

## COMPONENTS, CURRENT STATUS AND DESIRED STATE OF INTERNATIONAL STUDENTS LEARNING MANAGEMENT IN FOUR UNIVERSITIES IN JIANGXI PROVINCE, CHINA

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### ABSTRACT:

In recent years, with the improvement of Sino-foreign cooperative education and the internationalization level of higher education in China, the number of international students has maintained steady growth. China has become the third largest destination country for studying abroad in the world and the largest destination country in Asia, and the number of international students in many universities has exploded. This study aims to investigate and identify the components and sub-components of international students learning management by issuing expert check tables to five experts in the fields of education management from four universities in Jiangxi Province. And to explore the current status and desired states of international students learning management in four universities in Jiangxi Province by conducting a questionnaire survey on 193 international student administrators, teachers and international students in four universities. Then evaluate the critical priority needs for international students learning management by using the Modified Priority Need Index. Through questionnaire feedback, find out the problems in learning management, and put forward the corresponding countermeasures. The findings are as follows: 1) All in all, the five experts evaluated the components and sub-components of international students learning management in four universities in Jiangxi Province, all the results are at the highest level. 2) The current status of international students learning management in four universities in Jiangxi Province is generally at the moderate level. When considering in six aspects, the mean from high to low are: curriculum, evaluation, learning atmosphere, environment, teaching, activities, respectively; In addition, the desired state of international student learning management in four

universities in Jiangxi Province is generally at the highest level. When considering in six aspects, the mean from high to low are: evaluation, learning atmosphere, environment, teaching, curriculum, activities, respectively. 3) When considering in six aspects, the Modified Priority Need Index of international students learning management in the four universities in Jiangxi Province from high to low are: environment, teaching, activities, evaluation, learning atmosphere, curriculum, respectively. This study has enlightening significance for policy makers and international student administrators in universities in Jiangxi Province, and has certain reference value for researchers working in similar fields of the management of international students. It can also be used as a reference for universities in other provinces to strengthen international students learning management.

**Keywords:** Jiangxi universities; International student; Learning management.

## 1. INTRODUCTION

With the rapid development of world economic globalization, the exchanges between countries in the world are gradually increasing. As one of the important ways of cross-cultural exchanges and dissemination, international education has transcended the narrow definition of education and has become a national development strategy for improving economic competitiveness, carrying out bilateral and multilateral diplomacy, expanding cultural influence, promoting the employability of the international workforce, and even ensuring national security. Meanwhile, it is also an important measure to promote the development of higher education and enhance the internationalization level of universities. (Zhou Nanzhao, 2014)

Based on the huge political, economic, and cultural interests of the international student education market, countries around the world have formulated preferential education policies for international students to compete for students, and the competition in the international student market is becoming increasingly fierce. In order to regulate the recruitment and training of international students, the Chinese Ministry of Education, the Ministry of Foreign Affairs, and the Ministry of Public Security jointly issued Order No. 42, namely, the “*Management Measures for the Recruiting and Education of International students in Universities*” (Ministry of Education, Ministry of Foreign Affairs, Ministry of Public Security, 2017). This document has made important instructions and specific requirements for universities in terms of enrolment management, teaching management, life management, scholarship management, social supervision and management in the process of the education management of international students in China. It has pointed out the direction and established the program and formulated the target for domestic universities. It has important practical significance.

In recent years, education for international students in China has expanded from scale expansion to connotation development. General Secretary Xi Jinping pointed out that the key to education opening to the outside world is to improve quality, rather than blindly expanding scale. Quality is a lifeline of education opening to the outside world (Mao Junhan, 2022). In September 2018, the Ministry of Education issued the “*Quality Standards of Higher Education for International students in China (Trial)*” (Ministry of Education, 2018). This document provides detailed instructions and requirements for the education of international students in eighteen sub-aspects

from four major aspects, including talent training objectives, recruitment and preparatory courses, education and teaching, management services and support, so as to guide universities to standardize the education management of international students and improve the quality of education and service level. This also marks that education abroad in China has entered a critical historical period for quality improvement.

In the “*China’s Education Modernization 2035*” issued by the CPC Central Committee and State Council, it is also mentioned that it is necessary to enhance Chinese international influence and build an international study center. Implement the “Study in China” program, give full play to the role of government scholarships, improve funding methods and selection methods, optimize the structure of disciplines and majors for international students, increase the proportion of students with academic degrees, establish and improve the quality guarantee mechanism for studying in China, and comprehensively improve the quality of studying in China (CPC Central Committee and State Council, 2019).

According to Liu Jin, director of the International Cooperation and Exchange Department of the Ministry of Education, introduced at the 2020 press conference of the Ministry of Education that during the “13th Five-Year Plan” period, in accordance with the overall deployment of comprehensive deepening education reform, the field of education opening to the outside world will focus on strengthening the system construction and institutional mechanism innovation, education for international students will focus on improving the quality. Eight government departments including the Ministry of Education jointly issued the “*Opinions on Accelerating and Expanding Opening Education to the outside world in the New Era*”, which also pointed out that it is necessary to adhere to internal and external coordination, improve quality and efficiency, take the initiative to lead, orderly opening up, and strengthen the brand of “Study in China”. In the final analysis, it depends on improving the quality and management level of education for study in China. We will create key and high-quality programs for studying in China, and take multiple measures to promote the connotation development of studying in China (Ministry of Education, 2020).

A series of documents and regulations issued by the government not only standardized the eligibility conditions for universities to accept international students, but also enabled the continuous improvement of the quality standards and supervision system for studying in China, and the continuous optimization of the structure of international students in China. But until now, there is no unified standard for learning management or daily management of international students in China, and there is a lack of relevant research theories at home and abroad. So, when the universities manage international students, they tend to cross the river by feeling for the stones. Through several years of exploration, some universities can basically form a unique management system according to the actual situation of the university. However, there are still some universities due to the imperfect management system, rigid management methods, incomplete linkage mechanism between various management departments, lack of pertinence of international student training programs, insufficient activities for international students, insufficient efforts to build the style of study, unscientific teaching quality evaluation, slow construction of international teaching

staff and other reasons, leading to various problems in international student learning management. If there are problems in the management of international students and are not well solved, it will not only affect the development of the university, but also easily cause cultural conflicts and affect the national image (Wang Yucui, 2020).

Since 2017, Shandong University has paired international students with one-on-one study partners. In 2018, the system was upgraded to one to three, that is, one international student will be paired with three study partners. In July 2019, Shandong University's "Study Partner" program was exposed by Weibo netizens. It is reported that Shandong University specifically listed "making foreign friends of the opposite sex" as one of the options in the study partner registration form, causing negative social impact. Although this is just an example, it also reflects that some universities in China have big loopholes in international students learning management, and there is a problem of special treatment for international students. In recent years, there have been more and more cases of "super-national" treatment, such as preferential treatment for international students and paired study partners. With the increasing internationalization of higher education in China, Chinese universities should eliminate status privileges for international students, and all the international students should not be allocated special dormitories and subject to specialized centralized management, but should be treated as members of ordinary students. and implement convergence management.

The "14th Five-Year Plan for the Development of Education in Jiangxi Province" has clearly stated that during the "14th Five-Year Plan" period, Jiangxi Province will continue to implement the "Study in Jiangxi Province" program to optimize the hierarchical structure of international students, and strengthen the management of international students in accordance with laws and regulations (Jiangxi Provincial People's Government, 2022). As an important provincial capital city in central China, Jiangxi Province is limited by geographical location and economic development, so the education scale for international students is relatively small and starts late. However, in view of the increasingly prominent status of Jiangxi Province, it is necessary for universities to recruit international students and strengthen the management of international students.

At present, there are 45 universities at the undergraduate level and 61 universities at the junior college level in Jiangxi Province. Among the 106 universities, 42 are qualified to recruit international students. The 4 universities selected in this study are all located in Jiangxi Province, among which 2 are located in Nanchang city, and 2 are located in Jingdezhen city. The 4 universities are all at the undergraduate level, among which Jingdezhen Ceramic University, Jiangxi University of Finance and Economics, Jiangxi Agricultural University are eligible to recruit international students with Chinese government scholarships.

In order to implement the relevant national guidelines and policies on education for international students, the People's Government of Jiangxi Province set up the Jiangxi Provincial Government Scholarship for foreign Students on the basis of the "Notice on Improving the Chinese Government Scholarship Funding System and Raising the Funding Standards" jointly issued by the Ministry of Finance and the Ministry of Education in January 2015 to attract international

students who are friendly to China, have excellent academic performance and have good moral character to study in Jiangxi, and encourage international students to study hard. Due to the limited number of universities that can apply for the Chinese Government scholarship and the Jiangxi Provincial Government Scholarship for International students, many universities have set up the University Scholarships to attract international students. However, due to the imperfect selection system, almost all international students can get the University Scholarships at least. Scholarships are meant to reward students with excellent academic performance, but the popularity of such scholarships has undoubtedly broken the original intention of setting up scholarships.

As mentioned above, strengthening the management of international students is an important guarantee for the education of international students, promoting the reform of international students' education and improving the quality of international students' education. In particular, the scale of international students in China continues to expand in recent years, and international student management problems encountered by universities are more and more prominent. Therefore, it is imperative to strengthen the learning management and daily management of international students in universities, improve the quality of education and training, and upgrade the management system of international students in China. As a person engaged in the management of international students in university, the researcher undertakes the responsibility of management and supervision. Realizing the importance of this, the researcher has summarized the methods to improve the international students learning management, so as to promote universities to properly and effectively manage the learning of international students.

## 2. II. METHODOLOGY

### 1. Research area and target group

This study will focus on international students learning management in the field of higher education, only involving the university level, and concentrates on the study of international students learning management in four public universities in Jiangxi Province. The relevant personnel involved leaders, international student administrators, teachers, and international students in four universities.

Five experts in evaluating components of international students learning management in universities, and a total of 193 international student administrators, teachers and international students from Jingdezhen Ceramic University, Jiangxi University of Finance and Economics, Jiangxi Agricultural University and Jingdezhen University in Jiangxi Province were selected as the sample group.

### 2. Data Collection

- (1) Collect the components and sub-components of international students learning management from literature, concepts, theories and related research.
- (2) Collect the expert check tables filled out by five experts, adjust the components according to the experts' suggestions, and finally determine the components and sub-components of international students learning management in four universities in Jiangxi Province.

(3) Submit a request letter through the official process to the Faculty of Education in Mahasarakham University, and obtain approval from the Faculty of Education. After receiving the approval letter, the researcher attaches the approval letter for data collection request to Jingdezhen Ceramic University, Jiangxi University of Finance and Economics, Jiangxi Agricultural University, and Jingdezhen University to collect data. After getting permission, a stratified random sampling method was used to conduct a questionnaire survey on 193 international student administrators, teachers, and international students in four universities in Jiangxi Province. The questionnaire was distributed and collected automatically through the Questionnaire Star software, and participants had one week to complete the questionnaire.

To ensure the quality, academic integrity and social responsibility of the research, the researcher followed the ethical principles of data collection and statistical analysis. In order to fulfil ethical considerations, all respondents were informed about the purpose and objectives of the study before filling out the questionnaire. The respondents were educated on informed consent, and all respondents had the right to withdraw from the survey without any explanation.

### 3. Data manipulation and analysis

(1) Analyze the suitability of components and sub-components of international students learning management by using SPSS Program respectively, in order to obtain the mean ( $\bar{X}$ ) and standard deviation (S.D.) of each component and sub-component of the international student learning management.

(2) Analyze the questionnaire data by using SPSS Program in order to find out mean ( $\bar{X}$ ) and standard deviation (S.D.) of the current status and desired state of international students learning management in four universities in Jiangxi Province.

(3) Obtain the Modified Priority Need Index based on the calculated mean ( $\bar{X}$ ) and standard deviation (S.D.) of the current status and desired state of international students learning management in four universities in Jiangxi Province. And get the results of critical priority needs.

### 3. III. CONCLUSION

(1) Through the research of literature, concepts, theories and related researches, the components and sub-components of international students learning management are obtained. The results show that there are six components and sixteen sub-components of international students learning management. As shown in Table 1.

Components	Sub-components
1. Curriculum	1.1 Curriculum setting
	1.2 student courses selection
2. Teaching	2.1 Preparation before class
	2.2 Teaching process

	2.3 Teaching reflection
3.Activities	3.1 Campus cultural activities
	3.2 Social practice activities
4.Environment	4.1 Campus cultural environment
	4.2 Teaching hardware facilities environment
	4.3 Educational software resource environment
5.Learning atmosphere	5.1 Construction of school spirit
	5.2 Construction of teaching style
	5.3 Construction of academic atmosphere
6.Evaluation	6.1 Curriculum evaluation
	6.2 Classroom teaching evaluation
	6.3 student comprehensive performance evaluation

Table 1 Components and sub-components of international students learning management

(2) The evaluation results of each component of international students learning management are all at the highest level, which shows that five experts unanimously agreed that the following six items are suitable as components of international students learning management and can be used in later questionnaires. As shown in Table 2.

Components of international students learning management in universities	Level of suitability		
	$\bar{X}$	S.D.	Result
1.Curriculum	4.90	.224	Highest
2.Teaching	4.87	.183	Highest
3.Activities	4.80	.274	Highest
4.Environment	4.73	.149	Highest
5.Learning atmosphere	4.87	.183	Highest
6.Evaluation	4.87	.183	Highest
<b>Total</b>	<b>4.84</b>	<b>.036</b>	<b>Highest</b>

Table 2 Five expert evaluation results of the six components of international students learning management

(3) All the sub-components of international students learning management were reached the highest level. This indicates that the five experts agreed that all sixteen sub-items are suitable as sub-components of the six components of international students learning management. As shown in Table 3.

Components	Sub-components	Level of suitability		
		$\bar{X}$	S.D.	Result

1. Curriculum	1.1 Curriculum setting	5.00	.000	Highest
	1.2 Students courses selection	4.80	.447	Highest
2. Teaching	2.1 Preparation before class	4.60	.548	Highest
	2.2 Teaching process	5.00	.000	Highest
	2.3 Teaching reflection	5.00	.000	Highest
3. Activities	3.1 Campus cultural activities	4.80	.447	Highest
	3.2 Social practice activities	4.80	.447	Highest
4. Environment	4.1 Campus cultural environment	4.60	.548	Highest
	4.2 Teaching hardware facilities environment	4.80	.447	Highest
	4.3 Educational software resource environment	4.80	.447	Highest
5. Learning atmosphere	5.1 Construction of school spirit	5.00	.000	Highest
	5.2 Construction of teaching style	4.80	.447	Highest
	5.3 Construction of academic atmosphere	4.80	.447	Highest
6. Evaluation	6.1 Curriculum evaluation	4.60	.548	Highest
	6.2 Classroom teaching evaluation	5.00	.000	Highest
	6.3 Students comprehensive performance evaluation	5.00	.000	Highest
<b>Total</b>		<b>4.84</b>	<b>.036</b>	<b>Highest</b>

Table 3 Five expert evaluation results of the sixteen sub-components of international students learning management

(4) The survey results of the current status and desired state of international students learning management in four universities in Jiangxi Province are generally at the moderate level. The mean from high to low are: curriculum, evaluation, learning atmosphere, environment, teaching, activities, respectively. In addition, the desired state of international students learning management in four universities in Jiangxi Province is generally at the highest level. From the six aspects, the mean from high to low are : evaluation, learning atmosphere, environment, teaching, curriculum, activities. As shown in Table 4.

International student learning management	Current status			Desired state		
	$\bar{X}$	S.D.	Result	$\bar{X}$	S.D.	Result
1. Curriculum	3.33	.303	Moderate	4.64	.325	Highest
2. Teaching	3.15	.401	Moderate	4.65	.320	Highest
3. Activities	3.14	.444	Moderate	4.62	.383	Highest
4. Environment	3.16	.419	Moderate	4.67	.343	Highest
5. Learning atmosphere	3.21	.447	Moderate	4.67	.369	Highest



6.Evaluation	3.24	.399	Moderate	4.72	.290	Highest
<b>Total</b>	<b>3.20</b>	<b>.296</b>	<b>Moderate</b>	<b>4.66</b>	<b>.259</b>	<b>Highest</b>

Table 4 Results of the current status and desired state of international students learning management in four universities in Jiangxi Province

(5) When considering in six aspects, the Modified Priority Need Index of international students learning management in four universities in Jiangxi Province from high to low are: environment, teaching, activities, evaluation, learning atmosphere, curriculum. As shown in Table 5.

Modified Priority Need Index	Current Status		Desired States		PNI modified (I-D)/D	Rank
	X	S.D	X	S.D		
Curriculum	3.33	.303	4.64	.325	0.393	6
Teaching	3.15	.401	4.65	.320	0.476	2
Activity	3.14	.444	4.62	.383	0.471	3
Environment	3.16	.419	4.67	.343	0.478	1
Learning atmosphere	3.21	.447	4.67	.369	0.454	5
Evaluation	3.24	.399	4.72	.290	0.457	4
<b>Total</b>	<b>3.20</b>	<b>.296</b>	<b>4.66</b>	<b>.259</b>	<b>0.456</b>	

Table 5 Mean, Standard Deviation, Modified Priority Index, and Ranking of six components of the international students learning management in four universities in Jiangxi Province

#### 4. IV. DISCUSSION

Through the investigation into the current status and desired state of international students learning management in four universities in Jiangxi Province, the researcher found that the current status and desired state of international students learning management in four universities are generally at the moderate level. The mean from high to low are: curriculum, evaluation, learning atmosphere, environment, teaching, activities. In addition, the desired state of international students learning management in four universities in Jiangxi Province is generally at the highest level. The mean from high to low are: evaluation, learning atmosphere, environment, teaching, curriculum, activities. According to the current status and desired state of international students learning management in four universities in Jiangxi Province, the critical priority needs of international students learning management can be ranking as environment, teaching, activities, evaluation, learning atmosphere, curriculum, respectively. So that the universities can manage international students in a more targeted way.

With the increasing number of international students enrolled in each university, language communication barriers, cultural differences, value orientation differences and management models' differences between Chinese and foreign universities have all lead to various challenges and problems in international students learning management (Yu Li & Zuo Meiyun, 2006). The research also found that the main reason why the current status of international students learning management are at a moderate level is that there

are six major problems in international students learning management in universities: 1) The management system and mechanism of international students in universities are not perfect enough; 2) The training program for international students needs to be improved; 3) International students' club activities are not sufficient; 4) The construction of international students' academic atmosphere needs to be strengthened; 5) The teaching quality evaluation of international students is not scientific; 6) Slow progress in building a teaching staff for international student. In order to solve these problems and improve the level of international students learning management, the researcher believe that there are five feasible methods :1) Improve the management system of international student and strengthen supervision; 2) Strict classroom management for international student; 3. Strengthen the construction of international student' teaching staff; 4) Strengthen teaching quality monitoring for international student; 5) Establish an incentive mechanism to encourage international student to study.

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