The Impact of Cross-cultural Communication, Academic Performance and Mental Health Among International College Students

Liu Huinong and Wei Hui-Suan

Abstract – **Cross-cultural communication enables social groups to interact and coexist effectively in a global community that is bringing us closer together. Language comprises knowledge and ideas acquired through intellectual capacities bound by a individual's cultural background. Despite the fact that numerous reading research studies have been conducted to demonstrate the importance of cultural background knowledge, there are still some issues that must be addressed. Previous research indicates that most international and college students are unaware of the importance of cultural background knowledge in English learning, and those who are aware of its importance have a limited understanding of how to apply it. The same situation has been identified in teachers throughout academia. Lack of communication and information loss in the learning process have a significant impact on efforts to meet international quality standards for high level education. The purpose of this study is to determine the cultural awareness of students, educators, and higher education institutions by analyzing the cultural influence on the learning process of students whose mother tongue is not English, and to propose some effective measures and practical guidance for cross-cultural education training and identification of cross-cultural related challenges faced by non-native college.**

Keywords –**Cross-cultural communication, International education, College students, English**

I. INTRODUCTION

Cross-cultural communication enables social groups to interact and coexist effectively in a global community that is

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bringing us closer together. Language, as a structural communication system, comprises knowledge and ideas acquired through intellectual capacities bound by a individual's cultural background. Individuals are more likely to misunderstand each other as multicultural populations grow. Culture is a socially constructed reality that shapes and transforms our society, and is further shaped by language. New ways of communicating effectively are required as a result of this major convergence of cultures and nations.

New technologies and information systems has aided human development. International education and international tourism are the most volatile areas of cross-cultural communication. Cross-culturalism has considerably assisted the development of the tourism business, allowing an expanding number of people to learn about foreign cultures and thereby boosting the development of science, technology, and the economy in many locations (Ou, Gu, & Hult, 2020). Despite the fact that English is one of the simplest languages to learn, many college students struggle with their studies. Students learning English as a second language will perceive and interpret in their mother tongue initially, then reshape it from their cultural background to English. Globalization can also be seen in the expansion of educational projects, international cooperation in school administration, study abroad, and talent exchanges across countries. Fritz, Möllenberg & Chen (2002) indicate *"The trend towards globalization and internationalization has increased the importance of being competent in communicating with people of different cultural backgrounds."*

Background

Cross-cultural interaction has become the norm in our continuously changing comptemporary society. People with different attitudes, perceptions, worldviews and ideas are confronted with each other day-to-day; and are being

forced to understand each other behaviours to effectively communicate. As result of massive student movements, educators and students in higher education face plenty cross-cultural communication challenges. Lack of assertive communication from classmates and/or professors, language barriers, disassociation from local culture, negligence on the studentship mental health and lower mark scores are some challenges faced by international college students (Pavlovskaya, 2021; Yang, 2018).

Cultural communication skills are playing an unprecedentedly important role in the modern era. The identification of the main challenges faced by college students enrolled in international education whose mother tongue is not English will provide educators and higher education institutions with a better understanding of studentship and learning processes. Inadequate cross-cultural teaching/learning capacities will continue to have an impact on college students' integration and performance in the educational institution and society. Cross-cultural communicative competence encompasses not only language communication but also the ability to adapt to cultural differences and express one's own ideas in a way that is understood. As a result, language teaching in the international education major must deepen its own teaching reform, fully play its own role, and comprehensively improve students' cross-cultural communication skills.

II. PROBLEM STATEMENT

Edward Sapir, American linguist, exposes that language cannot exist without culture, while culture can be explained as what the society thinks and does, and language is the expression of the ideas of the society. Our contemporary society promotes international cooperation and cultural integration. English is the third most widely spoken language in the world, and the Bristish Council estumates that over 1 billion people are learning English as a second language.

Previous research indicate most international and college students have reduced awareness of the application of cultural background knowledge in English learning, and those students whom understand its importance find themselves with the limited understanding of how to apply it (Yang, 2018). Same situation is identified in teachers and college professors along academia. Efforts to meet

international quality standards for high level education are greatly affected by the lack of communication and information loss in the learning process. Cross-cultural miscommunications cannot be addressed unless they are first recognized. The purpose of this research is to provide awareness in students, educators and high education institutions to realize the important role that cultural background knowledge plays in the process of learning and education.

Research questions

Despite the fact that numerous reading research studies have been conducted to demonstrate the importance of cultural background knowledge, there are still some issues that must be addressed. The purpose of this study is to determine the cultural awareness of students, educators, and higher education institutions by analyzing the cultural influence on the learning process of students whose mother tongue is not English, and to propose some effective measures and practical guidance for cross-cultural education training and identification of cross-cultural related challenges faced by non-native college students.

1. Do CITY University non-native college students have any basic knowledge of cross-cultural communication or receive any foundation or training in cross-cultural communication as part of their program curricula?

2. What are the major sources of cultural miscommunication encountered by non-native English speaking international students at CITY University during their studies?

3. What are the main cross-communication-related challenges encountered by non-English native college students at CITY University during their studies?

4. What are CITY University's policies and practices for assisting non-native English speakers enrolled in international education?

5. What initiatives do non-English native college students at CITY University believe are necessary for the university to implement in order to reduce cross-communication challenges and miscommunication issues?

Research objectives

The purpose of this study is to raise awareness among students, educators, and higher education institutions about the critical role that cultural background knowledge plays in

the process of learning and education, and to propose an initiative to address a sustainable improvement of cultural exchanges by providing training, resources, and inclusive policies for equitable cross-communication international education.

a) To define a quantitative research instrument, define the main cross-communication related challenges faced by college students whose mother tongue is not English during the learning process in a population of 200 students enrolled in international education programs at CITY University.

b) To identify the major sources of miscommunication in cross-cultural exchanges between college students whose first language is not English and related actors (administrative staff, professors, and other students) at CITY University during their studies.

c) To propose a university-wide cross-cultural communication initiative for CITY University to address a sustainable improvement of cultural exchanges by providing training, resources, and inclusive policies for an equitable cross-communication international education.

Significance

As previously stated, this study demonstrates the importance of cross-cultural learning in increasing college students' understanding of their own culture, cultural differences, and significantly improving their mental health by raising awareness of cross-cultural communication issues. Cross-cultural communication improves students' understanding of cultural norms, values, and behaviors, as well as how those differences affect their understanding of knowledge and education. Non-native students in academia benefit from cross-cultural awareness in terms of sensitivity and confidence. Within the academic context, cross-cultural learning improves students' education and personal interrelationships. A variety of academic disciplines have influenced cross-cultural communication. It is required to avoid misunderstandings, which can lead to conflicts between individuals or groups. Cross-cultural communication fosters trust and allows for cooperation. The emphasis is on providing the suitable response rather than the appropriate message.

Organization of thesis

This investigation will follow the precedent guidelines established by the intuition. The overview of the thesis will be as follows:

Chapter 2: Discusses relevant literature on concepts connected to the research questions

Chapter 3: Discusses the methodology and methods used, the research design, instrument, data collection and analysis.

Chapter 4: Provides the results of the data analysis in themes and sub-themes.

Chapter 5: Provides an initiative proposal for the university to address offer training, resources, and inclusive policies in their education scheme.

Chapter 6: Concludes by providing implications for practice, ideas for future researchand ends with final reflections

Definition of terms

Culture: A set of attitudes, values, norms, and beliefs that a social group teaches and reinforces. This set of fundamental unwritten and written principles and laws govern how an individual interacts with the outside world; similarly, members of a culture can be identified by shared similarities.

Cross-cultural communication: Refers to the communication between people who differ in any of the following ways: age, nationality, ethnicity, race, gender, sexual orientation, and so on. Cross-cultural communication can also refer to efforts to exchange, negotiate, and mediate cultural differences through language, gestures, and body language. It is the means by which people from various cultures communicate with one another. Culture can be practiced at various levels by each individual. A person is constantly confronted with the clash between his native culture and the majority culture to which he is exposed on a daily basis. Cultural clashes occur when people believe their culture is superior to others.

Non-native students: Those who have a mother tongue other than English. This concept applies to both national and international students in terms of the outcomes of this investigation.

International students: Students from a foreign country. Mental health: When confronted with a different cultural perspective, an individual may become anxious because they do not know how to act or behave or what is considered

appropriate. According to the World Health Organization, health is a state of complete physical, mental, and social well-being, not simply the absence of disease or infirmity. Mental health is more than just the absence of mental disorders or disabilities; it is a state of well-being in which an individual recognizes his or her own abilities, can cope with everyday stresses, work productively, and contribute to his or her community.

Intercultural education: According to UNESCO, respects the learner's cultural identity by providing culturally appropriate and responsive quality education for all, provides every learner with the cultural knowledge, attitudes, and skills necessary to achieve active and full participation in society, and, finally, provides all learners with cultural knowledge, attitudes, and skills that enable them to contribute to respect, understanding, and tolerance.

Intercultural learning: Lane (2012), intercultural learning is the acquisition of knowledge and skills that support learners' ability to understand culture and interact with people from cultures other than their own. It is developmental in the sense that learners progress through stages of increasing sophistication in their understanding. To develop cultural awareness, a learner must have a sense of cultural self-awareness, which will serve as the foundation for the inevitable comparisons made by the learner. Intercultural training can be culture specific by focusing on a single target culture, or culture general by focusing on universally applicable skills like perspective taking and active listening.

Differences in behavior and the assumption of similarities: Some cultures value direct and close interpersonal relationships, while others value facts over feelings. In general, there is a social tendency to believe that how we behave and act is the universally accepted rule of behavior. We have a negative attitude toward people who disagree with us. Similarly, stereotypes involve categorizing people into pre-defined categories based on our perceptions of how they should or should not be, resulting in erroneous expectations and nations. Preconceived notions about another person can lead to bias and discrimination.

Verbal communication: Language barriers and student/teacher ability to communicate effectively will impact the understanding and reception of knowledge.

Non-verbal communication: Gestures and eye contact are used differently in different cultures. Certain professorial

gestures may be unintentionally offensive to a student from a particular cultural background, or vice versa. Prolonged eye contact, for example, is considered rude or aggressive in Asia and the Middle East, whereas it reflects honesty and straight fowardness in the United States. Nonverbal communication may be indicative of misinterpretation.

Cultural miscommunication/misinterpretations: Miscommunication occurs when communication breaks down between speakers of two different cultures and languages as a result of cultural differences and/or sociolinguistic transfer. When two or more people speak the same language but mean or understand different things, this is referred to as cultural misunderstanding. This is usually due to their cultural upbringing and life experiences. We frequently fail to recognize how much our life experiences shape our understanding of words.

Summary

This is the introductory chapter of a study on the importance of cross-cultural communication and how it affects the academic performance and mental health of non-native college students. The chapters that follow describe the literature review, variables, methods, instrument design, research relevance, data collection, and analysis.

III.   LITERATURE REVIEW

Introduction

This chapter discusses the literature review of the investigation, including related theories, variables, and hypothesis, in connection to past research on cross-cultural communication and how it affects students' mental health and academic achievement. Cross-communication emphasizes not only the peaceful coexistence of different ethnic groups and the tolerance of other cultures, but also the interaction and interdependence of people from different cultures.

Theories
Theory of Education

To discuss the significance of cross-communication and its challenges, it is necessary to first discuss the significance of learning. According to Paciano Fermoso (1982), education theory describes educational purposes, learner

nature, knowledge, and appropriate methodologies for sharing that knowledge with students. Cross-communication necessitates a focus on the fundamentals of education, understanding the distinction between sharing knowledge and educating through learning. We are not educating our students because we do not use appropriate learning methods and do not fully ensure that students are interiorizing that knowledge. Taking cultural backgrounds into account, as well as making additional efforts to support non-native students, will ensure that knowledge is received.

Theory of Learning

The applicable learning theory is constructivism, because international students build their learning processes based on their prior cultural background and experiences, in order to assimilate their newly acquired knowledge during the learning process. However, due to the internal thought process that each student employs to understand knowledge received by translating into their own native language, and the importance of observable stimulus-response to cross-communication, both educational cognitivism and behaviorism theories may apply. Intercultural learning is a vast field that includes a wide range of learning processes for college students and should not be limited to reductionist perspectives on how culture limits human knowledge to theories and approaches.

Constructivism regards culture as flexible in its manifestation, constantly growing and reacting to the circumstances encountered by its participants. Culture evolves and reshapes itself over time, impacted by its members' interactions with members of other cultures and their environment, cultural and economic exchanges, and globalization.

Variables and Relationship between variables

Based on the importance of any interpersonal connection among persons, nonverbal and verbal communication are major variables in cross-cultural communication. The majority of cultural misunderstandings are not restricted to verbal communication, but also to nonverbal communication, which has various systems of understanding amongst different cultures. The independent and dependent variables in this study are primarily concerned with the impact of these two stages of cross-cultural communication on the mental health and academic

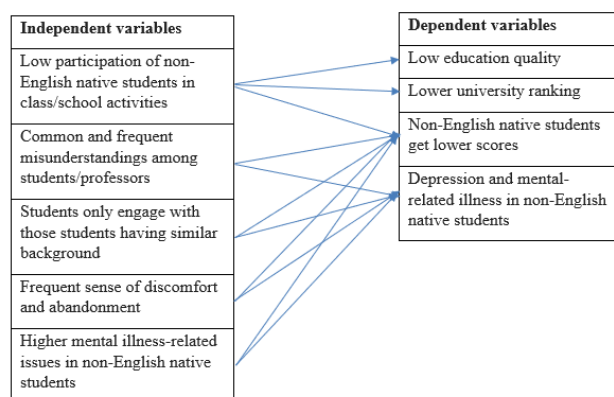performance of non-native college students.

Figure 1: Conceptual Framework

As the Figure 1 shows, most independent variables cause a change in the dependent variables, and many of them are interconnected.

Independent variables

The independent variables are, as shown in Figure 1:

1. Low participation of non-English native students in class/school activities
2. Common and frequent misunderstandings among students/professors
3. Students only engage with those students having similar background
4. Frequent sense of discomfort and abandonment
5. Higher mental illness-related issues in non-English native students

Cultural communication examines face-to-face interactions among individuals of different cultures; contributing to the strengthening of cultural ties between different cultural groups, enhanced by global mass migration. Nonetheless, international education in a non-native language may result in a loss of cultural identity for college students, particularly those studying abroad. Despite the fact that English is one of the simplest languages to learn, many college students struggle with their studies. Students learning English as a second language will perceive and interpret in their mother tongue initially, then reshape it from their cultural background to English. Educators must ensure that students' learning process is satisfactory, showing awareness of their cultural differences and ascertain knowledge is being received in the intended manner.

According to Williams & Burden (1997), "every learner will bring a different set of knowledge and experiences to the learning process, and will 'construct', in different ways, their own sense of the situation with which they are faced. An individual's understanding of the world is constantly reshaped as heshe adapts existing knowledge to new information. Knowledge is viewed as transitory, provisional, and relative rather than fixed or static." As a result, learning should be a lifelong process of building on our existing cultural information in order to cope with current challenges such as knowledge of our world, mentality, manners of behavior, and communication. (Williams and Burden, 1997; Catana, 2014). Likewise, Byram (1997) states that an individual's ability to communicate and interact across cultural boundaries. Recent language research places an emphasis on the awareness of the intercultural dimension of foreign language education, also applicable to cross-communication learning, and the development of tools to assess this dimension towards intercultural communicative competence development of training courses and teaching material (Lies, 2004).

Lack of assertive communication from classmates and/or professors, language barriers, disassociation from local culture, and student mental health neglect the growing threat of assimilation – cultural absorption or disassociation for minority groups exacerbated by mass migration to another country for education, industry, tourism, or climate change-related reasons – represents a potential loss of cultural identity. Successful integration of culture and language training contributes greatly to general humanistic knowledge, and that language proficiency and cultural sensitivity play an important part in global understanding should be a required component of basic education (Galloway 1985b; Lafayette & Strasheim 1981; Strasheim 1981; Hadley, 2001). Students' foreign language competency should incorporate cultural competence, which is defined as the ability to act correctly, responsibly, and respectfully toward diverse interlocutors from other cultures. To achieve this goal, we must constantly improve our awareness of various cultural values in order to facilitate cross-cultural understanding and cooperation with our interlocutors (Canale & Swain, 1980; Johnson, 2008).

The preservation of cultural identity in our modern society is regarded as the pinnacle achievement of any culture. Many college students pursuing international education in a non-native language face additional pressure to not only understand their studies but also to remain culturally true. The emphasis will be on the communicative method of teaching a foreign language, which entails interactive, cooperative learning and teaching, in order to develop engineering students' communicative strategies and awareness of the importance of becoming informed about the basic rules of communication and behavior pertaining to the various cultures they may encounter in their future work environment, academic, and social life. (Catana, 2014).

Most researchers agree that intercultural communication competence has mainly attempted to produce models based on attitudes and skills to measure intercultural successful behaviors, such as intercultural adaptation, appropriateness, and effectiveness of the interaction (Arasaratnam & Doerfel, 2005; Byram & Morgan, 1994; Chen & Starosta, 1996; Fritz et al. 2002; Lies, 2004; Möllenberg & Chen 2002; Shuang, 2012; Spitzberg & Chagnon, 2009). Culture as the shared set of values, ideas, concepts and behavioral tendencies of a social group. As result of massive student movements, educators and students in higher education face plenty cross-cultural communication challenges. While a number of studies have compared mental health cross culturally (Jorm, 2000; Angermeyer & Dietrich, 2006), scarcely any literature has examined reasons for cultural differences. Due to miscommunication, discomfort or sense of abandonment, most international students avoid to seek for proper mental health support either from teachers or professionals (Altweck 2015; Jorm 2000; Angermeyer & Dietrich, 2006).

Dependent variables

The dependent variables are, as shown in Figure 1:

1. Low education quality
2. Low university ranking
3. Non-native students get lower scores than English native students
4. Depression and mental-related illnesses in non-native college students

Aksoy et al (2017) indicates that to understand students' attitudes to living in a different culture, and how certain issues like academic bureaucracy is perceived as cultural feature and influences adaptability of non-native students in the host culture. the process of intercultural competence involves internal and external outcomes of interactions between cultures. Internal outcomes refer to the ability of

reference shift, which in turn motivate the formation of flexibility, adaptability, empathy, and ethnorelativism. (Deardorff, 2006). Cultural exchange program not only emphasizes supplying well-developed human resources across Europe but also aims to foster intercultural skills as an essential aspect of self-improvement (Stier, 2006). Several studies (Covert, 2014; Deardorff, 2006; Root & Ngampornchai, 2012; Williams, 2005) have focused on various aspects of studying abroad, such as intercultural competence, adaptability, and intercultural acceptance. Student mobility within Europe has also attracted great attention in intercultural communication studies (Albuquerque, 2008; Gutiérrez et al 2015; Papatsiba, 2006). Identification with and harmony within the family is critical to immigrant identity and well-being, according to studies on migration and refugees, and migrants frequently desire to identify with people from their home culture of ethnicity. (Abu-Rayya & Abu-Rayya, 2009; Nesdale & Mak, 2003; Lam, 2005; Arasaratnam, 2015).

Several studies have highlighted (cultural) empathy as a critical variable in intercultural communication, which is consistent with previous large assessments of intercultural competence research (Spitzberg & Chagnon, 2009). Furthermore, for migrants, at least partial preservation of their indigenous culture is critical not just for their well-being but also for their identification with the host country (Albuquerque, 2008; Arasaratnam, 2015; Aksoy, 2017). The concept of self-construal has been a focal point of depression research in adolescents, particularly in ethnic minority adolescents. Cultural orientations that have been separated on the essential principles of interdependence and independence impact self-concept (Markus & Kitayama, 1991; Lam, 2005). According to Barry (2000), East Asian students who have a strong interdependent self-concept have significant levels of depressive symptomatology, but East Asian students who have a strong independent self-concept do not have high levels of psychological distress. Interdependent self-construal was shown to be favorably related to depressive symptoms, whereas independent self-construal was found to be adversely related. As a result of their sensitivity to the outcome of interpersonal connections, individuals with interdependent self-construal are prone to suffering (Bae, 1999). Lam (2005) on independent self-construal research was found to have an indirect influence on depression among Vietnamese-American adolescents

who tend to galvanize peer support, considerably improving their self-esteem. As a result, they experienced less distress. This study adds credence to the idea that obtaining autonomy in mainstream culture is connected with lower depression.

Lack of cross-cultural communication and training will consequently affect the self-construal determination of non-native students, affecting their well-being. Students struggling with self-determination and depressive symptoms are unable to dedicate fully to their studies. Hence, their academic performance will drop (Dix et al. 2017; Bas, 2021).

Hypotheses

To bridge potential divides in students, from language to cultural norms, effective cross-cultural communication is required. Cultural miscommunication has an impact on college students' productivity and performance, affecting their learning, mental health, ability to socialize and collaborate, and posing challenges to every higher education institution.

If non-English native college students enrolled in international education programs at CITY University are influenced by cross-cultural communication, then cultural miscommunication is affecting their learning process and, ultimately, the university's quality education global standard.

Theoretical framework

Intercultural communication (ICC) is defined as interpersonal communication between persons from different cultures (Arasaratnam, 2015), while many researchers in the field consider it as the ability to demonstrate appropriate and successful behavior in a variety of cultural circumstances (Deardorff, 2006; Fantini, 2009; Rogers & Steinfatt, 1999; Spitzberg, 2000). As a result, individuals are required to achieve their communicative goals while taking into account the cultural values and conventions of an international situation. According to Spitzberg and Changnon (2009), despite differences, the models exhibit comparable components, notably attitudes, knowledge, and abilities. Attitudes refer to the motivational aspects of ICC, which include openness, curiosity, and respect for diverse cultures; knowledge refers to the cognitive component, which includes both culture-general and culture-specific knowledge; and skills refer to the behavioral component, which includes effective and

appropriate communicative abilities in new cultural contexts (Aksoy, 2017; Bennett, 2009; Deardorff, 2006; Gertsen, 1990; Byram & Morgan, 1994; Chen & Starosta, 1996).
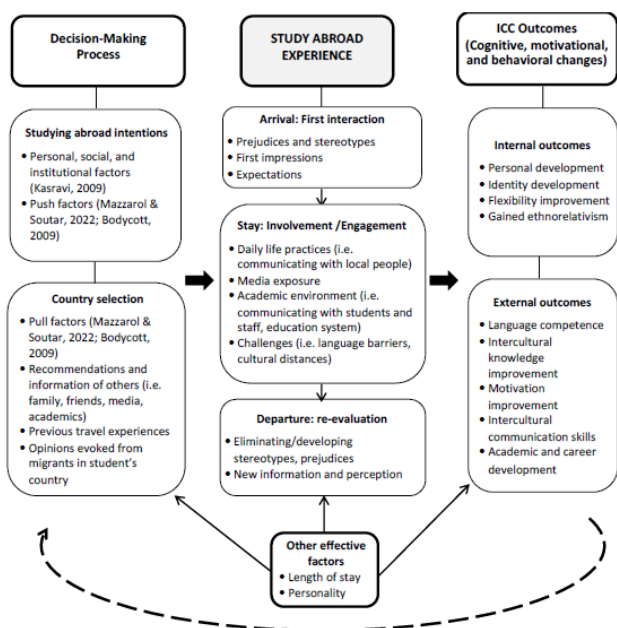

Figure 2: Process of Study Abroad Experience. Taken from Aksoy 2017

On the other hand, Arasaratham (2015) indicates that cross-cultural comparisons of national groups are based on the assumption that there is some homogeneity in national groups that enables us to compare one to the other. This can be problematic, given the increasing diversity within many national cultures. The*refore*, cross-cultural communication and comparisons must be acknowledged to undertand intercultural communication.

Summary

This chapter shows the main theories and importance of this investigation in relation to the literature review of the dependent and independent variables, and theoretical framework. Next chapter focus on methods, instrument design, research relevance, and data collection and analysis.

IV.   LITERATURE REVIEW

Introduction

The present chapter introduces the methodology of this research, including the method, instrument design, relevance of research and data collection/analysis.

Design

This investigation is a quantitative study with a correlational research strategy. This is a non-experimental study that looks at the relationships between the variables mentioned above to see if they are good or negative. Our study aims to quantify and monitor the link between variables without modifying or conditioning them in any way. As stated in previous chapters, the purpose of this study is to determine the negative correlation between the independent variables and the dependent variables in order to demonstrate (i.e.) that teachers' lack of appropriate cross-communication training has a direct impact on the mental health and academic performance of non-native college students.

Method

This investigation introduces a quantitative method designed to determine cultural knowledge, awareness and capabilities of colleague students enrolled in international education programme whose native language is not English. The present study is a causal-comparative quantitative research that investigates the relationship on how cross-communication programs influences the learning process of non-English native college students enrolled in international education programs by using a digital questionnaire and analyzing their experiences at CITY University.

To bridge potential divides in students, from language to cultural norms, effective cross-cultural communication is required. Cultural miscommunication has an impact on college students' productivity and performance, affecting their learning, mental health, ability to socialize and collaborate, and posing challenges to every higher education institution.

Population and Unit of Analysis

This investigation evaluates the use of English as common language to assess the cross-cultural capacities and learning process of non-native college students in CITY University. Additionally, will identify educational challenges related to cross-cultural communication in order to present educative suggestions for educators, students and higher education institutions to develop reduce cultural miscommunication and promote effective cross-communication institutional policies.

The focus population are non-native college students enrolled in any English program in CITY University, among

the ages of 18 and 35 years old. Total population of non-native students participating in the survey is expected to be around thirty. Diversity of cultural background cannot be defined until further analysis of college representation.

Sampling

Sampling population are non-native college students enrolled in any English program in CITY University. Due to COVID restrictions, a representation of the cultural diversity present in CITY University' s non-native students is desired, but not expected. Several limitations due to internet access or survey was not socialized to all students may affect our sampling.

Instrumentation

A short digital survey will be shared with non-English native college students enrolled in CITY University, socialized with the sample population. At least 30 students are expected to submit the digital survey. Although most students are English speakers, bias is added due to incomplete data or misunderstanding/misconception of questions, questions are perceived to be sensitive, limited internet access, and/or survey not being socialized enough.

Data collection procedures, reliability and valitidy

The current study's data gathering as a quantitative correlational examination is based on archival data gathered through primary research. As previously indicated, our study will collect data directly from the target demographic via a digital survey. This digital survey will include both open-ended and closed-ended questions. A brief digital survey will keep respondents' attention and should be conceptually clear enough to avoid bias or cross-communication misunderstandings.

Data analysis

Once the digital survey is socialized, respondents will be divided by gender, country/location of origin, age group, religious group, and ethnicity. This study aims to identify the variables that have the strongest relationships, and identify whether any patterns, trends, or insights. This study addresses the hypothesis that if non-English native college students enrolled in international education programs at CITY University are influenced by cross-cultural communication, then cultural miscommunication affects their learning process and, ultimately, the university's global quality education standard.

Summary

This chapter presented the different methodology related to the present investigation, from design to limitations of this research.

V.   APENDIX

Gantt Chart
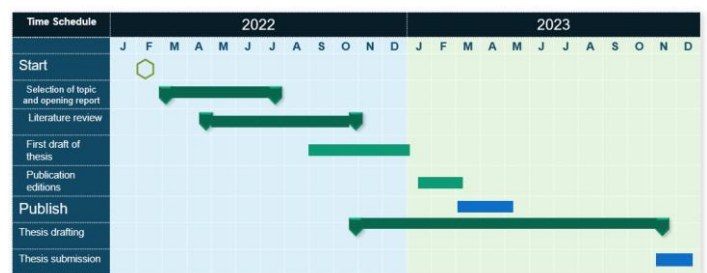
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