged; Or determine the minimum allowable value to make the comprehensive quality level reach the upper standard.

Research Results

The discourse of globalization has entered the discussion of school education. Global education discussions and international organizations urge countries to formulate similar education development plans (Rochelle T L.,2019). When formulating education development plans, countries have found that cross-cultural management is extremely important, and cross-cultural management is an important foundation for the realization of international school running. In order to achieve better development, colleges and universities must actively integrate into the international education platform, carry out education in the context of globalization, and actively carry out cross-cultural management. How the cross-cultural teaching situation can better reflect the operation of a university's teaching management as a whole, but the whole is also composed of individual teachers, so it can also better reflect the overall management ability of a university's teachers to students. According to the grey clustering algorithm, taking the academic year and semester as the time period, the situation of teachers in the school in recent five years is clustered, as shown in Figure 6:

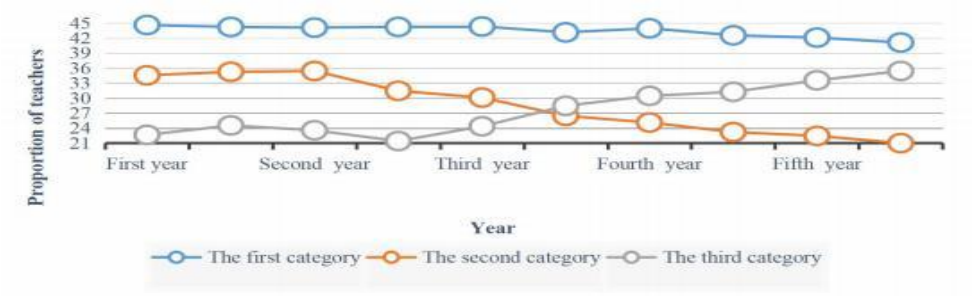


Figure 5 line chart of changes in the proportion of the first, second and third categories of teachers in the past five years

The proportion of teachers in the three categories in each semester is basically the same. In the first category (at least 3 of the 4 indicators are rated as "good" or above), the proportion is basically within the range of (41%, 44%); The second category (two of the four indicators are rated as "good"

and at least one is rated as "medium"), and the proportion is basically within the range of (22%, 34%); The third category (the evaluation of the four indicators is below "medium"), and the proportion is basically within the range of (21%, 24%). It can be seen that although students' teaching evaluation groups are constantly changing, their teachers' perceptions of teaching are basically the same, indicating that students' teaching evaluation as a whole is fair and just. In this experiment, the training times of the cross-cultural management system start from 5000 times, and the step length is to increase 500 times each time. The test results show that there is no obvious change in the output results after 15000 times. Therefore, the model selects 15000 times as the training times of the model. The analysis of training results is based on the above grey clustering model. Through 15000 times of training on 150 training samples, the training output values basically coincide with the real images, which shows that the model is effective. The training input data and training output results are shown in Figure 7:

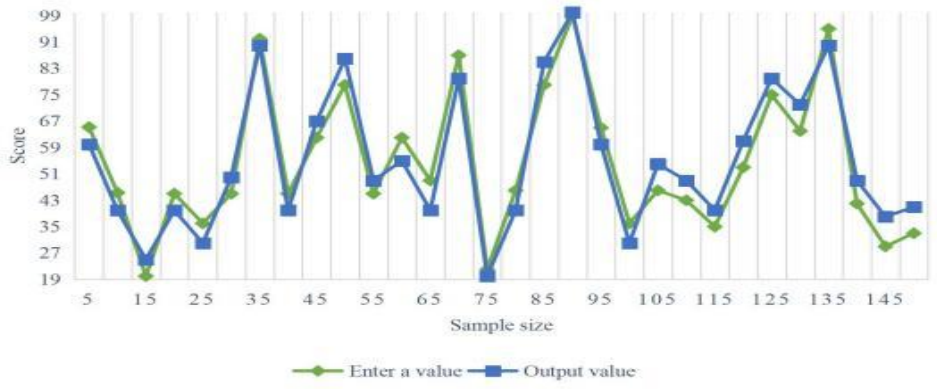


Figure 6 Comparison between training results and real values

As can be seen, the output value is about one-third larger and about two-thirds smaller than the actual value, with the average error falling between 1.74 and 1.75. According to the model, in order to facilitate the prediction, the prediction program adopts the whitening function of the grey clustering model. The flow of the prediction program is shown in Figure 8:

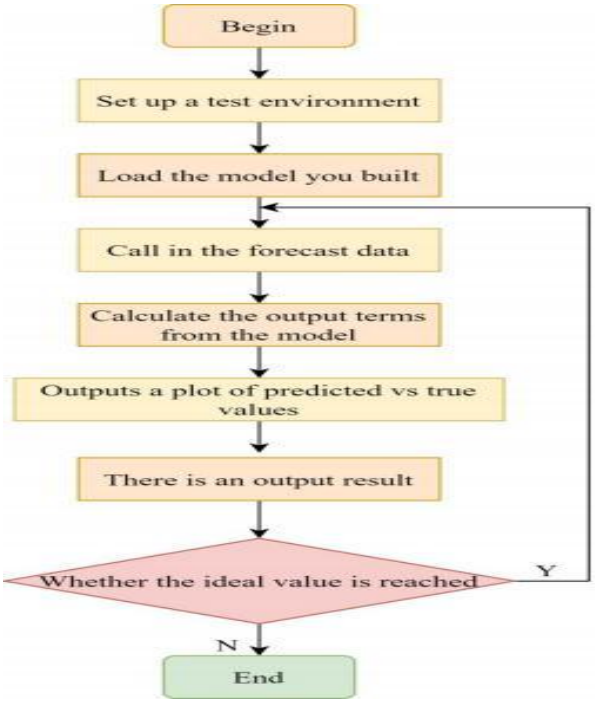


Figure 8 flow chart of prediction procedure

In order to truly reflect the effectiveness and availability of the grey clustering model, we selected two groups of different data for prediction. One group is the daily behavior data of the same batch of cross-cultural foreign students teaching in the same major, and the other group is the daily behavior data of different batches of cross-cultural foreign students teaching in different majors. We processed the prediction test data according to the same processing method as the training data, At the same time, 50 groups of data are extracted to compare the prediction results of the two groups of data with the real data, as shown in Figure 9 and Figure 10

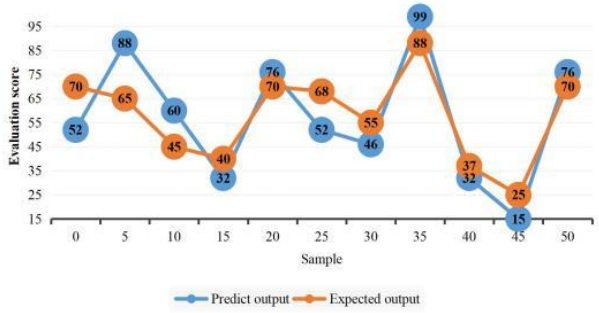


Figure 9 Comparison between predicted values and actual values

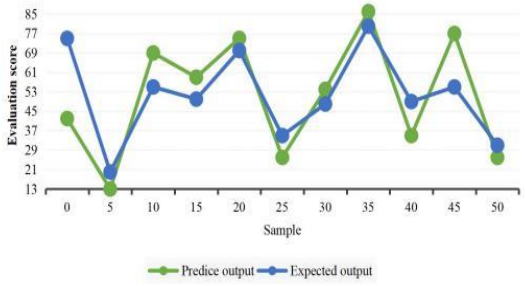


Figure 10 predicted values and actual values

In order to illustrate the effectiveness of the teaching management based on grey clustering in the daily management of cross-cultural students, on the basis of analyzing the prediction of the learning effect of the model for two groups of 50 students of the same major and the same group of students of different majors and different groups of students with training data, the prediction data are compared with the model established by traditional regression analysis, It further shows that the model is more powerful in predicting cross-cultural management. The prediction results of the two groups of data different from the training data sources are analyzed as follows:

(1) Maximum error (difference between actual value and predicted result)

The first group: the maximum error of positive value is max $(y_i - y_i) = 6.23$:, the maximum error of negative value is min $(y_i - y_i) = -5.78$ Group 2: maximum error of positive value: max $(y_i - y_i) = 6.84$, maximum error of negative value: min $(y_i - y_i) = -6.12$

(2) Cumulative error (sum of difference between actual value and predicted result)

Group 1: positive cumulative error: $\sum_{i=1}^{18} (y_i' - y_i) = 34.59$, positive average bit error difference: $\frac{34.59}{18} \approx 1.92$; Negative cumulative error: $\sum_{i=1}^{32} (y_i' - y_i) = -74.35$, negative average bit error difference: $\frac{-74.35}{32} \approx -2.32$.

Group 2: positive cumulative error: $\sum_{i=1}^{19} (y_i' - y_i) = 37.65$, positive average bit error difference: $\frac{37.65}{19} \approx 1.98$; Negative cumulative error: $\sum_{i=1}^{31} (y_i' - y_i) = -75.11$, negative average bit error difference: $\frac{-75.11}{31} \approx -2.42$.

(3) Error proportion distribution

For ease of description, let $C_i = |y_i - y_i|$ be the absolute value of the difference between the actual value and the corresponding output value. The error distribution of the two groups of prediction data is as follows:

Table 1 distribution of absolute error between actual value and predicted value of two groups of predicted data

Absolute error range	0≤Ci＜1	1≤Ci＜2	2≤Ci＜3	3≤Ci＜4	4≤Ci＜5	5≤Ci
Number of the first group	13	15	11	6	3	3
Proportion of group I	23%	27%	21%	13%	7%	7%
Number of the second group	14	11	10	7	4	4
Proportion of the second group	25%	21%	19%	15%	9%	9%

The histogram is shown in Figure 11

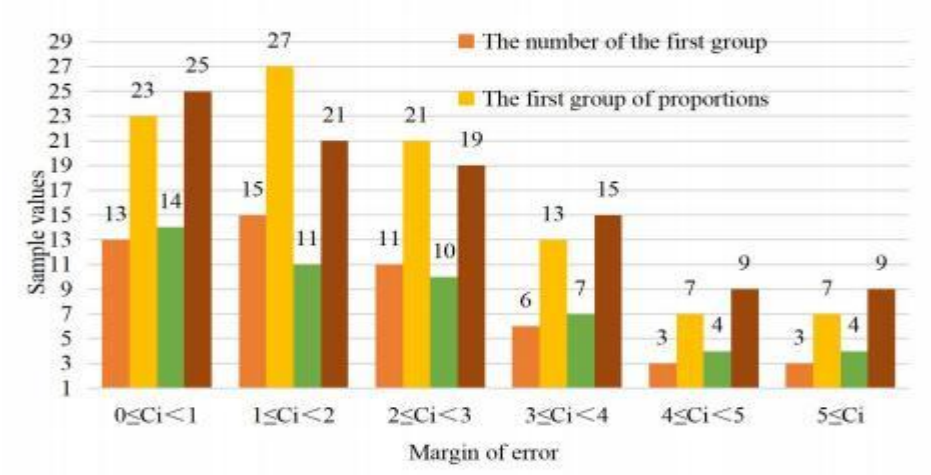


Figure 11 distribution of actual value and prediction absolute error of two groups of prediction data

(4) Average value

Group 1: the actual average value is $\sum_{i=1}^{50} y_i^{'}$ = 71.85 , the predicted average value is $\sum_{i=1}^{50} y_i^{'}$ = 72.53 , and the average error is 0.68, within 1.The second group: the actual average value is $\sum_{i=1}^{50} y_i^{'}$ = 73.08, the predicted average value is $\sum_{i=1}^{50} y_i^{'}$ = 73.57 , and the average error is 0.49, within 1.

Through the analysis and comparison of the above four indicators, the difference between the predicted results of the two groups of data and their corresponding real data is relatively small, and all indicators are basically the same. In terms of the average value difference, the predicted results of the

second group are better than those of the first group, which also shows that the model has strong adaptability.

Discussion

The findings of this study reveal a significant improvement in cross-cultural management assessment through the application of the enhanced grey clustering model with an exponential whitening function. This enhancement has led to a 10.65% accuracy improvement over conventional algorithms, effectively addressing the limitations identified by Ollo-Lopez et al. (2017) regarding the inefficiencies of traditional management methods in diverse cultural environments.

This study supports Chen et al. (2017), who emphasized the need for precise evaluation systems in cross-cultural contexts. Unlike previous models, which relied on rigid classification systems, the integration of exponential whitening functions allows for a more dynamic and adaptable evaluation process. This contributes to a more accurate representation of students' adaptation challenges and institutional management effectiveness. The study also aligns with Huang et al. (2017), who argued that cultural conflicts require structured management strategies rather than generalized approaches. By using quantitative analysis, this research demonstrates how Thai language proficiency and cultural awareness significantly impact the success of educational management. This finding supports Jung et al. (2018), who noted that cultural factors are often overlooked in educational management research. This neglect, as shown in the current study, hinders sustainable development in higher education management. The observed challenges in cross-cultural adaptation reinforce Guang and Charoensukmongkol's (2020) findings on "cultural shock" among international students. In this study, international students exhibited the four-stage emotional adaptation model (honeymoon, crisis, recovery, adaptation) proposed by Riper et al. (2019). By comparing these theoretical phases with the empirical data, this research validates the model, highlighting predictable patterns of emotional adjustment in new cultural environments.

Additionally, this study addresses the rigidity in traditional management approaches, as identified by Yu et al. (2020). The integration of data mining techniques into cross-cultural management provides a more responsive and flexible system. Compared to conventional methods that rely on fixed

policies, the current study's model allows for continuous adaptation based on real-time student feedback, leading to better student engagement and institutional efficiency.

Contribution

The research presents a novel approach to cross-cultural management in higher education by integrating the Grey Clustering Model with an improved exponential whitening function algorithm. This methodological innovation addresses the zero-weight phenomenon in conventional clustering models, resulting in a 10.65% increase in accuracy compared to traditional algorithms. The study quantifies cross-cultural management challenges through data mining techniques and establishes a comprehensive evaluation framework based on the Balanced Scorecard concept. By analyzing Thai language and cultural differences within the educational context, the research offers evidence-based strategies for enhancing international student experiences and improving cross-cultural education quality. These findings contribute significantly to the field by providing institutions with quantitative tools to assess and develop culturally responsive management practices that can better accommodate diverse student populations.

Conclusion

This research examines analytical approaches to understanding how cultural differences affect organizational management, comparing values orientation analysis with Hofstede's national cultural models theory. Hofstede's framework highlights varying perspectives on rights, individualism versus collectivism, masculinity versus feminism, and time orientation across cultures. These cultural differences manifest in diverse lifestyles, values, moral standards, and behaviors, leading to variations in leadership styles, incentive structures, decision-making processes, and organizational strategies.

The study proposes an improved method for analyzing cross-cultural management in higher education based on a grey clustering model adapted for Thai language and cultural contexts. The methodology involves describing Thai language and cultural differences, examining cross-cultural management in universities, quantifying management through data mining, and employing the grey clustering model to predict and evaluate management strategies.

Simulation results demonstrate that the proposed algorithm achieves 10.65% higher accuracy than conventional algorithms. This approach enables more comprehensive and fair evaluation of teachers' and students' daily management through fuzzy clustering analysis. The findings help educational institutions identify management weaknesses, promote cross–cultural management development, and serve as a guide for optimizing management mechanisms in multicultural educational environments.

Suggestion and Recommendation

1. Recommendations for Research Application

1) Implementation of Cross–cultural Management Systems: Higher education institutions should apply the improved Grey Clustering Model with exponential whitening function to evaluate and enhance cross–cultural management practices, thereby increasing fairness and quality in cross–cultural education.

2) Curriculum and Cross–cultural Activity Enhancement: Universities should develop specialized curricula and activities for international students that acknowledge Thai–foreign cultural differences and support students through all four phases of cultural adaptation.

2. Recommendations for Future Research

1) Mobile Computing Applications: Future research should explore the integration of mobile computing technologies to monitor and analyze international students' learning behaviors in cross–cultural environments, as mentioned in the research title but not extensively detailed.

2) Expansion to Other Cultural Contexts: Subsequent studies should extend the research scope to examine cultural differences between Thailand and countries beyond China, developing comprehensive cross–cultural management models applicable to students from diverse cultural backgrounds.

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