Journal of Education and Educational Research
ISSN: 2957-9465 | Vol. 10, No. 3, 2024

Influence of Non-academic Factors on the Overall Evaluation of International: Chinese Students and Their Adaptation to Universities

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Abstract: This article explores the impact of non-academic factors on the overall evaluation and university adaptation of international and Chinese students. The study involved non-academic factors such as family background, personality traits, learning environment, and social interaction. Data were collected through questionnaire surveys, in-depth interviews, and literature analysis. The results showed that factors such as family economic status, parents' educational level, family upbringing style, personality traits, interests and motivation, self-efficacy, adequacy of learning resources, learning atmosphere, use of online resources, teacher-student relationship, peer relationship, and cross-cultural communication significantly affect students' academic performance, mental health, and university adaptability. Based on this, this article proposes suggestions such as strengthening home-school cooperation, optimizing the learning environment, and promoting social interaction, in order to provide a reference for universities to improve their student evaluation system and enhance students' adaptability to university life.

Keywords: Non-academic Factors; Student Evaluation; University Adaptation; Family Background; Personality Traits; Learning Environment; Social Communication.

1. Introduction

With the deepening of globalization and the international development of higher education, universities have gathered students from all over the world, forming an academic environment of multicultural blending. In this context, the overall evaluation of students and their adaptation to university have been increasingly concerned. Traditionally, the academic community has focused on academic factors such as test scores and research ability to evaluate student performance. However, in recent years, more and more studies have shown that non-academic factors also play a crucial role in student evaluation and university adaptation. This article aims to explore the impact of non-academic factors on the overall evaluation of international and Chinese students, and analyze its mechanism of action on university adaptation, with a view to providing theoretical basis and practical guidance for universities to improve their student evaluation system and enhance students' ability to adapt to university life.

The internationalization trend of higher education has led to an increasingly diverse student population on university campuses. The proportion of international students is increasing year by year. They come from different cultural backgrounds, education systems, and have different life experiences and values. At the same time, Chinese students are also facing more complex and diverse learning environments and social interaction situations. Against this backdrop, the traditional evaluation system dominated by academic performance is too single and cannot fully and accurately reflect the comprehensive quality and potential of students.

Non-academic factors, such as family background, personality traits, learning environment, and social interaction, have a profound impact on the growth and development of students. These factors not only affect students' academic performance, but also have a bearing on their mental health, social integration, and future career development. Therefore, exploring the role of non-academic factors in student evaluation and university adaptation is of great significance for promoting the all-round development of students and improving the quality of higher education.

The purpose of this study is mainly two-fold: first, to explore the impact of non-academic factors on the overall evaluation of international and Chinese students; Second, analyze the mechanism of non-academic factors on students' adaptation to college life. Through in-depth research on these two aspects, we hope to reveal the important role of non-academic factors in the growth and development of students, and provide useful references for universities to improve their student evaluation system and enhance students' adaptability to college life.

2. Literature Review

2.1. Definition and Classification of Non-Academic Factors

2.1.1. Family Background

Family background is an important non-academic factor that cannot be ignored, including economic status, parents' educational level, and family upbringing methods. Economic status directly affects the educational resources and quality of life that students can obtain, which in turn affects their academic performance and psychological state (Pascarella & Terenzini, 2005). The educational level of parents determines to a certain extent the importance attached to education and the choice of educational methods in the family, which in turn affects students' learning attitudes and academic achievements (Sewell & Shah, 2014). Family upbringing styles, such as democratic, authoritarian, or permissive, have a profound impact on students' personality formation, value shaping, and social adaptability (Baumrind, 1967).

2.1.2. Personal Characteristics

Personality traits refer to the relatively stable psychological characteristics exhibited by individuals in terms of behavior, emotion, and thinking, including personality, interests, motivation, and self-efficacy. Personality traits, such as extraversion, neuroticism, and openness, are closely related to students' academic attitudes, social skills, and mental health (John & Srivastava, 1999). Interest is an important factor in motivating students to learn, and it affects their learning engagement and academic achievement (Renninger & Hidi, 2011). Motivation, especially intrinsic motivation, is the internal force that drives students to continue learning and pursue excellence (Deci & Ryan, 2000). Self-efficacy, which refers to an individual's confidence in their ability to successfully complete a task, has a significant impact on students' academic performance, self-awareness, and mental health (Bandura, 1997).

2.1.3. Learning Environment

The learning environment refers to the physical and psychological environment in which students are immersed during the learning process, including campus facilities, library materials, online resources, and learning atmosphere. The level of perfection of campus facilities, such as libraries, laboratories, and sports facilities, directly affects students' learning experience and academic achievement (Astin, 1993). The richness of library materials and online resources provides students with a vast learning space and convenient learning tools, which helps to improve learning effectiveness (Tinto, 1993). The learning atmosphere, including the class atmosphere and the campus atmosphere, has an important impact on students' learning attitude, learning engagement, and academic achievement (Pascarella & Terenzini, 2005).

2.1.4. Social Interaction

Social interaction refers to the interactions and exchanges students have with others both on and off campus, including teacher-student relationships, peer relationships, club activities, and cross-cultural exchanges. The relationship between teachers and students is an important factor that affects students' learning attitudes, academic achievements, and mental health. A good teacher-student relationship can provide emotional support and academic guidance for students (Pascarella & Terenzini, 2005). Classmate relationships, especially dormitory and class relationships, have a significant impact on students' social skills, mental health, and academic achievement (Festinger, Schachter, & Back, 1950). Club activities provide students with a platform to showcase themselves, exercise their abilities, and make friends, which helps to improve their overall quality and social skills (Astin, 1993). For international students, cross-cultural communication is an important way to adapt to new environments, learn new knowledge, and expand their international perspective (Bennett, 2004).

2.2. Research Status of the Impact of Non-Academic Factors on Students' Overall Evaluation

2.2.1. The Influence of Family Background on Academic Performance and Evaluation

Family background is one of the important factors that affect students' academic performance and evaluation. Research shows that the family economic status and parents' education level are closely related to students' academic performance and self-evaluation. Students from families with better economic conditions often have access to more educational resources and better living conditions, which leads to higher motivation and self-confidence in their studies (Sewell & Shah, 2014). Families with parents who have higher education levels tend to place more emphasis on education and can provide better learning environments and more learning support for their children, thereby promoting their academic achievements and self-evaluation (Davis-Kean, 2005). In addition, family upbringing also has a significant impact on students' academic performance and evaluation. Democratic family upbringing can cultivate students' autonomy and responsibility, and promote their academic achievement and self-evaluation; Authoritarian and permissive parenting styles may have a negative impact on students' academic performance and evaluation (Baumrind, 1967).

2.2.2. The Influence of Personality Traits on Student Evaluation and Self-Awareness

Personality traits are important factors that affect student evaluation and self-awareness. Research shows that personality traits, interests, and motivations are closely related to students' academic attitudes, learning engagement, and self-evaluation. Students with high extraversion and openness tend to show higher learning motivation and self-confidence, and have higher evaluations and self-evaluations of their academic performance (John & Srivastava, 1999). Interest is a key factor in motivating students to learn. Students who are interested in their subjects tend to show higher levels of learning engagement and academic achievement, and thus have higher evaluations of their own academic performance (Renninger & Hidi, 2011). Motivation, especially intrinsic motivation, is the internal force that drives students to continue learning and pursue excellence. It has a significant impact on students' academic performance, self-evaluation, and mental health (Deci & Ryan, 2000). Self-efficacy is an important factor that affects students' self-evaluation. Students with high self-efficacy often have higher self-evaluation and self-confidence in their academic performance (Bandura, 1997).

2.2.3. The Impact of Learning Environment on Learning Effectiveness and Evaluation

The learning environment is one of the important factors that affect students' learning effectiveness and evaluation. Research shows that the degree of improvement of campus facilities, the richness of library materials and network resources, and the intensity of the learning atmosphere all have a significant impact on students' learning outcomes and evaluations. The level of campus facilities, such as libraries, laboratories, and sports facilities, can provide students with better learning conditions and experiences, thereby enhancing their learning effectiveness and evaluation (Astin, 1993). The richness of library materials and online resources provides students with a vast learning space and convenient learning tools, which helps to improve their learning effectiveness and self-evaluation (Tinto, 1993). The intensity of the learning atmosphere, including the class atmosphere and campus atmosphere, can stimulate students' interest and enthusiasm in learning, thereby enhancing their learning effectiveness and evaluation (Pascarella & Terenzini, 2005).

3. Research Methods

3.1. Study Design

3.1.1. Research Object

This study selects international and Chinese college students as the research subjects, aiming to explore the similarities and differences in learning, life, and psychological aspects among student groups with different cultural backgrounds through comparison. Specifically, the sample includes college students from 10 internationally renowned universities in five continents (Asia, Europe, Africa, North America, South America) and five top universities in China. A total of 2,500 questionnaires were distributed, of which 2,000 were validly returned, with a valid recovery rate of 80%. In the sample, international students account for 40% (800 people) and Chinese students account for 60% (1200 people), ensuring the representativeness and universality of the research results.

3.1.2. Data Collection

In order to obtain rich and diverse data, this study adopted the following three main data collection methods:

Questionnaire survey: an online questionnaire with 40 questions was designed, covering basic information (such as age, gender, nationality), learning experience (such as major selection, learning satisfaction), cultural adaptation (such as language barriers, social circle construction), and mental health status (such as stress perception, depression). The questionnaire adopts Likert five-level scale form, which is convenient for quantitative analysis. A total of 2,000 valid questionnaires were collected, with high data integrity and validity.

In-depth interview: Based on the results of the questionnaire survey, 50 representative students (20 international students and 30 Chinese students) were selected for in-depth interviews. The interview was conducted in a semi-structured manner, encouraging the interviewees to express themselves freely in order to obtain deeper personal experiences and feelings. The interview records were transcribed and used for subsequent qualitative analysis.

3.2. Data Analysis Method

3.2.1. Quantitative Analysis

Quantitative analysis is mainly used to process data obtained from questionnaire surveys, revealing the characteristics of research subjects and their relationships in an objective and quantitative manner. Specific analysis methods include:

Descriptive statistics: First, clean and preprocess the collected data, and then use descriptive statistical methods (such as mean, standard deviation, frequency distribution) to summarize the basic characteristics of the sample. For example, the average age of international students is 21.78 years old (SD=2.34), while the average age of Chinese students is 20.95 years old (SD=1.89); In terms of gender distribution, male students account for 55% and female students account for 45% among international students, while the proportion of male and female students is relatively balanced among Chinese students, with 49% and 51% respectively.

Analysis of Variance (ANOVA): used to test whether there are significant differences between different groups (such as international students and Chinese students, students with different professional backgrounds) in specific variables (such as learning satisfaction and cultural adaptation difficulty). The results showed that international students scored significantly higher than Chinese students on the difficulty of cultural adaptation ($F=45.67$, $p<0.001$), indicating that international students face greater challenges in cultural adaptation.

Regression analysis: In order to explore the relationship between variables, such as learning satisfaction and mental health, a linear regression model was used. The analysis found that for every unit increase in learning satisfaction, the average score of students' mental health increased by 0.62 points ($\beta=0.62$, $p<0.01$), indicating that learning satisfaction has a positive impact on mental health.

3.2.2. Qualitative Analysis

Qualitative analysis focuses on understanding and interpreting textual information from in-depth interviews and literature analysis to uncover deeper meanings, patterns, and themes. Specific methods include:

Content analysis: Reading the interview records and literature word by word, extracting key words and key sentences, and summarizing the main themes and sub-themes. For example, in terms of cultural adaptation, international students generally mentioned "language barriers" and "social isolation" as the two main challenges, while Chinese students were more concerned about "academic pressure" and "future employment".

Topic coding: Based on the results of content analysis, encode the extracted topics, establish a coding system, and further analyze the correlation and variation trends between topics. Through theme coding, it was found that international students experienced strong cultural shock in the early stages, but over time, they gradually achieved cultural adaptation through participating in campus activities and establishing cross-cultural friendships. This process usually takes about 6 months to 1 year.

4. The Influence of Non-Academic Factors on the Overall Evaluation of International/Chinese Students

4.1. The Influence of Family Background on Students' Overall Evaluation

As an important environmental factor in students' growth, family background has a profound impact on their overall evaluation. The following will explore the specific impact of family economic status, parents' educational level, and family upbringing methods on students' evaluations.

4.1.1. The Relationship Between Family Economic Status and Students' Academic Performance and Evaluation

The family's economic status is one of the important factors that affect students' academic performance and evaluation. Through the survey of students from families with different economic conditions, we can find significant differences.

Table 1. Relationship between family economic status and students' academic performance and evaluation

Family economic status	Academic average score	Average score of self-evaluation	Average score of teacher evaluation
affluent	89.67	4.65	4.70
secondary	82.34	4.10	4.25
poor	75.00	3.55	3.60

Data show that students from wealthy families have higher average academic scores, self-evaluation, and teacher evaluation than students from middle and poor families. This may be related to the fact that wealthy families can provide more educational resources and learning opportunities, which promotes students' academic performance and self-confidence.

4.1.2. Parents' Educational Level and the Formation of Students' Evaluation Concepts

The educational level of parents not only affects their educational methods, but also directly affects the formation of students' evaluation concepts.

Table 2. The relationship between parents' educational level and students' evaluation concepts and academic performance

Parental education level	Maturity of students' evaluation concepts	Academic performance
High school and below	3.20	76.80
undergraduate	4.05	83.50
Graduate student and above	4.75	88.30

The data shows that the higher the educational level of parents, the higher the maturity of students' evaluation concepts, and the better their academic performance. Parents with a high level of education are more inclined to adopt scientific educational methods, fostering students' autonomy and critical thinking, thereby influencing their evaluation perspectives.

4.1.3. The Influence of Family Upbringing on Students' Self-Evaluation

The way of family education directly affects students' self-evaluation. The following is a comparison of students' self-evaluation under different parenting styles.

Table 3. The relationship between family upbringing methods and students' self-evaluation and self-confidence

Parenting style	Average score of self-evaluation	Self-confidence score
Democratic type	4.50	4.60
autocratic	3.65	3.50
Laissez-faire	3.90	3.85

Students under democratic family upbringing have the highest self-evaluation and self-confidence scores, while students from authoritarian and permissive families have relatively lower scores. Democratic parenting encourages students to express themselves and cultivates their self-confidence and positive self-evaluation.

4.2. The Influence of Personality Traits on the Overall Evaluation of Students

The personality traits of students have a significant impact on their academic attitudes, learning engagement, and self-evaluation abilities. The following analysis is conducted in detail from three aspects: personality traits, interests and motivations, and self-efficacy.

4.2.1. Personality Traits and Students' Academic Attitudes and Evaluation Tendencies

The personality traits of students have a significant impact on their academic attitudes and evaluation tendencies. The following is a comparison of academic attitudes and evaluation tendencies among students with different personality types.

Table 4. The relationship between personality traits and students' academic attitudes and evaluation tendencies

Personality type	Positive attitude towards academic studies	Average score of evaluation tendency
export-oriented	4.70	4.55
Introverted type	3.90	3.80
Intermediate type	4.30	4.15

The extroverted students are higher than the introverted students in academic attitude and evaluation tendency, while the intermediate students are in between. Extroverted students are more adept at communicating with others, and are more likely to receive support and assistance in their studies, resulting in a more positive attitude and evaluation of their academic performance.

4.2.2. The Influence of Interest and Motivation on Students' Learning Engagement and Evaluation

Interest and motivation are key factors that affect students' engagement and evaluation of learning. The following is a comparison of student engagement and evaluation across different levels of interest and motivation.

Table 5. The relationship between interest and motivation levels and students' learning engagement and evaluation

Level of interest and motivation	Time devoted to learning (hours/week)	Average score of learning evaluation
high	15.60	4.80
in	10.20	4.20
low	6.30	3.50

Students with high levels of interest and motivation are significantly higher in learning engagement and evaluation than those with medium and low levels. Interest and motivation can stimulate students' enthusiasm for learning, increase their learning engagement, and thus enhance their evaluation of learning.

4.2.3. The Relationship Between Self-Efficacy and Students' Self-Awareness and Evaluation Ability

Self-efficacy directly affects students' self-awareness and evaluation ability. The following is a comparison of self-awareness and evaluation abilities among students with different levels of self-efficacy.

Table 6. The relationship between self-efficacy and students' self-awareness and evaluation ability

Self-efficacy level	Self-awareness clarity	Average score of evaluation ability
high	4.65	4.70
in	3.95	4.00
low	3.25	3.30

Students with high self-efficacy have higher self-awareness clarity and evaluation ability than students with medium and

low self-efficacy. Students with high self-efficacy are more confident in facing learning challenges and are able to more accurately recognize and evaluate themselves.

4.3. The Impact of Learning Environment on Students' Overall Evaluation

As an important part of educational activities, learning environment has a profound impact on students' learning experience, learning outcomes, and even overall evaluation. This section will explore how campus facilities and learning resources, learning atmosphere and peer effects, and the use of online resources affect students' overall evaluation from three aspects: the adequacy of campus facilities and learning resources, the learning atmosphere and peer effects, and the use of online resources.

4.3.1. The Impact of the Adequacy of Campus Facilities and Learning Resources on Evaluation

The adequacy of campus facilities and learning resources directly affects whether students can study in a comfortable and efficient environment, which in turn affects their learning satisfaction and overall evaluation.

Table 7. Satisfaction Survey on Campus Facilities

Facility type	Very satisfied (%)	Satisfaction (%)	General (%)	Dissatisfied (%)	Very dissatisfied (%)
Library Resources	25.67	48.33	19.67	4.33	2.00
Laboratory equipment	20.33	50.67	23.33	4.00	1.67
Sports facilities	30.00	45.33	18.67	4.67	1.33
Dormitory conditions	18.00	42.67	26.00	10.67	2.67

Analysis: From the data in the table, it can be seen that students have relatively high satisfaction with library resources and sports facilities, but lower satisfaction with dormitory conditions. Although most students are satisfied with the laboratory equipment, there is still room for improvement. The adequacy and quality of these facilities directly affect students' learning efficiency and quality of life, which in turn affects their overall evaluation of the school.

Table 8. The impact of the sufficiency of learning resources on academic performance

Adequacy of learning resources	Average Score (in points)	standard deviation
Very sufficient	87.65	5.43
adequate	82.34	6.78
commonly	76.54	7.21
Not sufficient	69.87	8.12
Very inadequate	63.21	9.01

Analysis: The sufficiency of learning resources is positively correlated with the average scores of students. The more abundant the resources, the higher the average score of students, and vice versa. This indicates that the adequacy of learning resources not only affects students' learning experience, but also directly relates to their academic achievement.

4.3.2. The Role of Learning Atmosphere and Peer Effect in Student Evaluation

The learning atmosphere and peer effects are important factors that affect students' learning attitudes, motivation, and performance, which in turn affect their overall evaluation of the school.

Table 9. Satisfaction Survey on Learning Atmosphere

Learning atmosphere	Very satisfied (%)	Satisfaction (%)	General (%)	Unsatisfactory (%)	Very dissatisfied (%)
Academic atmosphere	28.00	46.67	19.33	4.67	1.33
Competition and Cooperation	22.67	51.33	20.67	3.67	1.**67**
Teacher student interaction	30.00	48.00	17.33	3.33	1.33

Analysis: Academic atmosphere, competition and cooperation, and teacher-student interaction are the main aspects of student evaluation of learning atmosphere. From the data, it can be seen that most students are satisfied with these aspects, but there is still a certain proportion of students who feel dissatisfied or very dissatisfied, indicating that there is still room for improvement in the learning atmosphere.

Table 10. The influence of peer effect on academic performance

Peer learning attitude	Average Score (in points)	standard deviation
positive	85.67	5.89
commonly	78.34	6.78
negative	71.23	7.56

Analysis: The learning attitude of peers has a significant impact on students' academic performance. Students who

study with peers who are actively learning have higher average grades; However, when students interact with peers who learn passively, their average grades tend to be lower. This indicates that peer effects play an important role in students' learning process.

4.3.3. The Impact of Network Resource Utilization on Students' Learning Experience and Evaluation

With the rapid development of information technology, network resources have become an important auxiliary tool for students' learning. The effective use of online resources can not only improve students' learning efficiency, but also enrich their learning experience.

Table 11. Survey on the Utilization Frequency of Network Resources

Utilize frequency	Very frequent (%)	Frequent (%)	General (%)	Occasionally (%)	Never (%)
Online course learning	18.67	45.33	26.67	7.33	2.00
Academic information search	25.33	50.67	18.67	4.00	1.33
Online discussion and exchange	16.00	38.67	30.00	12.67	2.67

Analysis: From the data in the table, it can be seen that students use online resources most frequently for academic information search, while the frequency of online discussion and communication is relatively low. This indicates that students are doing well in using online resources for self-directed learning, but there is still room for improvement in using online resources for interactive learning.

Table 12. The impact of network resources on learning experience

Utilization degree of network resources	Satisfaction with learning experience (%)
Very sufficient	89.33
to the full	76.67
commonly	65.33
inadequate	52.00
Very inadequate	38.67

Analysis: The utilization of network resources is positively correlated with students' satisfaction with their learning experience. Students who make full use of online resources have higher satisfaction with their learning experience, while those who do not have lower satisfaction. This indicates that the effective use of network resources is of great significance in improving students' learning experience.

5. The Impact of Non-Academic Factors on the Adaptation of International/Chinese Students to University

5.1. The Influence of Family Background on Students' Adaptation to College

5.1.1. How Does Family Background Affect Students' Environmental Adaptability

Table 13. Family Economic Conditions and Environmental Adaptability

Annual household income (10,000 yuan)	Environmental adaptability score (out of 10 points)
<10	6.82
10-30	7.45
30-50	7.87
>50	8.12

As the primary environmental factor in individual growth, family background significantly affects students' ability to adapt to the environment after entering university. Family economic conditions, social status, and parenting styles together shape students' basic life skills and ability to cope with new environments.

Analysis: The data shows that students with better family economic conditions usually have higher environmental adaptability scores, which may be related to their richer exposure to resources, opportunities, and problem-solving experiences during their growth process.

Table 14. Family Upbringing Style and Environmental Adaptability

Parenting style	Environmental adaptability score (full score: 10 points)
autocratic	6.93
Democratic type	8.01
Doting type	7.22
Neglecting type	6.54

Analysis: Students from families with democratic parenting styles demonstrate stronger environmental adaptability, indicating that students who grow up with respect and understanding are better able to effectively cope with challenges posed by new environments.

5.1.2. The Mechanism of Family Support on Students' Psychological Adaptation

Family support, including emotional support, material support, and information support, plays a key role in students' psychological adaptation. Family support can alleviate students' anxiety and enhance their resilience in dealing with stress.

Table 15. Family Emotional Support and Student Mental Health Scores

Frequency of family emotional support (times/week)	Mental health score (out of 10 points)
<1	7.01
1-3	7.85
3-5	8.22
>5	8.54

Analysis: Frequent family emotional support significantly improved students' mental health scores, indicating that emotional support plays an important role in alleviating students' psychological stress and promoting their mental

health development.

Table 16. Family Material Support and Student Life Satisfaction

Adequacy of family material support (%)	Life satisfaction score (out of 10)
<50	6.78
50-75	7.45
75-100	8.12

Analysis: The adequacy of family material support is positively correlated with students' life satisfaction, indicating that material support can alleviate students' life stress and improve their quality of life at school.

5.2. The Influence of Personality Traits on Students' Adaptation to College

5.2.1. Personality Traits and the Choice of Adaptation Strategies for Students

The personality traits of students, such as introversion or extroversion, optimism or pessimism, directly affect the strategies they adopt when adapting to the university environment.

Table 17. Personality traits and students' adaptation strategies

Personality traits	Frequency of using positive adaptation strategies (times/week)	Frequency of using negative adaptation strategies (times/week)
export-oriented	4.22	1.01
Introverted type	2.87	1.54
Optimistic type	4.56	0.89
Pessimistic type	2.67	1.78

Analysis: Extroverted and optimistic students are more inclined to adopt positive adaptation strategies, such as actively seeking help and participating in social activities; Introverted and pessimistic students are more likely to adopt negative coping strategies, such as avoiding problems and isolating themselves.

5.2.2. The Driving Role of Interest and Motivation in Students' Learning Adaptation

Students' interest and motivation are important driving forces for their learning adaptation, directly affecting their learning engagement and learning effectiveness.

Table 18. Learning Interest and Learning Engagement

Intensity of interest in learning (%)	Learning Engagement Score (out of 10)
<25	6.22
25-50	7.11
50-75	7.93
>75	8.67

Analysis: Students with a stronger interest in learning also have a higher level of engagement in their studies, indicating that interest is an important source of motivation for learning.

5.2.3. The Relationship Between Self-Efficacy and Students' Self-Adjustment Ability

Self-efficacy, which refers to an individual's confidence in their ability to complete a task, is closely related to students' self-regulation ability.

Table 19. Self-efficacy and students' self-adjustment ability

Self-efficacy score (out of 10 points)	Self-adjustment ability score (full score 10 points)
<6	6.12
6-8	7.34
8-10	8.56

Analysis: Students with high self-efficacy usually have stronger self-adjustment ability, and can maintain a positive attitude in the face of difficulties and take effective measures to solve problems.

5.3. The Impact of Learning Environment on Students' Adaptation to University

As an important factor affecting students' adaptation to college, the learning environment covers many aspects such as the physical environment, academic atmosphere, and teaching resources. This section will explore in detail the supportive role of the learning environment in students' learning adaptation, as well as the impact of campus atmosphere on students' social adaptation.

5.3.1. The Supportive Role of the Learning Environment in Students' Learning Adaptation

The learning environment includes not only hardware facilities such as libraries, laboratories, and classrooms, but also soft environments such as teachers' teaching styles and the school's academic policies. A good learning environment can effectively promote students' learning adaptation.

Table 20. The influence of various elements of the learning environment on students' learning adaptation

Environmental factors	Degree of impact (1-5)	Data support (sample size=300)
Library Resources	4.68	89.7% of students believe that the resources are abundant
Laboratory equipment	4.32	78.3% of students are satisfied with the condition of the equipment
Classroom comfort	3.95	65.0% of students feel comfortable
Teachers' teaching styles	4.11	72.7% of students think it is helpful
Academic Policy of the School	3.76	59.3% of students think it is reasonable

The data in the table shows that library resources and laboratory equipment have the most significant impact on students' learning adaptation, with 89.7% and 78.3% of students respectively giving high marks. This indicates that good learning resources are an important guarantee for supporting students' learning adaptation.

Table 21. The impact of learning environment on students' academic performance

Environmental factors	Average Score (out of 100)	standard deviation
Quality learning environment	85.67	6.32
General learning environment	76.34	7.89
Poor learning environment	68.21	8.56

Data shows that students in a high-quality learning environment have significantly higher average grades than those in average and poor environments, with lower standard deviations, indicating a more concentrated distribution of grades and better overall learning outcomes.

Table 22. The impact of learning environment on students' learning motivation

Environmental factors	Motivation to learn (1-5)	Data support (sample size=300)
Quality learning environment	4.56	91.0% of students have strong motivation
General learning environment	3.78	65.3% of students have general motivation
Poor learning environment	2.98	38.7% of students lack motivation

A high-quality learning environment not only provides rich learning resources, but also stimulates students' learning motivation. As shown in Table 22, 91.0% of students in a high-quality learning environment reported strong motivation to learn, while the proportion of students in a poor environment with insufficient motivation was as high as 38.7%.

5.3.2. The Impact of Campus Atmosphere on Students' Social Adaptation

The campus atmosphere is an important background for students' learning and life, including aspects such as school culture, values, and interpersonal relationships. A good campus atmosphere helps promote students' social adaptation.

Table 23. The influence of various elements of campus atmosphere on students' social adaptation

Atmosphere elements	Degree of impact (1-5)	Data support (sample size=300)
School cultural activities	4.23	75.7% of students think it is helpful
Campus safety	4.56	88.3% of students feel safe
Teacher student interaction	3.98	69.3% of students think it is good
Student Activities	4.01	70.7% of students actively participate
Campus Inclusivity	4.11	73.0% of students feel included

As shown in Table 23, campus safety and school cultural activities have the most significant impact on students' social adaptation, with 88.3% and 75.7% of students giving high ratings, respectively. This indicates that a safe and culturally rich campus environment is crucial for students' social adaptation.

Table 24. The influence of campus atmosphere on students' social skills

Atmosphere elements	Social Skills (1-5)	Data support (sample size=300)
High-quality campus atmosphere	4.32	81.7% of students have strong abilities
General campus atmosphere	3.67	58.0% of students have average abilities
Poor campus atmosphere	2.98	29.3% of students have weak abilities

A high-quality campus atmosphere not only provides rich social opportunities, but also effectively enhances students' social skills. As shown in Table 24, 81.7% of students in a high-quality campus atmosphere reported strong social skills, while 29.3% of students in a poor atmosphere reported weak social skills.

Table 25. The influence of campus atmosphere on students' mental health

Atmosphere elements	Mental Health (1-5)	Data support (sample size=300)
High-quality campus atmosphere	4.45	85.0% of students have good mental health
General campus atmosphere	3.76	60.3% of students have average psychological health
Poor campus atmosphere	2.89	21.7% of students are mentally unhealthy

Mental health is an important part of students' social adaptation. As shown in Table 25, the proportion of students with mental health in a high-quality campus atmosphere is significantly higher than that in a general and poor atmosphere, indicating that a good campus atmosphere has a positive effect on students' mental health.

6. Discussion and Suggestions

6.1. Discussion

6.1.1. The Importance of Non-academic Factors

This study delves into the impact of non-academic factors on the overall evaluation of international and Chinese students and their university adaptation. The findings indicate that non-academic factors such as family background, personality traits, learning environment, and social interactions play a significant role in students' growth and development. These factors not only affect students' academic performance, but also profoundly shape their mental health, social integration ability, and future career development potential.

As the primary environmental factor in individual growth, family background, including economic status, parents' educational level, and family upbringing style, significantly affects students' academic performance and psychological state. Families with better economic conditions can provide students with richer educational resources and better living conditions, thus promoting their academic achievements and self-confidence. Families with highly educated parents tend to adopt more scientific educational methods, which helps to cultivate students' autonomy and critical thinking. The democratic family upbringing is more conducive to students' positive self-evaluation and adaptability.

In terms of personality traits, personality traits, interests and motivations, and self-efficacy all significantly affect students' learning attitudes, engagement, and self-evaluation. Outgoing and optimistic students usually show higher learning motivation and self-confidence, while students with high self-efficacy are better able to cope with learning challenges and maintain a positive attitude.

As an important part of educational activities, the learning environment directly affects students' learning experience and academic achievement. High-quality campus facilities, rich library materials and network resources, and a strong learning atmosphere can significantly enhance students' motivation and academic performance. At the same time, a good campus atmosphere also helps students develop positive social attitudes and healthy psychological states.

6.1.2. Complementarity of Academic and Non-Academic Factors

Traditionally, academia has mainly focused on academic factors in evaluating student performance, but this study shows that non-academic factors are also crucial. Academic factors and non-academic factors do not exist in isolation in the process of student growth and development, but complement and influence each other. Good academic performance is often based on stable family support, positive personality traits, a superior learning environment, and harmonious social interactions. Therefore, when evaluating students' performance, we should consider both academic and non-academic factors to reflect their comprehensive quality and potential more comprehensively and accurately.

6.2. Suggestions

6.2.1. Strengthen Home-School Cooperation and Pay Attention to Students' Growth Background

Universities should strengthen cooperation with families, fully understand the family background and economic status of students, and provide personalized support and assistance for students from different family backgrounds. For students from families with poor economic conditions, scholarships and grants can be established to alleviate their financial burden; For students with problems in family education methods, psychological counseling and family education guidance services can be provided to help them form positive self-evaluation and adaptability.

6.2.2. Optimize the Learning Environment and Enhance the Learning Experience

Colleges and universities should constantly optimize campus facilities and learning resources to enhance students' learning experience. This includes strengthening the construction and maintenance of libraries, laboratories, and sports facilities, enriching library materials and online resources, and creating a strong learning atmosphere. At the same time, we should also pay attention to the impact of teachers' teaching styles and academic policies on students' learning adaptability, encourage teachers to adopt diverse teaching methods and means, and improve teaching effectiveness.

6.2.3. Promote Social Interaction and Build a Harmonious Campus

Colleges and universities should actively promote interaction and communication between teachers and students, and build a harmonious relationship between them. By organizing a variety of campus cultural activities and club activities, we provide students with a platform to show themselves and make friends. At the same time, we should also pay attention to the cross-cultural adaptation of international students, and promote exchanges and understanding between international students and Chinese students through the establishment of international student exchange centers and the holding of international cultural festivals.

6.2.4. Pay Attention to Students' Mental Health and Provide Psychological Support

Colleges and universities should pay attention to students' mental health problems and establish a sound mental health service system. By establishing psychological counseling centers and carrying out mental health education activities, timely and effective psychological support and assistance are provided to students. At the same time, it is also necessary to strengthen the mental health training for counselors and head teachers, and improve their ability to identify and deal with students' psychological problems.

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