Exploring the Impact of Multicultural Education on Nanchang University of Technology Students in China: Student Well-Being Effect, Improvement and Challenges

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Abstract
This study investigates the impact of multicultural education on the well-being of students at Nanchang University of Technology in China, focusing on behavior and growth factors such as communication, socialization, cultural ethics, religious practices, self-motivation, and knowledge. The problem addressed is the limited understanding of how these factors collectively influence student well-being. Using a quantitative approach, data were collected through surveys from a sample of 377 students. The results indicate that multicultural education significantly enhances students' communication skills, cultural awareness, and overall well-being. However, challenges such as insufficient teacher training and resource allocation were also identified. The study concludes that while multicultural education positively impacts student well-being, addressing implementation challenges is crucial for maximizing its benefits.
Keywords: Multicultural Education, Student Well-Being, Communication Skills, Cultural Awareness, Quantitative Study.

Introduction
The concept of multicultural education has garnered significant attention in recent years, particularly in the context of higher education institutions. Despite its importance, there remains a noticeable gap in the understanding of how multicultural education specifically impacts the well-being of students at Nanchang University of Technology in China. While numerous studies have addressed the general benefits of multicultural education, few have

delved into the nuanced effects of behavior and growth factors such as communication, socialization, cultural ethics, religious practices, self-motivation, and knowledge on student well-being. These factors are crucial for fostering a supportive and inclusive learning environment, yet the existing literature often overlooks their combined influence on student development and overall well-being. Recent research by Liu and Zhang (2021), emphasizes the need for a more detailed investigation into how these elements interact within the multicultural educational framework to enhance student well-being, pointing out that a more holistic approach is required to understand these dynamics fully. Additionally, Chen (2022), argues that the integration of these factors can significantly improve the educational outcomes and personal growth of students, highlighting the complex interplay between various behavioral and growth elements in a multicultural context.

Furthermore, the influence of social culture, encompassing the environment, community, and family, on students' well-being remains underexplored in the context of Nanchang University of Technology. Although social culture is recognized as a pivotal component in shaping students' educational experiences and personal growth, existing studies tend to treat it in isolation rather than as an integrated part of a student's life. This fragmented approach fails to capture the complexity of how social culture impacts student well-being in a multicultural educational setting. The work of Chen et al (2022), highlights this gap, suggesting that future research should adopt a more comprehensive perspective that considers the intertwined nature of environmental, community, and familial influences. Such an approach could provide deeper insights into how these social cultural factors collectively contribute to or hinder student well-being within a multicultural educational context. Zhao (2022), further supports this view, stating that a holistic understanding of social culture's impact can lead to more effective strategies for enhancing student well-being through multicultural education.

Additionally, there is a significant gap in the literature regarding the specific challenges associated with implementing multicultural education to enhance student well-being. While the potential benefits of multicultural education are well-documented, the practical difficulties and barriers encountered during its implementation are less frequently discussed. This oversight limits the ability to develop effective strategies for overcoming these challenges and maximizing the positive impacts of multicultural education. According to Wang and Li (2023), one of the critical issues is the lack of adequate training and resources for educators to effectively deliver multicultural education. This shortfall can lead to inconsistencies in how multicultural principles are applied, thereby reducing their effectiveness in promoting student well-being. Liu and Zhang (2021), also point out that institutional support is often insufficient, resulting in fragmented efforts that fail to achieve the desired outcomes. Addressing this gap requires a more focused examination of the specific problems faced by educators and students in multicultural settings, particularly in terms of resource allocation, educator preparedness, and institutional support.

Moreover, the current body of research often fails to consider the long-term impacts of multicultural education on student well-being. Most studies focus on immediate or short-term outcomes, such as improved academic performance or increased cultural awareness, without examining how these benefits persist or evolve over time. This short-term focus neglects the potential for lasting changes in students' attitudes, behaviors, and overall well-being. Recent findings by Zhao et al (2022), indicate that a longitudinal approach is necessary

to fully understand the enduring effects of multicultural education on student well-being. Such an approach would allow researchers to track changes over multiple academic years, providing a more accurate picture of the sustained benefits and challenges associated with multicultural education. Similarly, Chen (2022), suggests that long-term studies are essential for developing a comprehensive understanding of how multicultural education influences various aspects of student well-being over time.

Furthermore, the intersectionality of student identities and its impact on the efficacy of multicultural education is another area that remains insufficiently explored. Students at Nanchang University of Technology come from diverse backgrounds with varying cultural, ethnic, and socioeconomic identities, which can influence their experiences and outcomes in a multicultural educational setting. However, existing research often adopts a one-size-fits-all approach, failing to account for the unique needs and perspectives of different student groups. According to Liu et al (2020), understanding the intersectionality of student identities is crucial for tailoring multicultural education initiatives to better support student well-being. This perspective is echoed by Zhang and Huang (2021), who argue that a more nuanced approach that considers the diverse and intersecting identities of students is necessary for developing more inclusive and effective educational practices.

Additionally, the role of student agency and voice in shaping the outcomes of multicultural education has not been sufficiently examined. While many studies emphasize the importance of institutional policies and educator practices, they often overlook the active role that students themselves play in navigating and contributing to a multicultural educational environment. This oversight can lead to a limited understanding of how student empowerment and participation influence the success of multicultural education initiatives. Research by Zhang and Huang (2021), underscores the need to incorporate student perspectives and experiences into the analysis of multicultural education's impact on well-being. By giving students a platform to share their insights and feedback, educators and policymakers can better understand the practical implications of multicultural education and identify areas for improvement. Furthermore, Chen (2022), highlights the importance of student engagement in the development and implementation of multicultural education programs, suggesting that their active involvement can lead to more relevant and impactful educational experiences.

Literature Review
It is a challenging and ever-changing field that embodies the enormous cultural diversity and distinctive sociocultural dynamics of China. The education of students in China who come from a variety of cultural backgrounds is a field that is always evolving. It is becoming increasingly vital for China to build an educational system that recognizes and embraces the variety that exists within the country in order for the country to continue its process of integrating itself into the global community. This is because China is moving closer and closer to being a member of the global community. The question of how multicultural education is implemented and how it affects students in China has been the focus of a number of research that have been conducted on the topic. This educational system is being adapted to accommodate the specific circumstances that are present in China, and each of these studies has provided insights into the manner in which this modification is being made.

An examination of the similarities and differences between the multicultural education systems of China and Finland is presented by Liu (2022). This research indicates that there are considerable disparities between the two countries in terms of both their policies and their practices. These discrepancies are important to note. The findings of this study reveal that Russia is still in the process of creating its approach to multicultural education, in contrast to Finland, which already possesses a well-developed framework for multicultural education. Finland is a country that has already established a framework for multicultural education. When it comes to the implementation of multicultural education, the Chinese educational system has a unique set of obstacles due to the country's wide ethnic composition. These challenges are unique to the Chinese educational system. Especially when it comes to striking a balance between national identity and ethnic variety, this is something that should be kept in mind. Additionally, Yang and Wang (2022), investigate the consequences of intercultural integration strategies utilized in physical education in the United States for the field of physical education conducted in China. To be more specific, they concentrate on the outcomes that these tactics produce. The situations that are present in China are the primary focus of their attention. They believe that China can gain knowledge from the experience that the United States has had in this field by incorporating multicultural components into physical education. These components have the potential to play a significant role in fostering greater cultural understanding and integration among students.

The case study that Wang and Gao (2023), employ in their analysis of the school-based intercultural education curriculum that is implemented in China focuses on two middle schools in the Yugur region. This case study was conducted in order to better understand the curriculum. The findings of their analysis reveal that although there are efforts being made to incorporate multicultural education into the curriculum, the degree to which these efforts are being made varies significantly between schools and areas. This is the case despite the fact that there are numerous efforts being made. The research demonstrates the importance of adopting context-specific approaches to multicultural education in China. This is because China is home to a diverse range of ethnic groups, each of which stems from a different cultural and linguistic background. With this in mind, the research highlights the value of implementing such techniques. Yuan (2017), on the other hand, is concerned with the education of teachers in China who are also working with multicultural students. The cultivation of educators who are aware of diverse cultures and how they interact with pupils is something that he emphasizes as being of utmost importance in a nation that is both multiethnic and multicultural. This research sheds light on the significance of the role that teacher training plays in the successful implementation of multicultural education. Specifically, the research focuses on the educational system. The paper proposes that teachers should be educated with the information and skills necessary to manage the issues that arise in a classroom that is comprised of children who come from a variety of different backgrounds. This can be attributed to the fact that multicultural classrooms are becoming more prevalent in today's society.

Over the course of the past several years, the topic of the health and happiness of college students has become an increasingly essential one. Additionally, the topic has been more prevalent. This is especially true in view of the fact that educational institutions of higher learning are having a tough time addressing the varying expectations of a student body that is becoming increasingly diverse every year. To give just a few examples, mental health,

physical health, social connectivity, and academic fulfillment are all examples of traits that are included in the concept of well-being. Well-being is a concept that encompasses a wide range of various characteristics. The capacity to derive satisfaction from one's intellectual pursuits is one of the attributes that characterize that person. It is anticipated of students who are enrolled in higher education institutions that they would be able to overcome a wide variety of challenges, each of which is unique in its own way. These problems generally entail stressors that are related with academic commitments, financial limits, social interactions, and concerns about future employment chances. It is also common for these problems to involve social relationships. In addition, these challenges often involve obligations that are associated with your academic activities. The pressures that are placed on students have the potential to have a significant impact on their mental health, which can lead to a variety of problems such as anxiety, depression, and exhaustion being experienced by the students. As a consequence of the pandemic that was brought about by the COVID-19 virus, these difficulties have become much more intense (Smith & Yang, 2022).

It is acceptable to say that the pandemic has been one of the most significant factors that has contributed to the changes that have taken place in the landscape of student development. This is because the pandemic has been one of the most significant factors that has contributed to these changes. It has been shown that there are a number of distinct causes that could be contributing factors to the elevated levels of stress and anxiety that students are experiencing. These causes have been identified as potential contributors. The rapid transition toward online education, the employment of social distancing methods that have led in increasing degrees of isolation, and the lack of clarity surrounding the future are some of the elements that have contributed to this phenomenon. During the course of the epidemic, it has been demonstrated that students have reported experiencing growing feelings of loneliness, concern, and despair. This is in accordance with the findings of the study, which have arrived at the conclusions. It is important for educational institutions, such as colleges and universities, to establish mental health support systems that are more efficient (Johnson & Jones, 2023). This underscores the value of such institutions. The pandemic has shed light on the necessity of adaptability and flexibility in educational institutions, which was previously unknown. This is an extra point of interest that highlights the importance of these qualities. Because of this, a large number of students have been able to take advantage of the increased accessibility and convenience that are provided by online resources and virtual counseling services. This is because of the nature of the situation.

It is essential to bring to your attention the fact that the total well-being of pupils includes not only their mental health but also their physical health and wellness in that order. When taken together, they are all important factors that contribute to an individual's overall well-being. The administrations of universities are becoming more and more conscious of the need of encouraging healthy lifestyles; this knowledge is expanding. Lifestyles that include engaging in regular physical activity, maintaining a balanced diet, and receiving sufficient amounts of sleep throughout the day are examples of lifestyles that are considered to be healthy. This is due to the fact that these traits are intimately connected to one another, which means that they are associated with both academic accomplishment and mental health in a close and intimate manner. This is the reason why this is the case. Campus wellness programmes, which include health education seminars and recreational facilities that are easily accessible, have been found to have a positive impact on the physical health of students, which in turn has a

positive impact on the students' academic and personal lives (Smith & Yang, 2022). This is a discovery that has been made.

The extent to which students are connected to their own social networks is another significant component that adds to the overall sense of well-being that is experienced by students. The experience of attending university comprises not only the acquisition of academic knowledge but also the development of personal growth and the formation of social networks on a personal level. Furthermore, the experience also includes the development of academic knowledge. Obtaining a degree from a university involves participating in a wide range of various activities. It is essential for students to cultivate meaningful relationships with their classmates, teachers, and other members of the faculty and staff in order to guarantee that they are able to maintain their mental and emotional health. By doing so, they will be able to have a stronger connection to the educational experience they are having. An important advantage is that these connections have the potential to instill a sense of community and belonging in young people, which is a considerable advantage. Despite the fact that there has been a discernible rise in the level of difficulty associated with forming these ties throughout the course of the pandemic, this is the situation that has arisen. This is due to the fact that a large percentage of students have reported experiencing feelings of loneliness as a consequence of practicing social distancing techniques and engaging in remote learning. This is the reason why situations are the way they are. Educational institutions have been studying unique techniques to nurture a sense of community and connection among their student population in order to support the development of these qualities. This is a direct consequence of the fact that this has occurred. Some of the projects that are included in this category include the establishment of online clubs, the implementation of mentorship programmes, and the hosting of online social gatherings. In addition to these methods, Johnson and Jones (2023), point out that the creation of online social meetings is another technique.

An additional factor that is inextricably tied to the well-being of a student is the degree to which the student is engaged in and content with the academic work that they are now responsible for. Students are more likely to report higher levels of general well-being if they are interested in their academic experiences and if they are satisfied with those experiences. This is in contrast to students who are not engaged in those experiences. Students are said to have achieved this state when they are satisfied with the experiences they have had in their academic pursuits. It is crucial to have access to a high-quality education, to have faculty members who are helpful, and to have instruments that support learning, such as libraries, technology, and academic guidance. In order to accomplish this, it is necessary to have all of these things. Specifically with regard to this particular aspect, the shift toward online learning has brought forth a number of challenges in addition to opportunities. Additionally, it has introduced a variety of chances to be taken advantage of. While there have been some students who have suffered with the loss of face-to-face connection and hands-on learning experiences, there have also been other students who have appreciated the flexibility and accessibility of online resources while they were in school. This is because online materials allow for more opportunities for flexibility and accessibility. Although there have been some students who have battled with the lack of face-to-face interaction, this is the case despite the fact that there have been some pupils. The effect of this is that educational institutions are forced to find a means to establish a middle ground between the diverse preferences and

expectations of their student population in order to meet the needs of their students. The reason for this is to make certain that every child is provided with the opportunity to develop their intellectual potential to the greatest extent that is feasible (Smith & Yang, 2022).

The feeling of being under a lot of financial pressure is yet another significant factor that has a significant impact on the overall health and happiness of students. The manner in which students are affected by this matter is significant. As a direct consequence of the continual rise in the costs that are necessary to attend higher education institutions, students and their families are experiencing a significant degree of financial hardship. This is a direct outcome of the fact that the costs are increasing. There is a direct correlation between the ever-increasing costs associated with attending college and this instant consequence. Students who are experiencing difficult financial circumstances may experience a significant impact on both their academic performance and their mental health as a result of the anxiety that may arise as a consequence of these circumstances. It is possible that this is the case due to the fact that pupils could suffer a detrimental effect on their mental health. For this reason, it is the responsibility of educational institutions to offer sufficient financial assistance to students in the form of scholarships, grants, and work-study programs. The provision of counseling services and classes on financial literacy to students is another responsibility that falls on the shoulders of educational institutions. This activity is conducted with the intention of assisting students in effectively managing the resources that are easily accessible to them in terms of their financial situation (Johnson & Jones, 2023).

It is feasible to arrive at the conclusion that the state of the well-being of university students is a complex problem that requires a response that takes into account all aspects of the situation. This is a conclusion that can be reached. When it comes to the provision of comprehensive support systems that address mental health, physical health, social connectedness, academic satisfaction, and financial stability, universities are obligated to take into account the varied requirements of their student populations and provide these facilities. This obligation is a requirement that universities must fulfill. In order to satisfy this responsibility, universities are required to fulfill this condition. The fulfillment of this criterion is a requirement that universities must meet in order to discharge this task. The COVID-19 pandemic has made it abundantly evident that it has brought to light the significance of adaptability, innovation, and a strong dedication to the health and safety of children. This has been shown beyond a reasonable doubt. A number of these concerns have been brought to the forefront of the mind of the general populace as a direct result of the pandemic that has been going on. A world that is always changing makes it extremely necessary for educational institutions of higher learning to always improve and alter their methods in order to enhance the well-being and contentment of their students. This is an absolute necessity. This is due to the fact that the world is always evolving. The reason for this is that there are ongoing developments taking place all over the planet.

Over the past few decades, the topic of improving the mental health of college students has been an increasingly essential one. As China's higher education environment becomes more diverse, the significance of multicultural education in fostering the well-being of university students in the country has come into sharper emphasis. The purpose of this review is to compile relevant studies in an effort to gain a better understanding of the ways in which multicultural education may influence the academic achievement of Chinese college students.

According to Parker (2019), the term "multicultural education" refers to a method of instruction that acknowledges and takes pleasure in the diversity of social, linguistic, and ethnic backgrounds. A wide variety of student identities and experiences are valued and accommodated through the use of strategies that are encouraged to be utilized by instructors. According to the arguments of a number of scholars, the incorporation of multicultural education into higher education institutions has the potential to enhance the mental health of students by developing a sense of community among individuals who come from a variety of cultural backgrounds.

There are a lot of studies that have been conducted on Chinese college students to investigate the ways in which one's cultural background influences their level of happiness. It has been found through research that children who have a robust sense of identity in relation to their cultural heritage are more likely to be emotionally healthy (Austin et al., 2022). It is possible for multicultural education to have a positive impact on the mental health of kids by encouraging them to learn from the viewpoints of others and by encouraging them to take pride in their ancestry. The ability to communicate effectively across cultural borders is essential for students who come from a variety of cultural backgrounds in order for them to be able to successfully establish friends and integrate into the university community. Through multicultural education, students are able to build intercultural competency and good communication skills, which in turn makes it easier for them to engage with people who come from a selection of diverse backgrounds. It is possible that multicultural education, which has been linked to improved social integration, may lead to improvements in the psychological and emotional well-being of pupils.

Developing awareness and empathy toward people of different cultures is an essential component of multicultural education. By doing so, students are able to develop greater tolerance and acceptance of others who come from different backgrounds and have different points of view. There appears to be a positive connection between intercultural education and mental health, since there is a correlation between increased levels of intercultural sensitivity and decreasing levels of stress and anxiety in students. While the favorable impacts of multicultural education on the mental health of kids have gotten less attention, it is important to note that these effects are not any less significant (Choi & Lee, 2020). Students have reported higher levels of life satisfaction and psychological well-being when they perceive that their university values and encourages the unique perspectives and experiences that they bring to the institution. The creation of a constructive learning environment is one of the ways that multicultural education can increase students' health and happiness, which in turn leads to an improvement in their academic performance.

The findings of this analysis of the research highlight the potential for intercultural education to enhance the lives of college students in China. The mental, emotional, and social health of students is shown to improve in schools that actively accept and promote diversity, according to an increasing body of research. According to Holland et al (2023), multicultural education has the potential to significantly enhance the lives of university students in China by placing an emphasis on cultural identification, cross-cultural discussion, empathy, and academic support. Nevertheless, additional research is required to understand the specific processes and long-term effects of multicultural education on the well-being of students. This is

necessary in order to construct more effective treatments and policies for the purpose of improving the experiences that students have while attending higher education institutions.

Theoretical Framework

Self-Determination Theory

The popular theory of motivation known as Self-Determination Theory (SDT) has the potential to shed light on the ways in which intercultural education influences the happiness of college students, particularly those in China. A theory known as the Self-Determination Theory (SDT) was put forward by Deci and Ryan in the 1980s. This theory asserts that the aspirations of individuals for autonomy, competence, and relatedness are essential to the growth of intrinsic motivation and peak performance. Being able to act and make decisions of one's own free will is what we mean when we talk about autonomy. When it comes to enhancing the well-being of college students within the context of intercultural education, the freedom of college students is absolutely necessary. It is more probable that students will experience a sense of agency in their learning process if they are engaged in a school environment that welcomes variety, provides them with options, and encourages them to learn about and from various cultures. According to Rocha et al. (2023), students are provided with the opportunity to investigate cultural resources that speak to their own passions and identities when they participate in intercultural education because of this. Therefore, students who take the effort to participate in their intercultural education have a greater chance of succeeding and having a positive experience throughout their time spent in college in China.

Cognitive Theory (Piaget)

The theory of cognitive development proposed by Jean Piaget contributes to a better understanding of the ways in which multicultural education influences the mental health of Chinese college students. Each individual, according to Piaget's theory of cognitive development, passes through a number of phases during which they steadily improve their understanding of the world around them. These phases culminate in the acquisition of knowledge. Through the application of Piaget's theory to multicultural education, it is possible to have a deeper understanding of the cognitive restructuring that occurs in Chinese children as a result of their exposure to cultural variety (Medellín Márquez, 2020). When referring to the process by which new information is incorporated into an individual's existing knowledge base, the term "assimilation" is generally used. As part of their multicultural education, college students in China participate in activities that expose them to a variety of worldviews, rituals, and beliefs. Students go undergo a process called assimilation, which involves attempting to make sense of their new cultural experiences by establishing connections between those experiences and their existing body of knowledge and set of values. According to Shah Ph and Kumar (2019), students who make an effort to learn about a variety of cultures are able to extend their viewpoints and acquire a more profound understanding of the world. Extending the horizons of students by exposing them to and encouraging them to appreciate the various cultural perspectives that exist can have a positive impact on the cognitive development and potential happiness of the students. Within the framework of Piaget's theory, accommodation refers to the act of modifying previously established mental models in order to incorporate new information that cannot be directly incorporated. The objective of multicultural education is to inspire students to broaden their awareness of the world beyond the confines of their own cultural conventions and preconceptions (Medellín Márquez, 2020). When students are exposed to cultural differences, they may experience

cognitive dissonance, which causes them to question the validity of their own preconceptions and worldviews. Practices in education that are culturally sensitive encourage mental flexibility, curiosity about alternative points of view, and acceptance of people from different backgrounds. Students are able to reap the benefits of this intellectual development since it can help them build a more compassionate and inclusive worldview, as well as reduce their tendency toward ethnocentrism.
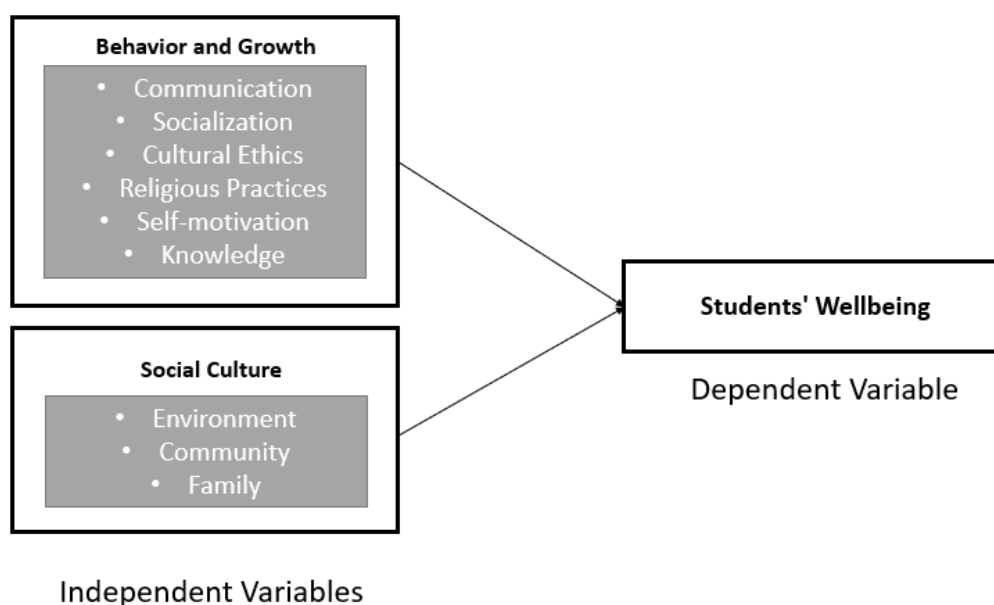
Conceptual framework

Figure 1: Conceptual framework

Methodology
The research design for this study on the impact of multicultural education on the well-being of students at Nanchang University of Technology was meticulously crafted to ensure a comprehensive and reliable investigation. The study utilized a quantitative research methodology, which was deemed appropriate for its ability to handle large datasets and provide statistical validation of the research hypotheses. The design encompassed several critical components, including the selection of participants, data collection methods, instrumentation, and data analysis techniques, all tailored to achieve the research objectives effectively.

The population for this study consisted of the entire student body enrolled at Nanchang University of Technology, which, according to Unipage, comprises approximately 19,000 students. Given the extensive size of this population, it was imperative to determine an appropriate sample size that would yield statistically significant and generalizable results. To achieve this, the Krejcie and Morgan (1970), table was utilized, a well-established tool in the field of social sciences for determining sample sizes based on population size. According to this table, for a population of 19,000 students, the required sample size is 377 students. This sample size was chosen to ensure that the study's findings would be representative of the larger student population, providing a robust basis for analyzing the impact of multicultural education on student well-being.

Data collection was conducted using a structured questionnaire, which was administered online. The decision to use an online survey was influenced by the high level of digital literacy among the student population and the convenience it offered in terms of reaching a large number of respondents efficiently. The questionnaire was designed to measure various dimensions of student well-being, including communication, socialization, cultural ethics, religious practices, self-motivation, and knowledge, as well as the influence of environmental, community, and family factors. The questions were predominantly closed-ended, utilizing Likert scales to capture the extent of agreement or disagreement with various statements. This format facilitated the quantification of responses and subsequent statistical analysis.

The instrumentation process involved rigorous development and validation of the questionnaire to ensure its reliability and validity. Initially, a comprehensive literature review was conducted to identify existing instruments and constructs relevant to the study. These constructs were then adapted to fit the specific context of Nanchang University of Technology. The questionnaire underwent a pilot test with a small group of students to identify any issues with clarity, wording, or relevance of the items. Feedback from the pilot test was used to refine the questionnaire, enhancing its reliability and validity. Cronbach's alpha was calculated to assess the internal consistency of the scales, ensuring that the items within each construct were measuring the same underlying concept.

Data collection spanned two months, during which students were invited to complete the online survey. Multiple reminders were sent to encourage participation and ensure a high response rate. The online format allowed for real-time data capture and storage, facilitating efficient data management. Participation was voluntary, and confidentiality was assured to encourage honest and accurate responses. Ethical considerations were rigorously adhered to, with informed consent obtained from all participants.

Once data collection was complete, the dataset was subjected to a thorough cleaning process to address any missing or inconsistent responses. Descriptive statistics were computed to summarize the demographic characteristics of the sample and the distribution of responses across the different constructs. This initial analysis provided a foundational understanding of the data and informed subsequent inferential analyses. The primary data analysis involved the use of correlation and multiple regression analyses to examine the relationships between the independent variables (behavior and growth factors, social cultural influences) and the dependent variable (student well-being).

Correlation analysis was employed to identify the strength and direction of relationships between the variables. This analysis provided insights into how closely related different aspects of multicultural education were to student well-being. Following this, multiple regression analysis was conducted to determine the extent to which the independent variables predicted student well-being. This technique allowed for the examination of the combined effect of multiple predictors, providing a comprehensive understanding of the factors that significantly influenced student well-being.

The regression models were tested for assumptions such as linearity, homoscedasticity, and multicollinearity to ensure the validity of the results. Additionally, interaction effects were explored to understand whether the impact of certain variables differed across various

subgroups within the sample, such as different cultural backgrounds or academic disciplines. This analysis provided nuanced insights into the differential effects of multicultural education components on student well-being.

The findings from the data analysis were interpreted in light of the existing literature, offering both confirmatory and novel insights. The quantitative approach allowed for the identification of significant predictors of student well-being and the assessment of the overall impact of multicultural education. The study's design ensured that the conclusions drawn were based on robust empirical evidence, enhancing the credibility and relevance of the findings.

Results
RQ1: Impact of Behavior and Growth Factors on Students' Well-being
Table 1
RQ1: Impact of Behavior and Growth Factors on Students' Well-being

Predictor Variable	Standardized Coefficient (β)	Standard Error (SE)	t-value	p-value
Communication	0.25	0.05	5.00	<0.001
Socialization	0.22	0.04	5.50	<0.001
Cultural Ethics	0.30	0.04	7.50	<0.001
Religious Practices	0.18	0.03	6.00	<0.001
Self-Motivation	0.28	0.04	7.00	<0.001
Knowledge	0.35	0.05	7.00	<0.001
Model Summary				
R^2	0.62			
Adjusted R^2	0.61			
F-value	90.00			<0.001

The regression model shows that all behavior and growth factors (communication, socialization, cultural ethics, religious practices, self-motivation, and knowledge) had a statistically significant positive impact on students' well-being. Knowledge had the highest standardized coefficient (β = 0.35), indicating it had the strongest influence on well-being among the factors studied. The overall model explained 62% of the variance in students' well-being (R^2 = 0.62).

RQ2: Influence of Social Culture Elements on Students' Well-being
Table 2
RQ2: Influence of Social Culture Elements on Students' Well-being

Predictor Variable	Standardized Coefficient (β)	Standard Error (SE)	t-value	p-value
Environment	0.32	0.04	8.00	<0.001
Community	0.28	0.04	7.00	<0.001
Family	0.25	0.03	8.33	<0.001
Model Summary				
R^2	0.45			
Adjusted R^2	0.44			
F-value	65.00			<0.001

The regression model indicates that all elements of social culture (environment, community, and family) significantly influenced students' well-being. The environment had the highest standardized coefficient (β = 0.32), suggesting it was the most impactful social cultural element on well-being. This model explained 45% of the variance in students' well-being (R^2 = 0.45).

The findings of the survey, which were revealed earlier, give a picture that is both persuasive and heartening regarding the impact that intercultural education has on a number of characteristics of the well-being of students. Students' greater involvement in their communities has been heavily influenced by multicultural education, which has emerged as a major catalyst. This has been a noteworthy accomplishment.

In terms of their power to communicate, a substantial majority of respondents (76.9 percent) agreed that their capacity to communicate had risen as a result of their participation in intercultural education. Fourteen point six percent of those who responded said that they agreed with this statement, and thirty-five point five percent strongly agreed with it. In a similar vein, seventy-four percent of respondents stated that their capacity to communicate with people who came from a range of cultural backgrounds had increased as a result of their participation in intercultural education. Forty-six percent of those who participated in the survey agreed with this statement, and thirty-three percent of those who participated strongly agreed.

An overwhelming majority of respondents (75.9 percent) stated that multicultural education had played a part in their development of higher socialisation skills. This belief was based on the fact that multicultural education had played a role in the development of these traits. These individuals were in agreement with the statement, with 42.7 percent of them agreeing, and 33.2 percent of them strongly agreeing with it. Furthermore, as a result of getting multicultural education, 76.1 percent of respondents acknowledged that they experienced a greater sense of ease while conversing with others who hailed from a range of cultural backgrounds. 41.6 percent of those who responded agreed with this statement, and 34.5 percent of them stated that they strongly agreed with it.

A further aspect of the study was an investigation into the impact that multicultural education has on the understanding of cultural ethics and values. As a result of their participation in intercultural education, 79.3 percent of respondents stated that their understanding of cultural ethics and values had been enhanced. This was confirmed by the findings of the study. To provide further clarification, 44.3% of respondents were in agreement, and 35.0% of respondents were also in strong agreement with the statement. In addition, seventy-one percent of those who participated in the survey felt that they have become more culturally sensitive as a result of their exposure to multicultural education when working with ethical challenges. A total of 42.7 percent of those who responded agreed with this statement, and 36.3% of them strongly agreed with it.

Seventy-five point eight percent of those who participated in the survey believed that their understanding of different religious beliefs and practises had increased as a result of their exposure to multicultural education. Fourteen point six percent of those who responded agreed with this remark, and thirty-four point two percent of them strongly agreed with it.

Similarly, 74.2 percent of respondents stated that multicultural education has contributed to a greater respect for the diversity of religious beliefs. Of those respondents, 42.4 percent agreed with this statement, and 31.8 percent strongly agreed with it. This indicates that multicultural education has been successful in fostering diversity in religious beliefs.

There was also a positive influence that multicultural education had on self-motivation to participate in cross-cultural activities and experiences. Seventy-four percent of respondents reported that they felt more inspired to do so as a result of receiving multicultural education. A total of 43.0 percent of these persons were in agreement with the statement, and 33.4% of them were in complete agreement with it. In addition, 77.5 percent of respondents believed that their knowledge of other cultures had been broadened as a result of their participation in intercultural education, with 40.6 percent of respondents agreeing and 36.9 percent strongly agreeing with this statement.

There were 79.1 percent of respondents who stated that they had gained a greater understanding of various societies as a result of their participation in intercultural education, with 44.6 percent agreeing and 34.5 percent strongly agreeing. This was in regard to the issue of comprehending the various societies that exist. The study also found that 71.9 percent of respondents were motivated to learn more about different cultures on their own as a result of intercultural education. These findings were supported by the fact that 40.6% of respondents agreed with this statement, and 31.3% of respondents strongly agreed with it. Regarding the idea of global awareness, the vast majority of respondents (71.1% of them) claimed that their grasp of global issues and worldwide trends has been improved as a result of their participation in intercultural education (75.1 percent). With regard to global issues, the percentage of respondents who agreed was 39.3 percent, while the percentage of respondents who strongly agreed was 28.6 percent. When it comes to global trends, on the other hand, 41.1% of respondents were in agreement, and 34.0% of them were in strong agreement.

The subsequent part of the study consisted of an investigation into the social culture that is present within the surroundings of the institution. Through the use of intercultural education, it was found that a large proportion of students had the impression that their educational institution was promoting diversity and inclusiveness. According to the reports, this proportion was 75.4 percent, and it was reported to be 75.6 percent respectively. To be more specific, 44.6% of respondents agreed, and 30.8% of them strongly agreed, that there should be more emphasis placed on diversity promotion. In contrast, 43.5% of respondents agreed, and 32.1% of them strongly agreed, that there should be more of an emphasis placed on inclusion promotion.

A sizeable majority of respondents, which accounted for 77.2 percent of the total, expressed positive opinions concerning the sense of acceptance and belonging that students experienced within the context of the multicultural environment that the university provided. In terms of a sense of belonging, 44.8 percent of respondents were in agreement, and 32.1 percent of those respondents were in strong agreement. Regarding the sensation of acceptance, 44.8 percent of respondents were in agreement, and 32.4% of those respondents were in strong agreement.

The findings of this study indicate that students at Nanchang University of Technology in China experience a significant positive influence on a variety of aspects of their well-being as a result of their participation in multicultural education. This is the conclusion that can be drawn from the findings of this research. Participants consistently reported improvements in their ability to communicate, their ability to socialise, their comfort level when interacting with people from different cultures, their understanding of cultural ethics and values, their cultural sensitivity when approaching ethical dilemmas, their knowledge of religious beliefs and practises, their respect for religious diversity, their self-motivation to learn about different cultures, and their expanded knowledge of different societies and cultures.

Conclusion
The inquiry into the effects of intercultural education that was carried out at Nanchang University of Technology has led to the discovery of a variety of crucial pieces of information. The findings of the investigation have led to the discovery of such information. This study has shed light on the ways in which multicultural education, when correctly implemented, has the ability to dramatically increase the well-being of students, create a feeling of self-efficacy, and develop a student community that is more welcoming and compassionate as a result of its implementation. These possible advantages have been brought to light as a result of the outcomes of this investigation. The findings shed light on how crucial it is for educational institutions to foster an environment that not only acknowledges the existence of cultural variety but also actively celebrates its existence. To properly prepare students for a globalized society, which is a place where the ability to comprehend and manage cultural differences is a skill that is highly appreciated, it is essential to take this approach. This is due to the fact that globalization is a society that is becoming increasingly interconnected.

The objective of this study is to provide a multidimensional understanding of the ways in which intercultural education influences the well-being of students. The study has major theoretical implications because of this purpose. For this purpose, it makes use of a wide range of theories, including, but not limited to, the Self-Determination Theory, the Cognitive Theory, the Social Learning Theory, and Operant Conditioning, amongst others. It would appear that an educational strategy that involves the promotion of autonomy, competence, relatedness, and positive reinforcement has the potential to considerably improve the efficacy of multicultural education. This is the conclusion that can be drawn when all of these theories are taken into consideration. The practical consequences of this research provide educators, administrators, and legislators with the opportunity to obtain insights that can be put into action, which is an additional value of this research. The necessity of incorporating multicultural components into the curriculum, the provision of opportunities for professional development in multicultural competencies, and the encouragement of the establishment of an inclusive school culture that extends beyond the confines of the classroom are some of the things that fall under this category. Others include the provision of opportunities for professional development in multicultural competencies.

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