

Research on Enhancing the Initiative of Intercultural Communication among College Students-Based on the Theory of Planned Behavior

*Fan Fan**, *Li Caimei* and *Bao Chenglin*

School of Economics and Management
Chongqing University of Posts and Telecommunications
Chongqing-400065, China

*Corresponding author. Email: fanf@cqupt.edu.cn

Received 13 November 2021; accepted 24 December 2021

Abstract. With the continuous advancement of globalization, the significance and role of intercultural communication among college students has been expanding, but in fact, there is an obvious lack of initiative on intercultural communication among college students. The purpose of this study is to explore how to enhance college students' initiative in cross-cultural communication. Specifically, based on the theory of planned behavior, a structural equation model was constructed from five dimensions: attitude toward intercultural communication, consciousness norms of intercultural communication, experience of intercultural communication, platform building of intercultural communication, and initiative intention of intercultural communication, to seek specific measures to enhance college students' initiative of intercultural communication. The results found that intercultural communication attitude had no direct positive influence on college students' awareness of intercultural communication initiative; intercultural communication awareness norms had no significant influence on college students' awareness of intercultural communication initiative; intercultural communication experience had significant influence on college students' intention of intercultural communication initiative behavior; intercultural communication platform building directly and positively influenced college students' intention of intercultural communication initiative. The awareness of intercultural communication among college students directly and positively influences the initiative behavior of intercultural communication. To provide suggestions for college students to be able to benefit from the activities of intercultural communication and for the construction of intercultural communication platforms in the future.

Keywords: Initiative, intercultural communication, college students, theory of planned behavior

1. Introduction

Cross-cultural communication refers to the process of mutual transmission, exchange and understanding of information, knowledge and emotions between people with different cultural backgrounds in cross-cultural organizations. According to the blue paper "China Study Abroad Development Report (2020-2021)", China continues to maintain its position as the third largest study abroad destination in the world. As China continues to develop and prosper, in order to promote the harmonious coexistence of multiple cultures, we will gain a more comprehensive understanding of the origins and meanings of different cultures, seek common ground while reserving differences, and build a world of international cultures. Integrating with culture and promoting internationalization. Globalization is based on issues of coexistence, equality and reciprocity, and requirements, and we need to build a multi-faceted, multi-level interactive platform to organize national and regional exchanges across disciplines and promote cross-cultural exchange.

With regard to the role and influence of intercultural communication among college students, experts and scholars have observed it from both holistic and local perspectives from a structured perspective, and unanimously pointed out that such role and influence are always positive and developable. Among them, Li Qianqian (2018) suggests that there are still some undergraduate students today who have a narrow understanding of foreign exchange, and for such students' misconceptions, major universities can publicize about intercultural exchange activities on major relevant platforms in schools. Students can have a more comprehensive understanding of intercultural communication activities. At the same time, universities can hold seminars on intercultural exchange activities and invite students with previous experience to talk about their exchange experiences so that students can have a deeper understanding of intercultural exchange activities. In this way, students can be more aware of the main purpose of intercultural exchange activities and become more interested in intercultural exchange programs to promote cultural diversity with other countries. Jin Xu (2013) examined the significance of intercultural exchange in terms of ways to strengthen intercultural exchange activities for students in universities. The frequent mobility among international student personnel is one of the most active factors in the internationalization of education in each university, but in terms of the current enthusiasm of intercultural exchange activities among students in our universities, there is still a certain gap with developed countries. Our colleges and universities should closely combine the development trend of foreign exchange activities of college students, formulate the development direction and strategy in line with the internationalization of our university according to the guidance of our higher education policy on

Research on Enhancing the Initiative of Intercultural Communication among College Students-Based on the Theory of Planned Behavior

internationalization, put the foreign exchange of students in an important position, and encourage and promote the cross-cultural exchange activities of students.

Therefore, the purpose of this study is to explore how to enhance the initiative of intercultural communication among college students. Specifically, based on the theory of planned behavior, the structural equation model is constructed to seek specific measures to enhance college students' initiative in intercultural communication from five dimensions: attitude toward intercultural communication, consciousness norms of intercultural communication, experience of intercultural communication, platform building of intercultural communication, and initiative intention of intercultural communication. Enhancing the initiative of intercultural communication can promote the learning of foreign cultural knowledge and the ability of intercultural communication in the foreign language learning with the theme of cultural cognition and communication. To effectively understand the stage of Chinese students' awareness of foreign students, their willingness to participate in communication activities, their level of preference for foreign culture and actions taken to promote communication, and to determine the distribution of the student body in different depths of cultural and linguistic communication. To be informed of students' needs and to provide more guidance and preparation for different students at different stages so that more university students can benefit from the activities of intercultural communication and provide a platform basis for future intercultural communication.

2. Hypothesis development

This study was conducted based on the theory of planned behavior, and the focus of attention was on the issue of awareness of college students' initiative toward cross-cultural communication. The theory of planned behavior is a theory that explains the general decision-making process of individual behavior from the perspective of information processing based on the theory of expected value [1], in which the actor usually collates and analyzes the various information collected before deciding whether to perform the behavior [2]. Fishbein and Ajzen further investigated this theory and proposed that behavioral intentions can directly determine behavior based on this theory [3-4]. In a subsequent study, Ajzen proposed a new variable, intuitive behavioral control, which also influences behavioral intentions [5]. For the general decision process of individual behavior, the theory of planned behavior argues that behavioral intention will directly determine individual behavior [6] when the relevant control conditions are met.

Among them, behavioral attitude refers to the actor's assessment of the possibility of implementing a particular behavior in a given context and the evaluation [7] of the whole aspect of that particular behavior. In this study, the main participants and audiences of

Fan Fan, Li Caimei and Bao Chenglin

intercultural communication are college students, who will be directly involved in the promotion, preparation, organization and conclusion of activities in intercultural communication. The attitudes of college students will influence the effect and actual experience of holding intercultural communication, and their actual experience and feelings will further influence the improvement of cultural communication and the influence of activities afterwards. According to the theory of planned behavior, the behavior attitude of the actor subject is an important criterion to infer his behavior intention, that is, the more positive the behavior attitude is, the more likely the individual will implement the behavior; the more depressed the behavior attitude is, the less likely the individual will implement the behavior [8]. Whether or not they have positive internal perceptions and cognitions about foreign cultural exchange can directly affect the intention towards cross-cultural exchange, and therefore the following hypotheses are proposed.

H1: Intercultural communication attitudes directly and positively influence college students' proactive intentions toward intercultural communication. Subjective norms refer to the social pressure that the actor perceives to undergo in order to perform certain behaviors due to the influence from the external environment, and also reflect the influence [9] of the external environment on the actor's decision making. The external factors that can influence the behavior of individuals are complex and varied, and those who can have a significant influence on the decision making of the actor are often the people close to them, including parents, friends, teachers and cases related to specific behaviors. For the group of college students, parents, teachers, admired figures and classmates are the groups [10] with the most contact and can have direct influence on them. From this, the following hypothesis can be formulated.

H2: Intercultural communication awareness norms directly and positively influence college students' proactive intentions toward intercultural communication.

Perceptual behavioral control refers to the perceived ease and difficulty of the event for the actor to achieve a certain purpose [11]. Perceptual behavior control mainly includes internal and external factors, where internal factors mainly refer to the degree of awareness of the actor's own ability; external factors mainly involve the actor's ability [12] to regulate various aspects such as cost. In addition, behavioral attitudes and subjective consciousness norms involve subjective factors, while perceptual behavioral control assesses objective factors. In this study, in terms of external factors, college students rely on college organizations, under the guidance of professional faculty teams and the assistance of various student organizations for cultural exchange, with less time pressure, partnerships originating from various platforms in college life, and actual costs that can be shared by the college and the organizations. External factors have less influence. College students generally have a contactable mentality towards foreign cultures, and the exchange activities will ultimately benefit the students involved in cross-cultural exchange, the risk is not high

Research on Enhancing the Initiative of Intercultural Communication among College Students-Based on the Theory of Planned Behavior

and controllable, in this case objective factors such as college students' orientation to their own abilities and information will directly affect college students' intention to participate in cross-cultural exchange. Therefore, there are the following hypotheses.

H3: Intercultural communication experiences directly and positively influence college students' proactive intentions toward intercultural communication.

No matter from the core of Chinese culture or school education, it reflects the absorption and acceptance of foreign excellent culture and spirit, and college students have the potential to take practical actions to participate in intercultural communication. Under the background of "globalization" and "networking" nowadays, foreign communication, especially intercultural communication, has formed an irreversible situation [13]. With the rapid development of modern information technology, the multilateral platform model has rapidly emerged and produced huge economic and social benefits. The platform plays the role of an intermediary between service providers and users, providing services for users with different needs. However, the relevant platform has not yet been realized by the relevant universities and enterprises in terms of lectures and practices, which leads to the lack of profound understanding of intercultural communication among college students. Therefore, this study believes that this latent variable plays a significant role in the outcome variable of intercultural communication behavior, and adds the variable of "intercultural communication platform construction" based on the theory of planned behavior, and proposes the following hypotheses.

H4: Intercultural communication platform building directly and positively influences college students' intention to take initiative in intercultural communication.

The initiative of cross-cultural communication is mainly associated with behavioral intention, which is a belief that changes a person's beliefs, and if an individual believes that this behavior should occur, he or she will have the behavioral intention to take this behavior. The stronger the behavioral intention, the more likely it is to be acted upon. Of course, not all behavioral intentions will eventually be translated into actual actions. However, on the basis of having the initiative of intercultural communication, the strength of the initiative will directly affect the amount of time and cost that college students can give in the process of participating in intercultural communication, and affect whether they give the sharing of emotions, experiences and gains to others after the communication, and also affect the positive or negative emotions when sharing with others. Combining the above analysis, I believe that the initiative of intercultural communication plays an important role in the outcome variable of cultural sharing behavior after communication, and extend the theory of planned behavior with the actual situation by adding the latent variable of "initiative intention of intercultural communication", and propose the following hypothesis.

H5: College students' proactive intentions toward intercultural communication

directly and positively influence proactive behavior in intercultural communication.

To sum up, this study analyzed six factors of college students' behavioral attitudes toward intercultural communication, consciousness norms, communication experiences, communication platform building, and intercultural communication proactive intentions and intercultural communication proactive behaviors; the first four factors are latent variables, intercultural communication proactive intentions are both latent and outcome variables, and intercultural communication proactive behaviors are outcome variables. The four latent variables work together to determine the proactive intention of intercultural communication. For example, intercultural communication awareness norms can positively influence intercultural communication attitudes, which in turn influence actors' participation in intercultural communication activities. Intercultural communication platforms have an impact on intercultural communication experiences and intercultural communication attitudes, for example, intercultural communication platforms broaden and change individuals' cognition and attitudes toward intercultural communication, which in turn inspire actors to participate in intercultural communication, while the communication atmosphere provided by intercultural communication platforms, which gather like-minded people, can promote everyone's enthusiasm in intercultural communication and strengthen correct knowledge of The awareness of initiative in intercultural communication, on the other hand, is influenced by the first four latent variables, and at the same time has a direct positive impact on the initiative behavior of intercultural communication.

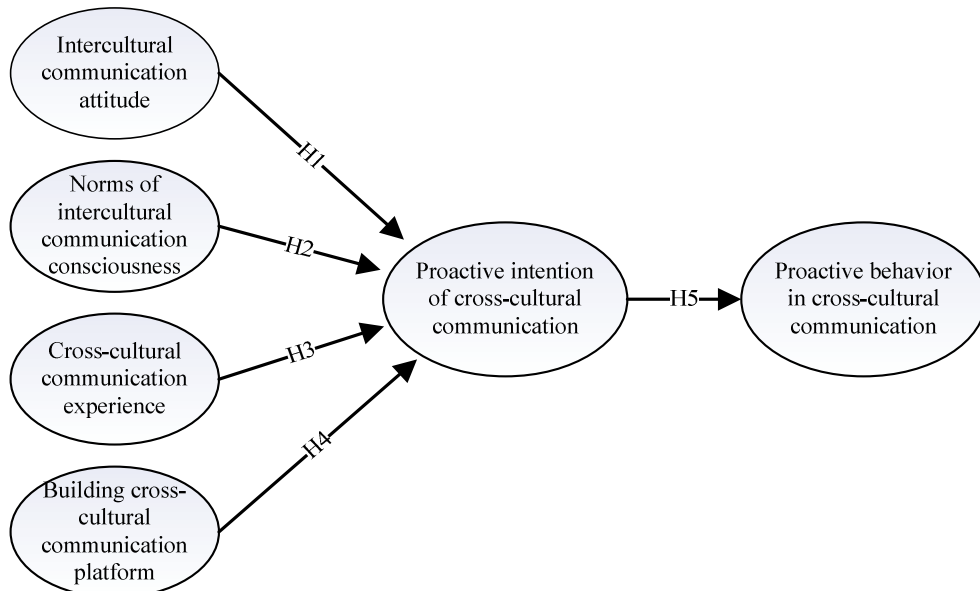


Figure 1: Influence model of behavioral intention of cross-cultural communication

Research on Enhancing the Initiative of Intercultural Communication among College Students-Based on the Theory of Planned Behavior

3. Questionnaire

3.1. Questionnaire design

First, the general information about the respondents, such as gender and education, was selected in a general question-and-answer closed-ended format. Second, the degree of identification and understanding of world culture and its factors. We compiled the scale in terms of activity value, personal willingness, and communication barriers, respectively, with 14 questions, measured by the Likert 5-point method (1=strongly disagree, 2=disagree, 3=fairly, 4=agree, 5=strongly agree). Finally, regarding the respondents' participation behaviors, including: course communication, activity participation, active sharing, contributing ideas, and sustained attention, there were 8 questions, which were measured by the Likert 5-point method (1=strongly disagree, 2=disagree, 3=fair, 4=agree, 5=strongly agree).

3.2. Questionnaire distribution and collection

The sample of this study is people who are interested in foreign exchange activities. In order to ensure the scientific rationality of the questionnaire, we checked the relevant literature and its model before the research, and made a preliminary questionnaire, during the checking process, we detected some unreasonable expressions and structures of the questionnaire, and after discussing with teachers and the subject group, the questionnaire was further adjusted. The formal research phase was conducted from 2 March 2020 to March 2020, and the designed questionnaire was sent to classmates, friends and related people around them through the Internet, while the public release on the Internet also attracted some people, and the final survey returned 200 copies of the questionnaire.

In view of the fact that this research activity is aimed at students at undergraduate level and above, the questionnaire was mainly sent to students at our university, with a male to female ratio of 4:6, mainly focusing on freshmen students, who then further sent it to students around them to ensure the extensiveness of the questionnaire. Through the professional questionnaire survey website (Questionnaire Star) sent to their own students around, as well as by the professional survey website in the form of promotion, involving a wider range of provinces and cities. The questionnaire survey involved a wide range of cities, involving 34 provincial-level administrative regions across the country.

The total number of questionnaires distributed in this study was not limited. Finally, 200 copies of questionnaires were collected. By checking, the questionnaires with too little answering time were excluded, and the cases such as serious contradiction or questionnaires always one option were treated as invalid, and finally the total number of valid questionnaires 192 was one.

The descriptive analysis of the basic characteristics of the sample is to analyze the

characteristics of the collected data, including gender, education, activity significance, willingness to participate, city, and interest level, in order to determine the overall characteristics, which is the basis of our subsequent statistical analysis.

4. Results

In this study, validation factor analysis was performed using Amos software on the six latent variables of the constructed model to test the degree of fit between the sample data and the model.

4.1. Reliability testing

After SPSS analysis, the value of Cronbach's α was 0.959, indicating that the reliability and objectivity of this model is relatively strong and the random error is small. The factor loadings are the standardized regression coefficients from the latent variables to the measured variables, and after eliminating the question items with the numerical results < 0.6 , 12 question items were finally retained. According to the results in Appendix Table, it can be seen that the combined reliability of the latent variables are all > 0.7 , indicating that the internal consistency of the model is ideal. The mean extracted variance AVEs of the latent variables were all > 0.5 , indicating that the observed variables could better explain the variance of the latent variables and the convergent validity among the dimensions was good.

The correlation coefficients among the variables were analyzed as shown in the table3, and it can be seen that the six variables of sharing behavior, behavioral intention, communication platform construction, communication awareness norms, communication attitudes, and communication experiences all had significant correlations ($p < 0.001$), and the absolute values of the correlation coefficients of the vast majority of them were smaller than the square root of the corresponding AVEs, and the absolute values of the correlation coefficients of behavioral control and subjective norms were smaller than the square root of the corresponding AVEs, respectively. The absolute values of the correlation coefficients of behavioral control and subjective norm were smaller than the square root of the corresponding AVEs of behavioral intention and behavioral attitude, but the difference was within an acceptable range. It proves that the latent variables are correlated with each other and have a certain degree of differentiation.

4.2. Structural equation model building test analysis

The correlation fit indices are shown in Table 3, where $X^2/df = 3.43$, $GFI = 0.78$, $NFI = 0.71$, $CFI = 0.91$, $IFI = 0.91$, $TLI = 0.89$, $AGFI = 0.71$, $RMSEA = 0.11$, although the values of relative fit indices GFI , $AGFI$ and TLI are less than 0.9, and the value of $RMSEA$ is greater than 0.05. The values of CFI and IFI are greater than 0.9. The results of the

Research on Enhancing the Initiative of Intercultural Communication among College Students-Based on the Theory of Planned Behavior

composite fit indices show that the theoretical model constructed in this study is relatively reasonable and sufficient for path analysis.

Table 2: Discriminant validity test

	A	B	C	D	E	F
A: Sharing behavior	0.95					
B: Behavioral intention	0.78	0.86				
C: Communication Platform Build	0.85	0.73	0.88			
D: Exchange experience	0.35	0.51	0.37	0.79		
E: Communication awareness Specification	0.76	0.77	0.9	0.51	0.90	
F: Communication attitude	0.70	0.59	0.77	0.23	0.72	0.90

Table 3: Correlation fit index

X/dF2	GFI	NFI	CFI	IFI	TLI	AGFI	RMSEA
3.43	0.78	0.71	0.91	0.91	0.89	0.71	0.11

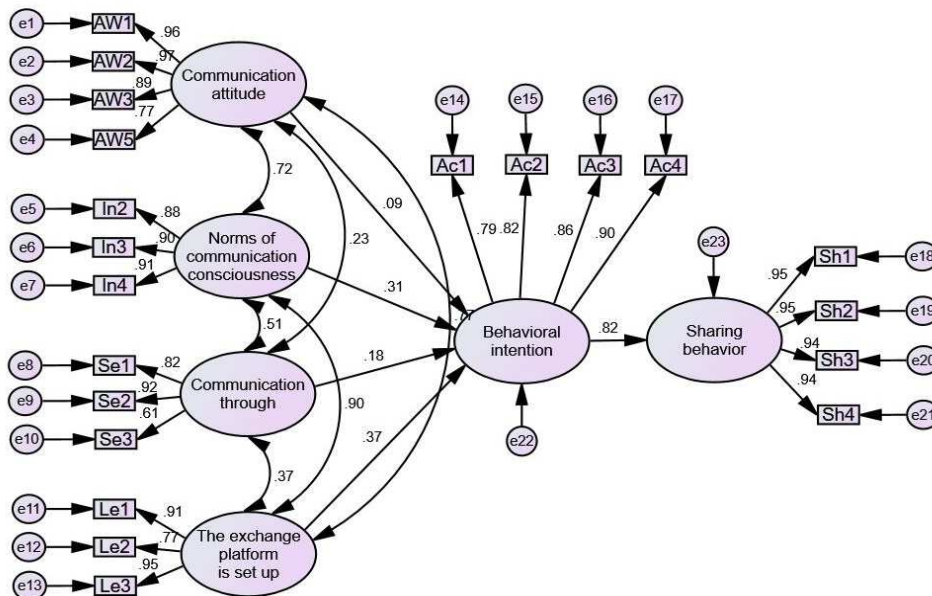


Figure 2: Structural model standardization analysis

Fan Fan, Li Caimei and Bao Chenglin

After constructing the structural equation model and assigning the data, the analytical calculations lead to the standardized path coefficients shown in the figure2, and the study shows that each test path is significant at the level of 0.05.

Table 4: Conceptual model path coefficients and hypothesis testing results

	Path relationships	Path coefficient t	Standardize estimates	P	Results
H1	Cross-cultural communication attitude → sense of initiative in cross-cultural exchange	0.09	0.09	0.28	Not supported
H2	The norm of cross-cultural communication awareness → the sense of initiative of cross-cultural exchange	0.31	0.17	0.07	Not supported
H3	Cross-cultural communication experience → sense of initiative in cross-cultural exchange	0.18	0.09	0.01**	supported
H4	The cross-cultural exchange platform builds → the sense of initiative of cross-cultural exchange	0.37	0.19	0.02*	supported
H5	The initiative awareness of cross-cultural communication → the initiative behavior of cross-cultural exchange	0.82	0.061	***	supported

From the results of the model path coefficients, the research hypotheses H1- H5 path coefficients are 0.09, 0.31, 0.18, 0.37 and 0.82. The p-values of H1 are significant at the 0.01 level, the p-values of H3, H4, and H5 are significant at the 0.05 level, and the hypotheses are valid, while the p-values of H1 and H2 are not significant, i.e., the hypothesis that intercultural communication attitudes → intercultural communication get the hypotheses of initiative awareness and intercultural communication awareness norms → initiative awareness of intercultural communication do not hold. This indicates that college students' attitudes toward intercultural communication do not have a direct positive effect on college students' intention to take initiative in intercultural communication, and the effect of intercultural communication awareness norms on college students' intention to take initiative in intercultural communication is more limited.

Research on Enhancing the Initiative of Intercultural Communication among College Students-Based on the Theory of Planned Behavior

5. Discussion

Based on the theory of planned behavior, this study investigates college students' awareness of intercultural communication initiative and analyzes the influence on intercultural communication intention through six dimensions: attitude toward intercultural communication, intercultural communication awareness norms, intercultural communication experience, intercultural communication platform building, intercultural communication initiative intention, and intercultural communication initiative behavior through structural model equations. According to the analysis results, it can be seen that the model of factors influencing college students' intention to take initiative in intercultural communication constructed in this study is more reasonable. The hypothesis H3, H 4 and H5 are supported by the data, and the hypothesis is valid, that is, intercultural communication experience, intercultural communication platform building and intercultural communication initiative intention all have significant positive influence on college students' intention to communicate with each other. The critical ratio of hypothesis H1 is $1.09 < 1.96$, which does not pass the hypothesis test, and its standardized regression coefficient is $0.09 > 0$, indicating that college students' behavioral attitudes toward intercultural communication will not have a direct positive effect on the intention of proactive behavior in intercultural communication. The critical ratio of hypothesis H2 was $1.80 < 1.96$, which did not pass the hypothesis test, and its standardized regression coefficient was $0.17 > 0$, indicating that the subjective norm of college students' awareness of intercultural communication would not have a direct positive influence on the intention of proactive behavior in intercultural communication. The following section will explain each result in turn and the implications.

First is that intercultural communication attitude has no direct positive effect on college students' awareness of intercultural communication initiative. According to the model it can be seen that the standardized estimate of behavioral attitudes on college students' intention to communicate externally is 0.09 , the critical ratio is $1.09 < 1.96$ and the significant p-value is greater than 0.05 (*), which indicates that there is no significant positive effect of behavioral attitudes on intercultural communication on college students' intention to behave interculturally. The more the college student group recognizes the role and significance of foreign exchange activities, the stronger their subjective motivation will be and the stronger the sharing behavior will be formed. However, most of the college students' understanding of foreign exchange work is only at the level of the meaning of exchange work, and they do not have a comprehensive and systematic understanding of it, which leads to many college students' lack of deep understanding of foreign exchange work. Therefore, this study suggests that colleges and universities should convey more information about the policy interpretation and practical significance of foreign exchange

Fan Fan, Li Caimei and Bao Chenglin

work to college students in their study and life, so as to promote the formation of correct and positive knowledge and understanding of exchange work among college students.

Second, there is no significant effect of intercultural communication awareness norms on college students' awareness of intercultural communication initiative. According to the model it can be seen that the standardized estimate of communication awareness norms on college students' intention to communicate behavior is 0.17, the critical ratio is $1.80 < 1.96$ and the significance p-value is greater than 0.05 (*), indicating that subjective norms do not have a direct positive effect on college students' intention to communicate across cultures. The college student group is in the stage of transition from campus to society, has significant characteristics that distinguish it from other groups, is susceptible to external influences, and needs to be guided by the social team. Therefore, the influence of the surrounding groups is particularly important at this stage, including teachers, seniors, and intercultural communication workers from the perspective of intercultural communication work. According to the results, it can be seen that the previous involvement of the surrounding groups in public welfare and communication activities may have an impact on the foreign exchange intention of college students, and the role of work promotion for the respondents may also positively affect the sharing behavior. This study suggests that the government, universities and social groups should promote the cases of advanced intercultural communication workers to college students through lectures and presentations, so as to stimulate their spirit and motivation to learn from the role models.

Third, there is a significant effect of intercultural communication experience on college students' intention to initiate behaviors in intercultural communication. According to the model, the standardized estimate of intercultural communication experience on college students' intention to initiate cross-cultural communication is $0.0862.71 > 2.58$, and the critical ratio is $> 0.01 (**)$, which indicates that intercultural communication experience has a significant influence on college students' intention to initiate cross-cultural communication. It is found that even though college students have not had the experience of intercultural communication with foreign countries, they can have a more comprehensive understanding and assessment of the content and difficulty of communication work through various platforms and organizations, and with the help of the government, universities, teachers, and social organizations, the college student group has a strong intention of intercultural communication behavior, and the hindrance caused by the communication experience cannot be ignored.

Fourth, the building of intercultural communication platform directly and positively affects college students' intention to initiate intercultural communication. According to the model, the standardized estimate of building intercultural communication platform on college students' behavioral intention towards conducting intercultural communication is 0.19. The critical ratio is $2.25 > 1.96$, and the significant p-value is less than 0.05 (*), which

Research on Enhancing the Initiative of Intercultural Communication among College Students-Based on the Theory of Planned Behavior

indicates that the norm of intercultural communication awareness has a direct influence on college students' behavioral communication intention. Intercultural communication education in colleges and universities refers to the depth and scope of respondents' understanding of foreign cultures, and college students' cognition of intercultural communication can reflect their deep understanding of the behavior of intercultural communication, and according to the results, it can be seen that there is a significant influence relationship between building an intercultural communication platform on the behavioral intention of intercultural communication initiative, and college students' cognition and perception of intercultural communication, as well as facing Therefore, this study concludes that building intercultural communication platforms is an indispensable influencing factor to promote college students' participation in intercultural communication. The platform can provide a common communication platform for college students, not only linking local college students and international students, but also a way to connect college students with college students' interests, and a good platform atmosphere can constantly drive more student groups to participate in it and promote the intercultural communication of college students. At the same time, through intercultural communication education and propaganda, college students can understand what they can do and what they need to do, and understand the importance of participating in foreign exchange work, which can strengthen their intention of communication behavior to a certain extent.

Fifth, college students' awareness of the initiative of intercultural communication directly and positively affects the initiative behavior of intercultural communication. According to the model, the standardized estimate of intercultural communication proactive behavior intention on college students' intercultural communication proactive behavior is 0.06, the critical ratio is $12.87 > 2.58$, and the significant P value is less than 0.001 (***) , which indicates that intercultural communication proactive has a significant influence on college students' intercultural communication proactive behavior. It was found that if the content and difficulty of communication work can be more comprehensively understood and assessed through various platforms and organizations, the stronger the subjective initiative of the group of college students with a strong intention of intercultural communication behavior, the stronger the sharing behavior formed.

Acknowledgment. This work was supported by the following research projects: 1. Chongqing Municipal Education Commission Science and Technology Research Project "The formation mechanism and application research of online brand community of agricultural products" (KJQN202000627); 2. Chongqing Social Science Federation Project "Construction and application research of online community marketing model of agricultural products" (2019BS063); 3. Chongqing University of Posts and

Fan Fan, Li Caimei and Bao Chenglin

Telecommunications Social Science Fund Key Project "Comparative study of online community marketing of agricultural products and Japanese case" (2017KZD11). Comparative Study of Case (2017KZD11); 4. Chongqing University of Posts and Telecommunications Introduced Talent Fund Project "Comparative Study of Community-based Online Marketing and Japanese Case" (K2017-87); 5. Practical Research on Interactive Foreign Language Learning under the Cultural Exchange Activities of International Students in China (GJJY20-2-19), Internationalization Education Research Project of Chongqing University of Posts and Telecommunications.

REFERENCES

1. W.T.Duan, G.R.Jiang, A review of the theory of planned behavior, *Advances in Psychological Science*, 16(2) (2008) 315-320.
2. I.Ajzen and M.Fishbein, *Understanding Attitudes and Predicting Social Behavior*, Englewood Cliffs, 1980, 278.
3. M.Fishbein, An investigation of the relationships between beliefs about an object and the attitude toward that object, *Human Relations*, 16(3) (1963) 233- 239.
4. I.Ajzen and M.Fishbein, Attitudinal and normative variables as predictors of specific behavior, *Journal of Personality & Social Psychology*, 27(1) (1973) 41-57.
5. I.Ajzen, *The Theory of Planned Behavior. Organizational Behavior and Human Decision Processes*, 50 (1991) 179-211.
6. Y.Yan, The emergence, development and review of the theory of planned behavior, *International Journalism*, 36(7) (2014) 113-129.
7. P.V.Kenhove and W.S.Steenhaut, The relationship between consumers unethical behavior and customer loyalty in a retail environment, *Journal of Business Ethics*, 44(4) (2003) 261-278.
8. M.C.Tao and C.C.Zhang, A study on the behavioral intention of Hong Kong school students to study in the Mainland - an explanatory framework based on the theory of planned behavior, *Heilongjiang Higher Education Research*, 38(2) (2020) 57-62.
9. X.M.Deng, A study of consumers' ethical purchase intention in Chinese scenario based on TPB perspective, *Nankai Management Review*, 15(3) (2012) 22-32.
10. G.W.Li, The influence of significant others on college students' participation in volunteer activities, *Youth Studies*, 2010(5) (2012) 1-11+94.
11. M.G.Yu and H.B.Pan, Financial development, business credit and product market competition, *Management World*, 8 (2010) 117-129.
12. B.Z.Li, G.Y.Xu and Y.Su, Research on the mechanism of cooperative innovation behavior formation in small and medium-sized enterprises - an explanatory framework based on the theory of planned behavior, *Scientology Research*, 32(5) (2014) 777-786.
13. M.Xie, The construction of an international two-way homogeneous platform for

Research on Enhancing the Initiative of Intercultural Communication among College Students-Based on the Theory of Planned Behavior

Sichuan's cultural industry in the context of globalization, *Journal of Southwest University for Nationalities* (Humanities and Social Sciences Edition), 2006(1) (2006) 200-203.

Appendix Table: Reliability and validity tests

Dimensional	Path	Estimate	AVE	CR
Communication Attitude	AW1: Participating in activities related to international students can broaden your horizons	0.96		
	AW2: Participating in activities related to international students can improve their intercultural communication skills	0.97		
	AW3: Believe that cultural exchange is a process from which both Chinese and foreign students can benefit	0.89	0.82	0.95
	AW4: I believe Chinese culture is attractive enough for foreign students	0.77		
Communication Awareness	In1: I would like to know more about the associations of international students	0.88		
	In2: Willingness to build or join international exchange platforms when the opportunity arises	0.90	0.8	0.92
	In3: If you would like to take a course on cultural integration in different countries	0.91		
Exchange Experiences	Se1: I used to participate in the school's courses and activities to introduce the culture of other countries	0.82		
	Se2: Used to participate in recreational parties and sports events for international students	0.92	0.63	0.83
	Se3: Participated in short and long term international exchange programs	0.61		

Fan Fan, Li Caimei and Bao Chenglin

Communication Platform Build	Le1: I hope to have the opportunity to absorb and learn from foreign cultures0 appropriately	0.95		
	Le2: Hope the exchange activities of Chinese and foreign students have a process from playing to learning	0.91	0.77	0.91
	Le3: The communication process should be coordinated0 by continuous teacher observation	0.77		
Behavior Intention	Ac1: Willing to participate in the organization and planning practice of cultural activities after the exchange	0.78		
	Ac2: Confidence in the long-term communication process to be able to overcome language0 barriers	0.88	0.72	0.91
	Ac3: Willing to keep in touch with international students in their lives after the event	0.92		
	Ac4: Bridging the cultural gap in the communication process	0.81		
Share Behavior	Sh1: Thinking that the cultivation of international students in China can spread a good image of China	0.95		
	Sh2: Willing to recommend students to participate in Chinese and foreign exchange activities and make suggestions	0.95	0.89	0.97
	Sh3: I will share my knowledge and information to others through Chinese and foreign exchange activities	0.94		
	Sh4: Share the cultural knowledge and information learned during the exchange process	0.94		