



# Enhancing Educational Management For International Students In China's Post-Pandemic Era

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## ARTICLE INFO ABSTRACT

This study focused on important aspects like enrollment management, teaching management and support systems in an effort to completely examine the landscape of educational management for international students in post-pandemic China. The research sought to identify novel approaches, best practices and tactical adjustments that have evolved in response to the changing educational setting by employing quantitative research by administering questionnaires to 100 participants. The study's findings show how the pandemic quickly shifted to online and hybrid teaching approaches, changing educational management strategies. Additionally, the results emphasize the value of utilizing technology, offering student-centered approaches and encouraging a feeling of community for international students experiencing unheard-of difficulties. The COVID-19 pandemic's enormous disruptions forced quick changes in teaching management and student support systems. The study's findings offer insightful information on the difficulties experienced by educational institutions and suggest ways to improve the educational experience for international students, assuring their effective integration and general development.

**Keywords:** Educational Management, International Students, COVID-19, Teaching Management, International Education, Higher Education

## 1.0 Introduction

The cornerstone of society growth, education fosters both domestic and international cooperation. It acts as a strong catalyst, fostering society advancement, interpersonal harmony and individual improvement. Educational institutions have emerged as crucial architects in a constantly changing global environment, shaping the abilities, understandings and viewpoints that determine the course of future generations (Lnenicka et al., 2020). In light of the foregoing, this study conducts a thorough investigation of the intricate field of educational management pertaining to international students in China's post-pandemic era.

Education continues to be a powerful force that determines the futures of both nations and individuals as the world goes through seismic shifts. The focus of this study is educational management, which includes a variety of tactics, frameworks and procedures that coordinate the effective transfer of values, information and abilities. The formation of a dynamic learning environment, improvement of pedagogical efficiency and promotion of holistic student development all depend on this complicated interplay of educational components (Reyes & Torio, 2021). The field of educational management encompasses a wide range of areas, including enrollment management, teaching management and day-to-day operational tactics, all of which contribute to the overall educational experience.

The rapid transformation of the global education landscape necessitates a reevaluation of teaching methods, operational procedures and student support systems (Borawska-Kalbarczyk et al., 2019). Pandemic-induced disruptions have not only reshaped traditional education but have also spurred innovative adaptations to ensure uninterrupted learning. The dynamic interplay between physical and virtual learning environments, coupled with technology integration, has ushered in a new era of adaptable, resilient and inclusive educational

administration. This study explores educational management complexities through the lens of international students, uncovering the link between effective teaching methods and the multifaceted demands of students navigating a challenging academic journey. In a society characterized by global collaboration, education's significance is underscored. International students are essential for promoting cross-cultural understanding, enriching learning environments and fostering international unity.

Teaching management, encompassing diverse methods and practices that enhance the learning experience, forms the cornerstone of effective education (Bart et al., 2020). Crafting educational experiences that engage students, facilitate knowledge transfer and stimulate critical thinking is an art. In a world marked by diversity and evolving pedagogical paradigms, teaching management plays a pivotal role in reshaping the educational landscape (Gonida & Lemos, 2019).

Teaching management involves interactive learning strategies, pedagogical innovation and curriculum design to cater to diverse learning styles, ensuring education is both instructive and motivating. Key aspects include personalized education, active learning and technology integration, enhancing its dynamic nature. Technology has become indispensable for educators, enabling them to transcend geographical boundaries and add realworld relevance to the classroom (Walkington et al., 2018).

A paradigm shift from a traditional, teacher-centric to a student-centered approach characterizes teaching management's evolution. Recognizing each learner's uniqueness and tailoring instruction to their needs, abilities and goals forms the foundation of this transformation. Teachers shift from information suppliers to knowledge discovery facilitators, fostering dynamic interactions with students through approaches like collaborative learning, problem-solving and experiential education, promoting a culture of inquiry and lifelong learning (Hernawati & Jailani, 2019).

Teaching management faces increased challenges in the post-pandemic Chinese setting with international students, demanding an open and flexible approach due to diverse cultural backgrounds and varied academic expectations. International perspectives converge, necessitating cross-cultural, cross-linguistic and crosslearning teaching management solutions. Providing a rich learning environment requires not just subject matter expertise but also cultural competence, communication skills and empathy.

Educational management serves as the cornerstone enabling institutions to navigate contemporary education complexities, surmount obstacles and achieve broad goals (Iftach & Shapira-Lishchinsky, 2023). This diverse field encompasses administrative coordination, strategic planning and student support services, collectively promoting the overall development of both students and institutions. Effective educational management emerges as a critical determinant of educational quality and success in a society marked by rapid innovations and diverse learner needs.

Enrollment management, a vital facet of educational administration, involves a comprehensive strategy for student recruitment, admissions and retention, shaping the student body while upholding academic standards. It plays a pivotal role in ensuring equitable access to educational opportunities for students from diverse backgrounds, aligning recruitment methods with institutional goals and student expectations (Francis et al., 2022). Effective teaching management extends beyond the classroom, integrating technology, active learning methods and continuous assessment to achieve educational objectives, fostering dynamic interactions among teachers, students and teaching management.

The effective functioning of educational institutions relies on support system operational strategies, a key component of educational management (Ramísio et al., 2019). These encompass decision-making processes, resource allocation and support services that facilitate the efficient delivery of education. Support system tactics ensure a conducive educational environment for learning, growth and innovation, covering areas from facility management to student support systems. They foster a welcoming and nurturing atmosphere conducive to students' academic and personal success.

International education's significance in fostering cross-cultural dialogue, understanding and a broader worldview among students is increasingly evident. It serves as a dynamic force transcending geographical boundaries, uniting individuals from diverse racial, ethnic and socioeconomic backgrounds. International education holds the potential to cultivate global citizens ready to confront the challenges of the contemporary era in a world characterized by interconnectedness.

At its core, international education revolves around the exchange of knowledge, ideas and cultures across international borders (Odinokaya et al., 2019). It offers students the opportunity to engage with diverse worldviews, cultures and languages, nurturing their intercultural competence and promoting openmindedness. Through immersion in various academic systems and cultural contexts, students develop a holistic perspective that equips them to navigate an increasingly interconnected and interdependent world.

International education also encompasses international cooperation and diplomacy, extending its significance beyond individual development (Asada, 2021). Students engaged in international educational opportunities serve as cultural ambassadors, fostering peace and mutual understanding among diverse populations. They possess a unique ability to bridge cultural gaps and engage in fruitful dialogues, making them agents of global change. In the post-pandemic era, international education in China takes on heightened importance. The repercussions of the COVID-19 pandemic have underscored the interdependence of nations and the critical role of international collaboration. International education remains a potent tool for preserving global connections and fostering unity in times of adversity, as educational institutions adapt to hybrid and online learning approaches.

The COVID-19 pandemic has left an indelible mark on educational systems worldwide, fundamentally reshaping the operations of educational institutions and the experiences of international students (GarcíaMorales et al., 2021). Lockdowns, travel restrictions and the necessity for social distancing presented unprecedented challenges that tested the adaptability and resilience of educational management. China, home to a substantial population of international students, faced particularly severe pandemic-related disruptions in educational management. The abrupt closure of campuses and the transition to online and remote learning demanded rapid adjustments in teaching management, technological infrastructure and support systems (El Said, 2021). Balancing the imperative of safeguarding students' health and well-being with the need for uninterrupted education prompted institutions to innovate and devise novel solutions.

The pandemic added a degree of complexity for international students. Many people found themselves navigating remote learning in strange environments while cut off from their family and native nations. Institutions of higher learning were entrusted with developing extensive support systems to address the particular difficulties these students encountered, including assuring access to online resources and providing mental health and wellbeing services (Mutinda & Liu, 2022).

Additionally, the pandemic hastened the adoption of digital tools for managing schooling. For ensuring educational continuity, virtual classrooms, online assessment tools and remote communication platforms have become indispensable. Educational institutions needed to reconsider conventional teaching strategies and adopt fresh engagement strategies that worked well online. Despite the difficulties, the pandemic also spurred original ideas and demonstrated the fortitude of both educational institutions and international students (Ibrahim et al., 2021). To keep a sense of connection and community, collaborative online initiatives, virtual gatherings and cross-cultural digital interactions evolved. The significance of adaptability, flexibility and empathy in educational management was highlighted by this era of uncertainty. The lessons learnt during the pandemic are significant as this study focuses on educational management for international students in China's post-pandemic era. Future strategies can be informed by the lessons learned from navigating remote learning, creating community in the midst of isolation and using technology in the classroom. Institutions should proactively address issues and build more resilient systems that prioritize both educational achievement and the well-being of their international student community by comprehending the pandemic's extensive effects on educational management.

### 1.1 Research objectives

- i. To assess the effectiveness of enrollment strategies in the post-pandemic international student body.
- ii. To analyze teaching management in post-pandemic education for international students.
- iii. To evaluate support systems for international students in the post-pandemic environment.

## 2.0 Literature review

Early in 2020, the COVID-19 pandemic broke out worldwide, posing enormous difficulties for universities around the world, including those in China. International students' access to higher education has changed significantly as a result of campus closures and travel restrictions. With a focus on enrollment management, teaching management and day-to-day operational methods, this literature review intends to investigate the effects of the COVID-19 pandemic on educational management for international students in China's postpandemic era.



Educational management elements (Tien et al,2021).

### 2.1 Enrollment Management

International student enrollment management practices in China's higher education institutions were significantly impacted by the COVID-19 pandemic (Shijian & Agyemang, 2022). The conventional procedures

of enrolment and recruiting of international students were interrupted by the abrupt closure of campuses and the implementation of travel restrictions. An important difficulty was the unavailability of potential international students to visit campuses and take part in in-person introductory programs. However, this difficulty encouraged organizations to innovate and adapt, which resulted in the extraordinary evolution of enrollment management practices.

The transition to digital platforms evolved into a key component of enrollment management. To interact with potential international students, educational institutions have quickly adopted digital technologies. Virtual recruitment events, webinars and online campus tours have become essential resources for sustaining interest and delivering details about the academic programs and school atmosphere (Hendrickson & Ward, 2021). Through these online exchanges, universities were able to demonstrate their programs while also giving potential students a taste of the academic and social components of campus life. To deal with the pandemic-related concerns, enrollment management strategies were restructured. To address issues like pending standardized test results and thrown off academic schedules, admissions offices showed flexibility by extending application deadlines and changing admission standards. Prospective students and their families were encouraged by the clear and open communication on these adjustments, which reduced their worries about the admissions procedure.

In managing enrollment, the pandemic's financial effects were also important. Due to lost jobs or diminished financial aid, many international students experienced financial troubles. In order to reduce the financial load on students, some schools have established scholarships, tuition discounts, or postponed payment alternatives (Tamrat, 2021). These monetary rewards were intended to both show the institution's support for current students as well as to draw in new ones. The transition to digital technology also made it possible for institutions to connect with a larger pool of potential students from various geographical regions (Goldin et al., 2022). As travel limitations reduced global mobility, institutions were able to increase their outreach efforts to previously underserved areas. This increase in student diversity made the educational atmosphere more welcoming and accepting of people from all over the world.

## **2.2 Teaching Management**

A new era of teaching management tactics for international students in China began with the shift to online and hybrid learning models as a necessary response to the COVID-19 pandemic (Megahed & Hassan, 2022). Since physical classrooms were no longer usable, educational institutions had to quickly modify their pedagogical strategies to ensure that learning would continue. In order to adapt to this change, teachers, students and administrators have to embrace digital tools and transform the teaching-learning process. The teaching methods needed to be completely restructured in order to accommodate online learning. The creation of e-learning materials, multimedia resources and interactive online activities was required as faculty had to switch from traditional face-to-face education to digital platforms (Turnbull et al., 2021). While the change brought with it greater freedom, teachers struggled to maintain student interest and encourage active involvement in online classes. For international students, the virtual learning environment was made more challenging by linguistic and cultural barriers. Teaching management techniques were modified to address these particular difficulties. By including breakout areas for small-group discussions, multimedia materials and joint projects, instructors adopted inclusive pedagogical techniques. These strategies attempted to bridge the gap between varied learners by developing an engaging and dynamic online learning environment (Barrot et al., 2021).

The development of technical assistance and instructor training as essential elements of efficient teaching management. In order to give smooth virtual classes, educators required to upgrade their skills in digital tools and platforms. In order to give teachers the knowledge and skills they need to successfully navigate online instruction, institutions offered tools, workshops and peer mentoring programs (Rapanta et al., 2020). The management of training became much more complicated with the introduction of hybrid learning models, which merged online and sparse in-person instruction. The aim for the instructors was to create synchronous and asynchronous learning experiences for both on-campus and distance learners. This required giving considerable thought to how the material was delivered, how the students were assessed and how to establish a sense of community among them no matter where they were physically located.

## **2.3 Support System**

A thorough reevaluation of everyday support system techniques was required to satisfy the particular demands and concerns of international students studying in China as a result of the global COVID-19 pandemic, which brought with it a new era of problems and complications for higher education institutions. The landscape of support system underwent a fundamental upheaval as schools shut down and countries enacted stringent restrictions to stop the virus' spread, forcing creative solutions to guarantee the safety and involvement of international students.

The creation of reliable health protocols was the main worry. Educational institutions quickly adjusted by putting in place health monitoring systems, routine symptom assessments and availability to medical services for visitors (Behar et al., 2020). Institutions took on a caring role in response to the vulnerability of international students who were frequently separated from their families, providing medical aid and advice in times of illness or health-related questions. Institutions attempted to build a sense of security and trust among

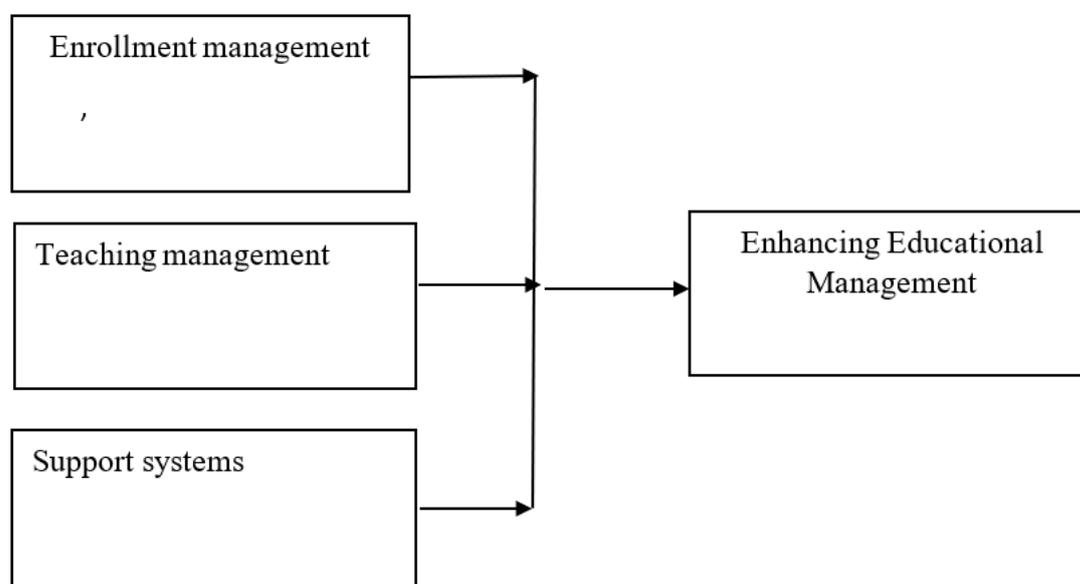
international students and their families during a time of uncertainty by placing a high priority on health and safety.

International students' mental health has become a crucial factor in everyday management tactics. Lockdown isolation and the move to distant learning made clear the importance of strong mental health care. To help international students cope with the pandemic's emotional toll, institutions in response launched remote counseling services, online support groups and easily available mental health resources (Lee et al., 2021). Institutions aimed to create a welcoming environment that recognized and responded to the overall requirements of international students by addressing their psychological wellbeing.

Institutions also understood the need of creating a welcoming community despite physical distance. Lockdowns underlined how critical it is to help international students overcome their emotions of loneliness. To combat this, institutions switched to virtual engagement techniques, rethinking orientation programs to incorporate instruction on navigating the virtual learning environment and gaining access to personal and academic resources (Singh et al., 2022). The creation of online peer mentoring programs, peer mentorship programs and interactive online events aimed to open up new channels for networking, social contact and skill development. These initiatives aimed to improve the international students' overall experience by reducing their sense of alienation and fostering a sense of belonging.

Institutions have to deal with additional aspects of Support system, such as communication difficulties and language obstacles. Language assistance became crucial as international students learned to navigate their academics and campus life. To aid in efficient communication and comprehension, institutions have created specialized language support programs, virtual language laboratories and language exchange platforms (Almusharraf & Khahro, 2020). Institutions sought to minimize potential misunderstandings and encourage active involvement among international students by establishing clear and accessible communication channels. In addition, the pandemic forced organizations to reconsider their housing policies. It was necessary to have flexible and adaptable housing regulations since travel restrictions could have left many international students stranded. The different demands of international students were met by the institutions, who also extended accommodations and offered advice on how to find safe housing (Bardill et al., 2021). Institutions supported their international student population's wellbeing and peace of mind by providing stability and aid with housing issues.

## 2.4 Conceptual Framework



## 3.0 Methodology

A quantitative research design was adopted for this study. This design allowed for the collection of structured numerical data through the administration of questionnaires to international students in Chinese educational institutions. This study involved 100 participants purposively selected. A sample of this size ensures a representative cross-section of international students, providing sufficient statistical power to draw meaningful conclusions and allowing for robust analysis and generalization of findings (Sibona et al, 2020). Purposive sampling was chosen because it allows for the deliberate selection of participants who possess specific characteristics relevant to the research objectives (Andrade, 2021). The target participants were international students with diverse backgrounds and experiences who were enrolled in educational institutions in China during the post-pandemic era.

Data was collected through structured questionnaires carefully designed to align with the research objectives and administered to participant electronically. The questionnaires were piloted over 10 respondents and amendments made based on feedback. Informed consent was obtained from all participants prior to their participation in the study and they were assured that their responses would be kept confidential and anonymized. The collected data was analyzed using SPSS version 26. SPSS is a statistical software package widely used for data analysis and provides tools for descriptive and inferential statistics, making it suitable for this quantitative study (Sen and Yildirim, 2022).

Descriptive statistics was used to summarize and present the demographic information of the participants, enrollment strategies, teaching management and support systems data collected in this study. Inferential statistics, such as t-tests and regression analysis, was employed to examine relationships, differences and associations among variables. These analyses allowed to drawing meaningful conclusions about the research objectives. The study adhered to ethical guidelines to ensure the informed consent, well-being and privacy of the participants. Proper citation practice was followed to give credit to original authors and maintain the integrity of academic research.

#### 4.0 Research Findings and Discussion

This section encompassing both descriptive and inferential statistics enhancing the understanding of the landscape of educational management for international students in China's post-pandemic era. All 100 questionnaires sent to respondents were returned, registering a 100% response rate. As noted by Sammut et al. (2021), response rates exceeding 50% are commonly regarded as acceptable in survey research, while response rates surpassing 70% are considered excellent. This high response rate underscores the robustness of the data collection process, instilling confidence in the representativeness of the sample and the reliability of the insights derived from it. The participants were asked to indicate the level of effectiveness of enrolment strategies, teaching management and support system in the post-pandemic international student body based on five-point Likert scale, where 1=Strongly Disagree (SD), 2=Disagree (D), 3=Neutral (N), 4=Agree (A) and 5=Strongly Agree (SA),

##### Validity test

Validity is concerned with establishing whether the content of the questionnaire measures what it is supposed to measure

**Table 4.1: Validity test KMO Test (measure of Sampling Adequacy).**

Variables	No of items	Factor loading	Comment
Enrollment strategies	4	0.7658	Adequate
Teaching management	4	0.7643	Adequate
Support system	4	0.9423	Adequate
Enhancement of Education management	4	0.8014	Adequate
<b>Overall</b>		<b>0.8185</b>	

All the values have a loading factor of above 0.7 indicating that the measurement tools employed in this study demonstrate a high level of content validity hence they effectively assess the intended constructs. This strengthens the study's overall reliability and ensures that the data collected is relevant for the research objective

##### Reliability test

Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated testing

**Table 4.2: Reliability test**

Variables	Cronbach's alpha	No of items	Comment
Enrollment strategies	0.740	4	Reliable
Teaching management	0.777	4	Reliable
Support system	0.860	4	Reliable
Enhancement of Education management	0.809	4	Reliable
<b>Overall</b>	<b>0.7965</b>		

All the variable is above recommended 0.7 minimum hence reliable for further analysis

## Descriptive Statistics

**Table 3: (N= 100) Age, Gender & Education level.**

Category	Characteristic	Percentage (%)
Age (years)	18-25	45.0
	25-30	32.0
	>30	23.0
Gender	Male	48.0
	Female	52.0
Education level	Post graduate	30.0
	Graduate	45.0
	Vocation training	25.0

According to the table 3 above, majority of the students (45.0%) are between ages of 18-25 with female being the majority with (52.0%). Similarly, graduate students are the majority with 45.0%.

**Table 4: Descriptive statistic**

Descriptive statistic		
	Mean	Std. Deviation
Enrollment strategies	3.9750	0.7658
Teaching management	3.7979	0.7633
Support system	3.8350	0.9422
Enhancement of Education management	3.8150	0.8014

The table 4 summarizes participants' perceptions of key study variables in post-pandemic education in China. The mean scores are consistently above 3.8, indicating an overall positive outlook. Standard deviations, all exceeding 0.7, suggest some variability in responses, reflecting diverse perspectives within the sample. However, the consistent positive mean scores highlight a prevailing optimism and indicate that, despite variations, there is a shared positive outlook regarding these educational aspects.

### Effectiveness of enrollment strategies in the post-pandemic international student body

The participants were asked to indicate the level of effectiveness of enrollment strategies in the post-pandemic international student body.

#### Enrollment strategies questions

I.Enrollment strategies meet international students' post-pandemic needs and preferences. II.Enrollment strategies promote a diverse, inclusive student community post-pandemic.

III.Post-pandemic enrollment and support services for international students has been satisfactory.

IV.Enrollment strategies has enhanced your post-pandemic academic and social integration

**Table: 5 Enrolment strategies Frequencies**

Scale	Frequency	Cumulative %
SD	0.00%	0.00%
D	6.00%	6.00%
N	26.00%	26.00%
N	30.00%	62.00%
A	38.00%	100.00%
Total	100.00%	

(Source: SPSS output, 2023)

The majority of participants (68%) responded with either "Agree" (30%) or "Strongly Agree" (38%) on the given scale. This indicates a favorable attitude or agreement with the subject matter, while a smaller proportion expressed neutrality (26%), and only a small percentage (6%) had a negative response. These results indicate

that the majority of participants viewed the questions with positivity, contributing to the understanding of their collective perception.

### **Effectiveness of teaching management in the post-pandemic international student body**

The participant was asked to indicate the level of effectiveness of teaching management in the post-pandemic international student body based on the questions below. **Teaching management questionnaire**

I. Online and hybrid teaching approaches enhanced my academic experience as an international student during the post-pandemic period.

II. Technologies and tools used in my post-pandemic courses were valuable for my education.

III. Virtual office hours and one-on-one online sessions with instructors significantly contributed to enhancing the student experience.

IV. Recorded lectures and course materials online are beneficial for my learning experience.

**Table:6 Teaching management Frequencies**

Scale	Frequency	Cumulative %
SD	1.00%	1.00%
D	4.00%	5.00%
N	25.00%	30.00%
N	35.00%	65.00%
A	35.00%	100.00%
Total	100.00%	

(Source: SPSS output, 2023)

Table 6 above shows a prevailing positive sentiment among the majority of participants, totaling 65%. A smaller portion, 30%, maintained a neutral stance. A minority, 5%, expressed negative views, while just 1% strongly disagreed. These findings highlight the predominant positive sentiment in the sample group.

### **Effectiveness of support systems in the post-pandemic international student body**

The participants were asked to indicate the level of effectiveness of support systems in the post-pandemic international student body based on the questions below.

I. I received adequate support from my educational institution's during the post-pandemic period.

II. Changes in the institution's support system are important for addressing challenges faced by international students.

III. Community sense and peer support are key to address challenges faced by students

IV. Social and cultural integration programs played a significant role in enhancing my education post-pandemic

**Table:7 Support systems strategies Frequencies**

Scale	Frequency	Cumulative %
SD	7.00%	7.00%
D	9.00%	16.00%
N	15.00%	31.00%
N	30.00%	61.00%
A	39.00%	100.00%
Total	100.00%	

(Source: SPSS output, 2023)

From table 7 above, the majority of respondents (69.00%) expressed positive or neutral views, indicating a generally favorable attitude. Additionally, 15% of respondents held neutral views. However, a notable portion (16.00%) expressed negative or strongly negative opinions, highlighting areas where improvements could be made in on support system.

**Table 8: Educational management enhancement frequencies**

Scale	Frequency	Cumulative %
SD	1.00%	1.00%
D	6.00%	7.00%
N	18.00%	25.00%
N	36.00%	61.00%

A	39.00%	100.00%
Total	100.00%	

Table 8 above shows that 61.00% participants agreed (A), and 39.00% strongly agreed (SA), indicating a positive perception of educational management enhancement. However, some respondents remained neutral or disagreed, suggesting room for improvement in specific areas of educational management practices.

**Table 9: Tests of Normality**

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Enrollment strategies	0.123	100	0.001	0.939	100	0.000
Teaching management	0.113	100	0.003	0.956	100	0.002
Support system	0.120	100	0.001	0.931	100	0.000
Educational management enhancement	0.126	100	0.000	0.956	100	0.002

Lilliefors Significance Correction

The examination of normality was conducted to assess whether the data distribution for each variable adheres to a normal distribution. This analysis employed the Kolmogorov-Smirnov test, with the results revealing that the p-value for all variables is less than 0.05 (quoted under Sig. for Kolmogorov Smirnov). This therefore indicates that there is significant evidence to reject the null hypothesis, which posits that the variable follows a normal distribution.

### Inferential statistic

#### Person correlation on study variables

Person correlation was carried out to determine whether study findings variables had any correlation with enhancement of education and results analysis presented below.

**Table 10: Correlations Matrix on Enrollment strategies, Teaching management & Support system on educational management enhancement.**

Educational management enhancement		
Enrollment strategies	Pearson Correlation	0.744
	Sig. (2-tailed)	0.000
	N	100
Teaching management	Pearson Correlation	0.683
	Sig. (2-tailed)	0.000
	N	100
Support system	Pearson Correlation	0.624
	Sig. (2-tailed)	0.00
	N	100

Correlation is significant at 0.01 level (2-tailed)

Table 10 above shows the p-value for the 3 variables was 0.000. These are which is less than the significant level of 0.05, ( $p < 0.05$ ). The Pearson correlation coefficient result indicated that (r-value) of 0.714, presenting a strong positive relationship between enrollment strategies and enhancement of educational management for international students in China's Post-Pandemic Era. Similarly, the Pearson correlation coefficient (r-value) of 0.691 was recoded showing an average positive relationship between teaching management and educational management enhancement. Pearson correlation coefficient (r-value) of 0.814 indicates strong positive relationship between support system and educational management enhancement management for international students in China's Post-Pandemic Era.

### Multiple Linear Regression

To determine the level of significant in correlation between the three study variables, a multiple linear regression at 95 percent confidence was conducted at the interval (0.05 margin error).

**Coefficient of Determination (R<sup>2</sup>)**  $Y = \beta_0 + \beta_1 X_1$  linear model was used in table 11 below.

**Table 11: Summary of Multiple Linear Regression on Enhancement of Educational management**

Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate
1	0.800 <sup>a</sup>	0.640	0.629		0.4882

(Source: SPSS output, Survey data, 2022)

- a. Predictors: (Constant), Enrollment strategies, Teaching management, Support system.  
 b. Dependent variable: Enhancement of Educational management

The findings in Table 11 above shows a positive coefficient of correlation (R) 0.800. This is an indication of positive correlation between all the 3 variables and educational management enhancement for international student's post-pandemic era. The (R Square) shows that 64.0% of educational management enhancement management for international students is influenced by the study variables. However, this percentage reduce to 62.9% with the adjustment of R<sup>2</sup> meaning other factors not captured in this study influence the rest 37.1%.

### Analysis of Variance

**Table 12: ANOVA**

Model	Sum of Square	df	Mean Square	F	Sig
Regression	40.697	3	13.566	56.918	.000 <sup>b</sup>
Residual	22.880	96	.238		
<b>Total</b>	<b>63.578</b>	<b>99</b>			

- a. Dependent Variable: Enhancement of Educational management  
 b. Predictors: (Constant), Enrollment strategies, Teaching management, Support system

In the Analysis of Variance (ANOVA) as indicated in table 12 above, the p-value 0.000 is < 0.05 shows that adopted model is statistically significant and predict how the study variables influence enhancement of Educational management for international students post pandemic era The results also indicate that the independent variables are predictors of the dependent variable with an the F test value 56.918 indicates that the independent variables (b) are good predictors of the above dependent variable (a)

### Regression Coefficients

**Table 13: Regression Coefficients**

Model	Unstandardized coefficient	Std error	Standardized coefficient Beta	t	Sig.
Constant	0.260	0.278		0.936	.352
Enrollment strategies	.464	0.096	.443	4.811	.000
Teaching management	.230	0.097	.220	2.383	.019
Support system	.218	0.065	.257	3.365	.001

Regression model has been derived as below

$Y_1 = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \varepsilon$  Where: Y= Enhancement of Educational management  $\beta_0$ = Intercept.  $\beta_1 - \beta_2$ = coefficient of regression  $X_1 - X_2$  = Independent variables

Summary, fitting of the model

$Y = 0.260 + 0.464X_1 + 0.230 X_2 + 0.218X_3 + \varepsilon$

All independent variables have therefore a significant positive effect on enhancing educational management for international students in China's post-pandemic era.

## 5.0 Conclusion

In the wake of the COVID-19 pandemic, the landscape of educational management for international students in China's post-pandemic era has undergone a profound transformation. The effective combination of enrollment strategies, teaching management and support systems has become the key driver in creating an enriched educational environment. This research explores these dynamic interactions and extracts insights from the collective wisdom of previous research studies, shedding light on how to enhance the educational experience for international students in China.

### **Enrolment strategies on education enhancement**

The research findings underline the critical role of effective enrollment strategies in shaping the international student body during the post-pandemic era, ultimately contributing to education enhancement. It emphasizes the need for continuous monitoring of global trends and student preferences as an essential strategy to attract a diverse pool of international students contributing to class diversity. Furthermore, the study suggests that institutions can leverage on specific segments of international students who might benefit from tailored scholarship programs, thus implementing improvements in enrollment. These programs can be designed to attract high-achieving students, students from underrepresented regions, or those pursuing specific fields of study. Such initiatives have the potential to alleviate challenges faced by international students while maintaining the overall quality of the student body. Finally, the research suggests that institutions can leverage data analytics not only to implement improvements in enrollment but also to enhance their overall capacity to adapt and respond to the dynamic needs of international students. By harnessing the power of data-driven insights, educational institutions can foster a more agile and student-centered approach, ensuring that their strategies remain aligned with the ever-evolving landscape of international education. Adedoyin and Soykan (2023) emphasized the significance of a data-driven approach to enrollment strategies in their study on education enhancement, echoing the findings of this research. In a related study, Van et al. (2020) suggested that targeted scholarship programs, driven by demographic and academic data, can significantly impact enrollment numbers., further supporting the study findings

### **Teaching management on education enhancement**

This study findings suggest a critical role of teaching management in post-pandemic education for international students. First, the findings highlight the effectiveness of online and hybrid teaching approaches, emphasizing their positive impact on the academic experience of students. These approaches enable more personalized and student-centered learning experiences, catering to diverse learning styles and paces, ultimately contributing to improved student engagement and outcomes.

Second, the results underscore the pressing need for faculty training in digital teaching methods. By investing in faculty development programs focused on online pedagogy, institutions can ensure that educators are well-equipped to excel in the digital classroom environment. Third, institutions should consider incorporating adaptive learning technologies in the post-pandemic era. These technologies adapt to individual student progress and provide real-time feedback, thereby enhancing the overall learning experience.

The findings from Nicolaou et al. (2019) study align with this research, emphasizing the value of online and hybrid teaching approaches and the potential benefits of adaptive learning technologies as teaching management in enhancing the academic experience

### **Support system on education enhancement**

The study finding shows that support systems for international students in the post-pandemic environment is vital in enhancing education in the post-pandemic era. Our research highlights the need for comprehensive mental health support services as a pivotal component of the support system for international students, encompassing not only mental health services but also holistic well-being initiatives. These initiatives can include physical health promotion, stress management workshops and access to counseling services. This approach aligns with the overarching goal of our research, which underscores the significance of support systems in enhancing the educational experience.

Institutions should consider expanding their mental health support services, making them readily accessible to international students. Additionally, there is a need to promote awareness of these services and reduce the stigma associated with seeking help. Creating peer support networks and mentorship programs can further empower international students to seek help and guidance from their peers, aiding in their acclimation to the academic and social environment.

This research underlines the importance of understanding and supporting the diverse needs of international students. Institutions can provide cultural competency training to faculty and staff to enhance their ability to empathize with and assist international students, fostering a more inclusive and supportive educational environment. Additionally, institutions can further encourage cross-cultural understanding by facilitating cultural exchange programs that allow students and staff to share their experiences and perspectives. These programs can foster a sense of belonging and mutual respect.

Huang et al. (2020) found that the value of cultural competency training for faculty and staff cannot be underestimated. These initiatives promote a welcoming and inclusive environment for international students and faculty which aligns with this research findings.

In conclusion, this research emphasizes the synergy of enrollment strategies, teaching management and support systems as instrumental in creating an enriched educational environment that not only meets the evolving needs of international students but also upholds the highest standards of quality.

## **6.0 Recommendations**

The findings and insights derived from this research provide a robust foundation for comprehensive recommendations aimed at enhancing the educational experience for international students in China's

postpandemic era while upholding quality and inclusivity standards. These recommendations include institutional practices that educational institutions, international students, teachers, administrative departments, policy makers, government, and future researchers can adopt to create a more welcoming and supportive environment for international students. Additionally, there is a compelling need for further research in key areas to continuously improve international education practices.

**International students:**

Encourage international students to engage actively in campus life, extracurricular activities, and cultural exchange programs to foster a sense of belonging and mutual respect, and to actively participate in cultural exchange programs that enrich their experiences and promote cross-cultural understanding.

**Educational institutions:**

Adapt flexible admission standards to accommodate diverse backgrounds and streamline application processes for international students.

Establish comprehensive communication channels that not only deliver essential information but also encourage active engagement with international students to address their unique needs.

Tailor support services based on the unique needs identified in this study, encompassing mental health services, counseling, peer support networks, mentorship programs, and cultural competency training. Prioritize health-focused norms, including the implementation of health protocols, clear guidance on pandemic-related matters, and access to healthcare services, ensuring the safety and well-being of international students.

Adopt practices for continuous quality assurance, such as regular program assessment, soliciting and acting upon student feedback, and aligning with accreditation standards.

Commit to improving teaching methods, fostering student engagement, and exploring innovative strategies, particularly in online and hybrid learning environments.

**Teachers and faculty:**

Faculty members should undergo continuous training in digital teaching methods to enhance their skills in delivering effective online and hybrid courses. Training in cultural competency is vital for creating an inclusive and supportive classroom environment.

Establish mentorship programs within educational institutions where experienced faculty members can guide and support newer educators in effectively teaching and engaging international students.

Promote research and scholarship on innovative teaching practices and strategies, particularly in online and hybrid learning environments, to continuously improve the educational experience for international students.

**Policy makers and government:**

Advocate for comprehensive policies that not only ensure the academic success of international students but also promote their well-being, mental health, and holistic development. These policies should focus on fostering a welcoming and inclusive educational environment.

Collaborate with educational institutions and community organizations to provide comprehensive support services for international students, including access to mental health resources, housing assistance, and employment opportunities.

**Future researchers:**

Future research should investigate the efficacy of specific flexible admission standards, the impact of tailored support services, and the evolving landscape of international student mobility. By embarking on these research pathways, institutions can contribute to the ongoing enhancement of international education practices. These recommendations stress the importance of institutional adaptability and responsiveness to the evolving needs and challenges faced by international students. By implementing these practices, institutions can create an environment that not only attracts a diverse international student body but also supports their academic and personal growth, ensuring a positive and enhancing educational experience.

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