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Research on the Management of International students in Chinese Colleges and Universities

Tu, Y.[1] & Ibrahim, A.[2]

[1]Changzhou Vocational Institute of Industry Technology, Changzhou, 213164, CHINA
[2]Universiti Kuala Lumpur, 50250 Kuala Lumpur, MALAYSIA

*Corresponding author: 53115381@qq.com

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Abstract: With the deepening internationalization of higher education, China's higher education is more closely connected with the world. Driven by national policies and their own development needs, Chinese universities have enrolled more and more foreign students from all over the world. However, with the increase of the number of foreign students, Chinese government and universities also have the practical need to improve the Improve the quality of education and management of overseas students in China. Therefore, this paper reviews the existing journals and papers on international student management and tries to find out what can help to improve the international student management in Chinese universities. Based on the literature review, this paper discusses how to improve the international student management level and ability of Chinese Universities from three aspects: improving the quality of international student enrollment, improving teaching management, and strengthening standardized and humanized life management, which plays a vital role in continuously improving the international reputation of China's education and the ability to continuously attract talents from all over the world.

Key words: education internationalization, international student management, literature review, Chinese

1. Introduction

1.1 The Development of Internationalization of Global Higher Education

Under the background of economic globalization, the internationalization of education has experienced a process of continuous development. It is the international flow of educational resources mainly promoted by governments of various countries, and it is the key to improve national competitiveness. In this process, the connection between world education is gradually deepened, and the internationalization degree and level of higher education are continuously improved. Driven by national and regional economic interests, all countries have made the internationalization of higher education an important issue for the government to deal with. In 1999, Britain began to implement the Prime Minister's Initiative for the first time, aiming to strengthen the cooperation between British universities and overseas universities, attract a large number of international students and maintain its leading edge in international education. Harman (2014) reviewed the Australian development of internationalization of higher education, and he pointed out that Australia's policy shift from aid to trade took place in the mid-1980s, driven partly by concerns about the effectiveness of the sponsored overseas student program but more particularly from recognition of the commercial possibilities in selling specialized services. Europe launched "Erasmus" as early as 1987, and in January 2014 created an exchange program Erasmus+, which is applied to all fields of education, training and youth sports in the EU.

1.2 The Number of International Students in China

In 2013, China put forward the "the Belt and Road" initiative, which aims to strengthen cooperation among countries around the world in the fields of economy, culture, education and so on. In order to deepen talent exchange and cooperation between countries along the belt and road and attract more international students to study and live in China, the government has implemented a series of policies and measures. For example, China provides 10000 government scholarships to countries along the belt and road every year.

**Corresponding author: author@organisation.edu.co*
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From the actual effect, the number of students studying in China from 2011 to 2020 showed an upward trend year by year. From 292611 in 2011 to 492185 in 2018. The influence of Chinese Universities on international students is increasing, and they have become the third largest destination in the world and the first destination in Asia.

Table 1- The number of international students in china from 2011-2018.

Year	2011	2012	2013	2014	2015	2016	2017	2018
Number	292,611	328,330	356499	377,054	397,635	442,773	489152	492,185

Source of data: Ministry of Education of PRC

1.3 Emerging Problems on International Students Management in China

Under the background of the "the Belt and Road", China has promoted the internationalization of China's higher education through a series of relevant policies such as Study in China program. In recent years, the number of international students studying in Chinese universities has increased rapidly with more universities and majors for them to choose. The goal of international education is no longer simply to pursue the growth of the number of students, but to balance the development of quantity and quality. Under the new situation of the development of studying abroad in China, many problems closely related to the education management of students studying in China, such as the shortage of the management staff, the unclear responsibilities of the education management department, and the imperfect teaching curriculum system, have become increasingly prominent. These problems have affected the quality of educational management in China. At the same time, colleges and universities are forced to consider how to reform the old educational management concept and how to improve the management system to deal with the increase of international students and the various problems caused by it, so as to maintain a balance between the quantity and quality of international education, and reform and innovate through a series of effective management countermeasures, such as improving the management mode, management mechanism, management awareness and management methods.

2. Literature Review

The large number of international students from different countries and cultures naturally brings various problems in management. How to help them overcome cultural conflicts, obtain good education and achieve the purpose of studying abroad has naturally become a problem that Chinese and foreign scholars have always been concerned about for a long time.

2.1 Literature Review on International Student Management

Although the behavior of studying abroad has existed in developed countries for a long time, it has only been used as a supplement and subsidiary of their higher education for a long time. By the end of the last century, "internationalization" has gradually become the core issue of the development of higher education. At the same time, international students have brought rich benefits to colleges and universities, and even the countries where they are located. Therefore, colleges and universities have become more and more positive in their attitude towards international student education, "Internationalization of higher education" and the "education of foreign students" have been widely studied and concerned.

2.1. 1 Research on the Enrollment of International Students

In the early stage of the development of modern universities, as long as students can afford to study, the university has no restrictions on recruiting foreign students, nor does it have any enrollment publicity behavior. With its own excellent reputation and excellent teaching resources, the University attracts students from all over the world to study. At this time, because the modern concepts of state, nationality and national did not appear, such learning was not restricted by immigration laws and regulations. Studying abroad was both spontaneous and free. For example, the University of Bologna in Italy is the first university established in the world. Founded in 1088, it is known as the "mother of universities" in Europe. Guruz (2011) investigated the historical situation of accepting foreign students, analyzed the educational process and achievements of foreign students, and proposed that the root of university internationalization came from the students' desire to pursue high education quality. Even in the middle age, this desire was quite strong, resulting in the early international universities. Since modern times, with the rise of the concept of the state, the rise of national consciousness, and the emergence of immigration law, the enrollment of foreign students in universities began to be restricted. After the Second World War in the last century, western powers gradually realized the important role of foreign students, which mainly includes two aspects. On the one hand, foreign students have brought substantial economic returns to the universities and countries and become a powerful supplement to the funds of colleges and universities. For example, the important purpose of famous universities such as the University of California Berkeley to increase the enrollment of foreign students is to increase the income of the University by charging higher tuition fees for foreign students. On the other hand, the selection and recruitment of international students to work in the local area after

graduation has greatly enhanced the human and intellectual resources of their country. Ding (2011) reviewed the evolution of British education policy. He believed that the British policy on international students only considered economic benefits, but ignored other more important impacts, such as the intellectual benefits of attracting international students to work in the UK after graduation, He suggested that the UK's international student policy should focus on improving the quality of international students' education and giving them a better experience of studying abroad.

In addition, some educators have analyzed the factors that can attract and recruit foreign students. Research in the United States shows that the investment and appropriation policy for higher education is extremely critical, and sufficient investment is an important factor to attract foreign students. Hegarty(2014) believes that international students quite often enroll in programs that are under enrolled by domestic students and therefore are the lifeline of existence for many programs. Universities need to actively recruit from abroad for such programs not just on an individual basis but also as conglomerates. By show-casing many colleges together overseas each will improve their chances of attracting international students and building upon reputations. Essentially, with increased global competition universities in the United States must greet the market and abandon the ideology that students will come to the U.S. regardless. To achieve this, budgets must be allocated, recruitment plans initiated, and markets developed to produce a steady stream of quality applicants.

2.1.2 Research on Education Management of International Students

Education quality is the source of university reputation and the foundation of university development. Compared with domestic students, it needs a higher quality education system to complete the training of foreign students, which is more difficult, because on the one hand, foreign students are in a more disadvantageous position. Grayson investigated the education conditions of foreign students in four Canadian universities in his research and believes that foreign students are in a weak position in training and resource supply; on the other hand, international students come from different countries, and their early education, social environment and culture are different. When they come to a strange country, they not only have to face academic pressure, but also a cross- culture environment. In fact, cross-cultural adaptation is the primary problem that international students need to face, which is related to their psychology, study and many other problems. If international students cannot adapt as soon as possible, they will not only be unable to successfully accept education and complete their studies, but also will bring tragedy to life. Therefore, the cross-cultural adaptation of international students has also become one of the focuses of education managers. By analyzing the process of cross-cultural adaptation of foreign students, Belford (2017) puts forward that the problems of cross-cultural adaptation of foreign students are mainly manifested in the following aspects: language problems, economic life, educational environment adaptation, social customs, homesickness and so on. Some scholars believe that the cross-cultural adaptation of foreign students is a U-shaped process, that is, at the beginning, foreign students have a fresh sense of the new environment and a high degree of acceptance. With the passage of time, the differences in various details gradually emerge, causing them to feel uncomfortable. After one to two years of adjustment, they are readjusted to take it for granted; Some scholars also believe that this is a W-shaped adaptation process, that is, on the basis of the U-shaped theory, the situation of the observed object after returning home is investigated. In the late 1980s, some scholars introduced the content of psychology into the study of adaptation, investigated the psychological changes caused by various pressures faced by foreign students in the process of cultural adaptation, and quantified the types and indicators of stress. The commonly used quantitative indicators are Self-rating Depression Scale (SDS), which evaluates the mental health of foreign students by measuring the amount of depression indicators. The advantages of introducing psychological indicators to investigate the cross-cultural adaptation of foreign students are that there are quantitative standards, the conclusions are more objective, and the disadvantages are more obvious, that is, the stress evaluation and the corresponding psychological problems are different from person to person, and the differences between different individuals are significant, which also leads to the inadequacy of the analysis conclusion in universality.

2.1.3 Research on Policy for International students

There is no doubt about the importance of international student education policy. It can guide the development direction of international student education and the implementation of internationalization of higher education. According to the research results of foreign educational scholars, there are three relatively unanimous opinions: first, the education policies for international students should conform to the national interests. Bevis (2011) divided the development of American international students' education into the early stage of its founding, the early stage of the 20th century, the stage after the Second World War, the stage at the end of the 20th century, and the stage in the 21st century after 9.11. He analyzed the characteristics and social impact of foreign students in each period and the domestic policies of the United States. He believed that the education policy should follow the national policies and be a powerful regulator to realize the national interests. Perraton (2014) reviewed the history, policy evolution and practice of international students' Education in Britain, and compared it with France, the United States and the former Soviet Union. He believed that the British International students' education policy was slow to respond and did not give full play to its leading role, which had a negative impact on the internationalization of British higher education. Secondly, the formulation of education policy must match the actual national conditions of the country, otherwise it is difficult to achieve better implementation results. Scott, Safdar (2019) investigated the implementation of international education policies aimed at attracting international

students to immigrate to Canada, and believed that language ability, social relations and bad employment relations actually hindered the acquisition of good results, thus determining that policy makers did not correctly understand the actual situation of Canada. McLellan (2009) reviewed the implementation process of South Africa's international student policy, and also believed that the implementation of the policy did not match the national conditions, resulting in unsatisfactory actual results. Thirdly, we should pay attention to the different needs of different groups in the formulation of educational policies. Hanassab (2004) empirically assessed their service demand for higher education by investigating 640 international students from different regions. He believes that the demand of undergraduates is stronger than that of postgraduates, and the demand of science and engineering students is stronger than that of other disciplines. Therefore, this factor should be taken into account when formulating education policies.

Table 1 as shown the indicators studied by previous researchers regarding different research fields on International Students Management.

Table 2 - Analysis of indicators related to international students management.

Number	Indicator	Researcher
1	Enrollment of International Students	(Guruz, 2011; Lee et al., 2006；Kell & Vogl，2008；De Araujo，2011；Suter & Jandl，2007；Oloo，2011；Garcia，2014；Bollag，2006)
2	Education Management of International Students	(Grayson，2008；Lebcir & Wells，2008；Belford，2017；Leask，2009；Gullahorn，2009；Lewthwaite，1996)
3	Policy for International students	(Bevis，2011；Perraton；2014；Scott, Safdar & Trilokekar，2015；Mclellan，2009；Hanassab & Tidwell, 2002)

2.1.4 Research on the Management of International students in Chinese Universities

After the founding of the people's Republic of China in 1949, with the entry of the first batch of international students into China, China's domestic educational circles began to pay attention to this group. Especially after some problems appeared in the education of some international students in China in the early stage, the government gradually introduced some policies and regulations, which played a positive role. The number of international students in China has expanded rapidly in last few decades. In particular, the trend of internationalization of higher education has given more significance to the development of international students in China. In this context, the education of foreign students in China has become a hot spot.

According to the literature review, the current management models adopted by Chinese colleges and universities all have different degrees of problems. Some scholars put forward the assimilation management model. The "assimilation management" means that the management of international students will converge with that of domestic students. It does not emphasize the particularity of international students. It is regarded as the unified management of the same students in China, who enjoy the same rights and interests in the school, but also abide by the same rules and regulations. Assimilation management is more similar to the management of foreign students in Europe and the United States. It is a more advanced management concept. Without strengthening the identity and psychology of "foreigners", it can quickly eliminate the psychological gap and discomfort caused by different ideologies and national systems, accept China's cultural traditions, abide by China's systems, and facilitate them to enter the learning state. From the current situation of the management of international students in colleges and universities in China, the assimilation management model is still in the initial stage of development, because its implementation needs the support of other conditions, which cannot meet the corresponding standards in most colleges and universities, such as language communication barriers, the management ability and comprehensive quality of teaching and auxiliary personnel. However, the assimilation management model is an important direction for the future development of the management of foreign students in China. Through research, Huang Huan (2019) pointed out that there are some practical problems in the implementation of assimilation management in Chinese universities, such as the diversity of cultural backgrounds, low admission standards, insufficient teaching soft power and so on. In view of the problems, colleges and universities should improve the admission standards and tap excellent students，innovate the training system and mechanism for international students in China, implement the credit system and the dual specialty training model for international students.

3. Method

This study is a literature review. The method used is to collect and review journals about the international student management that are in the scope of the same discussion with the problems encountered. Sources of data in this research were obtained from news, articles, and journal publications. News, articles, and journals used as review materials are selected based on two criteria, good publication and reputation as a trusted publication media. It means that in this research, the source reviewed is a publication media that is suitable for study.

4. Discussion on Improving the Management of International Students

4.1 Improve the Systems for the Management of International students in China

The key to the success of international students' Education lies in the full attention paid by the state and universities to this goal. Only when the state and universities have a clear goal planning and a full sense of identity for the education, management and sustainable development of international students in China, can it be conducive to the smooth development of the cause of international students. Therefore, when formulating the education goals for international students in the state and universities, we first need to make a reasonable overall planning, mobilize the forces of all sectors of society to discuss together, and let the public accept the goal concept in thought and action; Secondly, the state and governments at all levels should actively promulgate relevant policies and invest special funds to support the internationalization of universities, so as to have a more powerful positive impact on the international development of the teaching system and scientific research system of universities. Therefore, China's education policy for international students in China can be further improved from the following aspects. 1) Set up a strict admission system for international students in China. The admission standard plays an important role in screening the target group of foreign students in China. It determines the overall quality and sustainable development of the source of foreign students in China. The government should set up a unified admission system for undergraduate, graduate and doctoral students studying in China at the national level. For colleges and universities, China's colleges and universities should set up appropriate admission standards in combination with their own specific specialties, discipline development level and teachers' strength. 2) Build and strengthen the publicity system for the enrollment of foreign students. In view of the current situation that most of China's colleges and universities need to recruit students with the help of overseas study service institutions, we must strengthen the publicity of China's colleges and universities overseas. Colleges and universities should establish a distinctive college publicity system for foreign students according to their own characteristics. At the same time, it actively exchanges and cooperates with foreign educational institutions and scientific research institutions in order to expand the influence of Chinese universities abroad. Establish an exchange student mode with foreign colleges and universities through intercollegiate exchanges and expand the publicity force of the university with the help of the influence of foreign students. We should strengthen the publicity of Chinese institutions of higher learning abroad. While improving the reputation of institutions of higher learning and reducing the cost of foreign students in China, we should also actively explore the source countries of foreign students and more widely recruit foreign students from all over the world. 3) Establish an employment security system for international students in China. With the deepening of China's opening to the outside world and the proposal of the "the Belt and Road" development strategy, more and more Chinese enterprises are participating in the global competition. However, the lack of cross-cultural international talents restricts their development. Promoting the employment of international students in China can effectively alleviate the bottleneck of the lack of international talents in Chinese enterprises, because international students are not only familiar with their own culture, but also have learning and living experience in China, so they can adapt and integrate into the work of Chinese enterprises faster. The Chinese government should formulate clear and operational laws and regulations as soon as possible to establish a standardized mechanism for the employment of international students and provide a legal basis for the employment of international students in China.

4.2 Strengthen the Teaching Management of International Students

Teaching management is the key factor that determines the success or failure of education. It covers a series of management work in the teaching process, such as student management, teaching plan management, teaching objective management and so on. At present, the main problems in the teaching management of foreign students in China include the set professional courses and insufficient teaching resources and so on. Therefore, colleges and universities in China should continue to vigorously strengthen the revision of talent training programs for foreign students, the construction of curriculum system, the setting of curriculum and the selection of teaching materials, focus on cultivating students' critical thinking and innovative ability; The specific work should be carried out from the following aspects. 1) Pay attention to the construction of international courses. The internationalization of curriculum can provide a solid foundation for training international talents. International courses do not simply offer several courses about internationalization. How to reflect the content of internationalization in all courses is the most important. International courses require teachers to teach the knowledge of a certain subject under the international framework and cultivate students' international awareness. In view of the current situation that the concept of curriculum provision for foreign students in China is still limited to internal needs, in terms of curriculum provision, all colleges and universities in China should start international educational courses according to the actual situation of the University. 2) Establish diversified teaching methods. Teaching method is an important means for foreign students to receive education. A good teaching method can undoubtedly improve the efficiency of students' receiving knowledge. In this regard, we can learn from the teaching methods of foreign students in developed countries. 3) Build an international and professional team of foreign students and teachers. The construction of high-level and professional teachers' team plays a key role in the education of foreign students. On the one hand, we should vigorously introduce foreign excellent teachers. Adopt long-term or short-term system to recruit high-level foreign experts, foreign teachers and outstanding overseas talents. On the other hand, to

improve the level of foreign student teachers, the most critical thing is to improve the internationalization level of local university teachers, because they constitute the basis of our university teachers. In the cultivation of talents, the strength of teachers is extremely critical. The cultivation of international talents requires the construction of an international teaching team. Colleges and universities should base on their own characteristics and combine the professional characteristics to do a good job in the international cultivation of college teachers.

4.3 Implement Standardized and Humanized Life Management

In the process of studying in China, the most contact outside of learning is the life management personnel of colleges and universities. Therefore, the life management personnel will directly affect the satisfaction of international students. If China's colleges and universities can make foreign students get a satisfactory experience of studying abroad, and then form a good international reputation, it will contribute to the sustainable development of China's foreign student education. Colleges and universities should improve from the following aspects. 1) Improve the service to international student. When formulating the overall development plan and allocating public service facilities for international students, colleges and universities should not only fully consider the construction of public service facilities and facilities of other kinds, but also pay attention to the improvement of the service ability relative personnel. They should carry out targeted education and training for these personnel to improve their management level and decision-making ability. When recruiting, they should pay more attention to their professional knowledge level, problem-solving ability Interpersonal skills and adaptability. 2) Standardize the internal management of international students. The management of international students in colleges and universities should not only follow the law of education, but also follow the law of management, effectively practice the theory of humanistic management, and realize the macro and micromanagement of all links of teaching and management of international students through planning, organization, supervision and other means. 3) Improve the system of awarding and subsidizing foreign students. In terms of scholarships for foreign students, providing scholarships is an effective way to attract outstanding foreign students and improve the educational reputation of Chinese foreign students. Therefore, on the basis of the scholarships provided by the government, Chinese universities should set up various scholarships for foreign students according to the actual situation of the University. In addition, our country should greatly improve the basic standards and coverage of medical insurance for international students.

5. Conclusion

The education of international students in colleges and universities in China is an important part of China's higher education and one of the core requirements for China to build a world-class university. Since 1950, China began to accept foreign students to China. After more than half a century of development, China has become the one of largest foreign student importing country in the world. Under the background of the rapid growth of the number of foreign students, it has become a difficult and key point to do a good job in the management of foreign students in China and ensure the quality of teaching. An in-depth discussion and analysis on the management of international students in China will not only help us to clarify the existing problems and their impacts, but also help colleges and universities find effective ways to improve the quality of education for international students in China, so as to expand the cause of international students in China and improve the international market competitiveness and influence of international students' Education in Colleges and universities in China.

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Conflict of Interest

The authors declare no conflicts of interest.

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