

Research Review on the Education Management of International Students in the Context of the New Era

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Abstract:

As globalization deepens and the Belt and Road Initiative advances, the management of international student education has emerged as an essential element of China's educational openness in the contemporary era. International students in China serve not only as bridges for spreading Chinese culture and enhancing global understanding and friendship, but also as vital human resources that promote China to win global recognition. This article seeks to thoroughly examine the existing body of research concerning the educational administration of international students within the framework of contemporary developments through a comprehensive literature review. The objective is to deliver scholarly support and actionable strategies for overseeing the education of international students.

Keywords: new era;international students;educational management;research review

1. Research Background

As China's economy accelerates into a fast lane of rapid development, the enhancement of scientific and educational standards has significantly increased. This comprehensive strengthening of national power and rapid economic prosperity has led to an elevation in international status and influence. At the same time, with the corresponding promulgation of the Outline of National Medium- and Long-Term Program for Education Reform and Development and the Studying in China Program, the education of international students who know and appreciate China has gained significant attention, resulting in a consistent rise in the volume of international students traveling to China for educational purposes. The ad-

ministration of international student education has emerged as a critical responsibility for the development and administration of schools. It is essential for schools at all stages to effectively administer overseas scholars.

In the framework of the contemporary epoch, the administration of educational programs for global learners faces a complex and changing international situation. The changes in the global political and diplomatic situation, shifts in the international economic environment, and the intensifying technological competition all bring new challenges to the management of international student education. Adapting to these changes and optimizing the management strategies for international student education has become a crit-

ical issue that must be addressed.

2. Research Status of International Student Education Management in the New Era

The swift economic advancement of our nation and the enhancement of its global standing has led to continuous growth in the influx of international students arriving in China. According to the Survey Report on the International Educational Exchange Development of the Belt and Road Initiative Education published in 2023, international scholars hailing from Belt and Road Initiative nations accounted for 60% of the total number of international students in undergraduate universities, and doctoral students from these partner countries account for all international

doctoral candidates pursuing their studies in China. [1] This is expressed not only in the growth in numbers, but also in the diversification of international students' sources and the improvement of educational level. However, the collision of different races, different skin colors and different values of life presents numerous challenges for the management of international student education. Effective administration of educational programs for international students in our country has become an urgent issue that schools need to address.

This paper focuses on International Student Education Management and conducted a search in the CNKI database, obtaining a total of 1,354 related research results. Among these are 29 theses (2 doctoral theses and 27 master's theses) and 1,178 academic journal articles, as shown in the figure below.

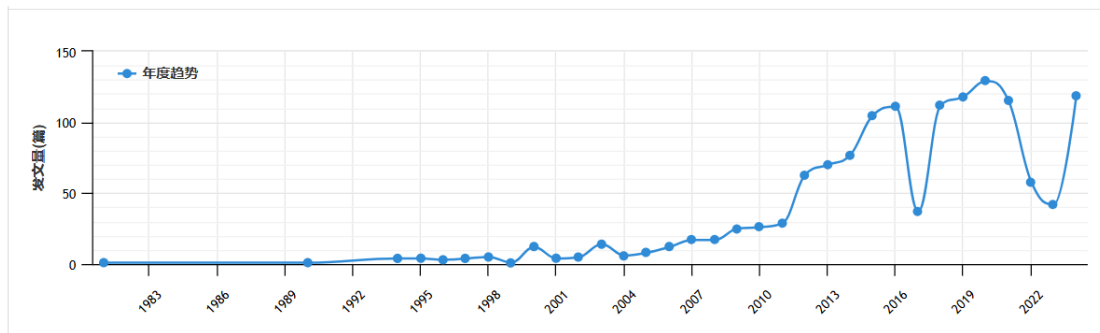


Figure 1: Annual Trend of Journals Related to International Student Education Management.

The research on the management of international student education has progressed from infancy to maturity, from singularity to richness, from general to the specific. [2] The number of relevant journals on the management of international student education has fluctuated from year to year. It is worth noting that since socialism with Chinese characteristics commenced a new epoch in 2012, the number of journals related to the management of international student education experienced its first significant increase. Subsequently, it has shown a steady upward trend, reaching its first peak in 2016 and a second peak in 2020. It can be seen that the volume of scholarly articles concerning the administration of international student education has consistently risen in the past ten years. This trend clearly demonstrates that relevant scholars have paid higher attention to the topic of management of international student education.

2.1 Research on Management Policies of International Student Education

The management of international student education in the context of the new era has been changing dramatically with the introduction of national policies. The following is

an overview of the changes in the governance strategies of global student education.

Domestic scholars analyze the international student policy in depth from three aspects: direction, content, and demand, and develop their narratives from ten dimensions, which include scale, level, country of origin, educational system, funding, educational quality, faculty, talent cultivation, specialization, and equity. [3] In addition, the evolution of policies regarding the management of international students can be discussed from two perspectives, mainly including enrollment policies and management policies, the latter of which consists of three major components: educational management, ideological management, and daily operations management. Finally, through empirical analysis of the factors influencing the evolution of international student education management policies, it is concluded that political, economic, cultural, and educational aspects all play a significant role in the advancement of international education policies. [4]

In addition, the management of international student education can be elaborated from the stage of development, beginning with the open reform era, which can be categorized into four specific eras: the preliminary stage,

the exploratory stage, the rapid growth stage, and the transitional development stage. According to Robert Cronin's system analysis method, the characteristics of study abroad policy are analyzed in detail from three perspectives: behavioral research, value research, and normative research. [5] Wu Meiran and Li Xiaohong, analyze the development of international student policies in our nation since the establishment of New China in their paper *The Evolution of International Student Education Policies after the Establishment of the People's Republic of China*. They believe that the evolution of these policies has gone through three phases: the initial stage focused on friendly nations, a period of reform and exploration insisting on opening up and the formative stage emphasizing regulation and cooperation. They also analyzed the problems in the current policy on international students and proposed corresponding solutions.[6]

As can be seen from the above, domestic scholars' research on the development of educational management policies is relatively similar. This research primarily divides its analysis based on temporal and spatial dimensions, which provides a solid theoretical foundation for the examination of educational governance for international students. This holds significant reference value and practical implications.

2.2 Research on Management Issues of International Student Education

In the past few years, as the internationalization level and influence of China's higher education continue to rise, an increasing number of international students increasingly choose to pursue their studies in China. While international education in China's higher education institutions is developing vigorously, there are also challenges and issues in various aspects, which propose elevated standards and challenges for the administration of international student education.

Research on the quality of international students in China. Currently, the advancement status of higher education in our country remains at a preliminary stage, and the degree of internationalization at universities is relatively low, resulting in a limited attractive to international students from developed Western countries. Consequently, the origins of international students primarily lie within developing nations. At the same time, the economic development of most of the countries that are sources of international students is lagging, and their educational levels are relatively low. This results in a varied quality of students from these countries, with many lower knowledge levels, insufficient cultural literacy, weaker learning abilities, and inadequate life skills. Consequently, this directly impacts

issues related to language, culture, daily habits, and religious beliefs for students enrolled in academic programs in China, which poses challenges for the advancement of the education of international students. [7]

Research on the issues of teacher teams for global learners. According to the survey, there is an obvious lag in the configuration of the educational administration team overseeing international student education in China. On the one hand, the majority of international student teachers are part-time teachers, who can only solve daily problems after work and have limited management energy, making it challenging to conduct an in-depth analysis of international student education management and take care of the whole situation, especially in the aspects of depth communication and political ideology. [8] On the other hand, the number of international students has shown a significant upward trend in recent years, making it increasingly difficult for part-time teachers to maintain normal management. The imbalance between the supply and demand for international student-faculty has become increasingly obvious. [9] Additionally, since most of the educational management staff for international students are part-time and have not undergone formal training, they often lack sufficient experience in educational management for international students and may possess inadequate professional ability. There may be problems such as language barriers and cultural misunderstandings, which can directly impact the effectiveness of the administration of education tailored for international learners. [10]

Research on cultural differences among international students. As Huntington stated, "The fundamental difference among humanity is cultural difference, and non-beneficial interactions between cultures lead to conflict." The primary source of conflict in the future world arises from "civilization" rather than economic or ideological factors[11]. Cultural differences significantly influence the adaptability and problem-solving approaches of international learners. A robust awareness of cultural identity can reduce unnecessary misunderstandings and tensions, facilitating emotional expression and communication among international students, thereby improving their learning capabilities and efficiency.[12] The Outline of the National Medium- and Long-Term Education Reform and Development Program (2010-2020) (hereinafter referred to as "the Outline") clearly states that education for international understanding should be strengthened, and that intercultural exchanges should be promoted in order to enhance students' awareness and understanding of different countries and cultures. The cultural absorption and understanding principles manifested by the education of international students in the new era contribute to their perception and experience of the value and charm of Chinese culture.

This fosters a deeper comprehension of their own communities and the underlying values behind “unconscious” behaviors.[13] However, the reality proves that China still needs to enhance the management of global student education, especially in the cultural aspects. Research shows that many international students still have “stereotypes” and a generalized understanding of Chinese culture. [14] This also urges us to meet new challenges with a more inclusive and open attitude.

In summary, it is evident that under the background of the emerging epoch, the management of global student education has witnessed certain advancements, while also facing numerous practical challenges. The advancement of the national economy and the enhancement of educational standards have resulted in sustained growth in the population of international students. However, this has simultaneously raised higher demands on the teacher workforce responsible for managing international student education. Coupled with the practical issues of cultural differences, relevant scholars have provided detailed elaborations on these matters. This research offers valuable references for addressing the challenges in managing international student education in our country on a new journey, and it holds significant practical implications.

2.3 Research on Management Measures of International Student Education

In response to the above-related problems about the administration of education for international students, scholars have engaged in in-depth discussions. By reviewing relevant literature, there are the following points of view for solving the problems of student quality, faculty capability, and cultural differences in the management of international education.

Regarding the standard of international students, scholars abroad suggest that we can refer to the preparatory education methods commonly adopted by developed countries. Through preparatory studies, students from diverse backgrounds and levels can gradually meet the entrance requirements of colleges and universities. This approach not only preserves students’ motivation but also effectively enhances the quality of students. [15] Furthermore, a comprehensive evaluation mechanism can be established to enrich the subjects of educational assessment and governance. This will scientifically and comprehensively standardize the entrance evaluation and selection processes, proactively accept supervision and evaluation from government departments and assessment institutions, and actively leverage the collaborative efforts of societal forces to achieve the goal of “ holistic education for all, throughout the entire process, and from multiple dimen-

sions.” [16]

Regarding the issue of the teaching staff for international students, Guo Ye and others believe that it is essential to expand the channels for talent recruitment and to attract global talent. The formation of a high-level, international teaching team and the introduction of high-end talents from abroad are particularly crucial. Domestic universities should strengthen their efforts in attracting talents from overseas, embodying the saying, “Plant the parasol tree to invite the golden phoenix.” It is crucial to enhance internal capabilities and create world-class teaching and research platforms, continuously improving brand image and international reputation. Furthermore, increasing salary packages and fostering a favorable entrepreneurial environment aim to enhance attractiveness. Employing strategies such as long-term appointments or short-term contracts can help recruit high-level foreign academicians, renowned international experts, and overseas talent. [17]

Regarding the cultural differences faced by international students, Cheng Hongyun believes that an independent and autonomous approach to convergent management should be established. It is essential to develop and improve the cross-cultural management system and mechanisms for international students in China, enhance their self-management capabilities, and strengthen their cultural education. [18] Zhang Ying elaborated in detail on three aspects: fostering foreign students’ familiarity with Chinese culture, adhering to the principle of “cultural integration and cultural independence,” and constructing a practical education model centered on “understanding, befriending, and loving China.” [19]

In conclusion, it is evident that both domestic and international scholars pay high attention to the administration of education for international students and are actively contributing to the development of this field. These research results not only hold considerable practical relevance for guiding the management of international student education, but also hold theoretical importance for promoting the development of international student education management in our country.

3. Conclusions

In recent years, with the rapid advancement of international education, a growing contingent of researchers has started to concentrate on matters pertaining to the administration of educational programs for international students. Through a comprehensive review of existing literature, it has been observed that previous researchers have conducted multifaceted and deep studies on various aspects of international learner education management policies, issues, and strategies. These findings hold macro

reference significance for the research on the management of international student education. However, there remain several shortcomings in the administration of international students' educational programs, summarized in the following three points:

Firstly, research within the scope of international student educational management is often insufficiently comprehensive. The majority of researchers are university faculty or domestic students, who do not have a holistic view of international student educational management. This limitation hinders their ability to provide perspectives that are broadly representative.

Secondly, the number of research outcomes in the field of international student education management is not large enough. Currently, the annual increase in the number of academic journals in our country is not exactly the same as the growth rate of new international students each year. Although the overall production of research outputs shows a growth trend, the actual increase in quantity remains unsatisfactory. The limited volume of research findings imposes certain constraints on the theoretical studies of international student education management development. Thirdly, research on the management of international student education lacks reference to foreign studies. A review of the literature indicates that research in China concerning the management of international students often fails to draw from international findings and does not sufficiently integrate with local cultural contexts. Rather, it tends to remain at the level of theoretical analysis and hypothetical strategies, with little focus on empirical issues that have arisen, and seldom explores international experiences in student management.

In conclusion, the research background of international learner education management in the context of the transformative epoch is complex, diverse, and challenging. Schools need to continually innovate their management concepts and methods to enhance the caliber and benchmarks of education for international students, in order to meet the new requirements for the advancement of global education within the framework of the contemporary era. Simultaneously, it is also expected that more scholars will be able to draw on international experiences based on the acquisition of first-hand data, and better constructing an educational management system for international students. It aims to enrich research outcomes in this field and contribute insights to the advancement and development of international student education management efforts.

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