

# An Exploratory Study Of The Policies And Rules Of International Student Recruitment And Support Adopted By The Chinese Government

Cheng Le<sup>1\*</sup>, Nidhi Agarwal<sup>2</sup>

<sup>1\*</sup>Research Scholar Lincoln University College Malaysia  
<sup>2</sup>Lincoln University College Malaysia  
Email: [chengle@lincoln.edu.my](mailto:chengle@lincoln.edu.my)

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ARTICLE INFO	ABSTRACT
	<p>An ever-increasing need for highly trained workers is a direct result of globalization's effect on national competitiveness in international trade. A country's competitive edge may now be derived from its higher education system. The development of IHE is a result of globalisation, which has accelerated the process. As a result, IHE has become a trailblazer in the expansion of higher education in the nation. As China developed, its reliance on globalisation increased.</p> <p>For China's internal and external relations with the West, as well as its economic growth and soft power in Asia, the IHE is crucial. Research on China's internal security mechanisms (ISM), especially the inward ISM, is severely lacking. One perspective on ISM in China is discussed in this article. This research helps the Chinese government, academics, and legislators improve the country's internal ISM policies by combining institutional and national perspectives with first-hand accounts from international students. They might compare the ISM phenomena in China to those in OECD nations, which have received much greater attention as a result of this study. One way to evaluate China's IHE and ISM policies is to compare them to those of more developed host countries, such the West.</p> <p><b>KEYWORDS:</b> <i>Policy, Chinese incoming foreign students, International student mobility, Internationalisation of higher education</i></p>

## 1. Introduction

An increasing number of educational institutions are welcoming international students in response to growing demand worldwide. A key component of IHE, international student mobility (ISM) has lately gained attention. Study abroad programmes are becoming more popular, continuing a long history of Chinese students going abroad for college. This study provides a thorough overview of ISM in China by analysing pertinent laws and the experiences of foreign students. The researchers describe globalisation as "a series of broader economic, social-cultural and political processes that increase interconnection and interdependency between and beyond nation states." Part of this process, according to those who take this position, is "the blurring of national boundaries, the remaking of identities, and the cross-national integration of economic, social, and cultural activities" (Li et al., 2021).

## 2. Background of the Study

Globalisation, a process that relies heavily on knowledge, is propelled by the increasingly globalised information sectors that provide commodities, services, and data. In this setting, IHE (internationalisation of higher education) has played a significant role. China is the most popular destination for foreign students, accounting for almost 89% of all international students studying in an OECD country (Yang, 2022). The flood of students from China, Southeast Asia, and Japan has overtaken more conventional study abroad destinations, making many Asian countries appealing study abroad options. Throughout history, China has

been a popular destination for international students seeking a university education. This trend began during the Sui Dynasty and has continued ever since. A growing number of international students are choosing to further their education in China, attracted by the country's innovative culture and state-of-the-art technology. This trend mirrors China's growing worldwide influence and power. About 377,054 foreign students from 203 different countries and territories attended 755 different mainland Chinese universities in 2014. As a whole, the number of international students rose 5.77 percent between 2013 and 2015. China has been an increasingly prominent ISM host nation in recent years. The Ministry of Education's Studying in China Project has set a goal of doubling China's overall number of international students by 2020. Education experts are interested in this development because it provides insight into the experiences and goals of international learners studying in China and examines the policies that have caused and are impacting this change. This approach might help them better understand the global market for cultural flows, the global knowledge economy, and the Chinese IHE ecosystem (Kondakci et al., 2018).

### 3. Purpose of the Research

The growth of IHE has emerged as a major trend, particularly in China, due to the country's status as a global superpower. Similar to the upward trend in the school's graduation rate, the enrollment of international students at ISM has been on the rise. To fully grasp IHE in China, one must delve into the background of foreign students' experiences and viewpoints in addition to the policy framework. Taking a systematic perspective, this study examines institutional and governmental policies and processes concerning the admission of international students. On the other hand, academics delve deeper into the subject in an effort to understand the specific aims and dreams of foreign students enrolled in Chinese universities. Researchers also compare students' perceptions of official Chinese policy with their own to assess any discrepancies. The strategy is most effective for presenting the pros and cons of current rules and legislation (Hao et al., 2019).

### 4. Literature Review

Aspects of this multi-faceted historical phenomenon called globalisation include neoliberalism, human rights, the worldwide war on terror, and anti-globalizers. The erasure of national borders, the reconstruction of identities, and the worldwide integration of cultural, social, and economic activities are all imperative (Zhang et al., 2021). Political globalisation mirrors the evolving function of the nation-state, while economic globalisation benefits more prosperous nations in terms of the redistribution of work and profits. Cultural globalisation encompasses a wide range of phenomena, including study abroad programmes, migration, media flows, diaspora formation, and post-colonial legacies. The word "internationalisation" came into usage as a result of globalization's profound impact on universities. Internationalisation in the fields of education, research, and administration describes policies and practices that encourage cross-national cooperation and understanding. The rationales approach identifies four main explanations: social/cultural, political, academic, and economic. The results strategy aims to achieve a number of things, including improved learner skills, more visibility, and the formation of additional international relationships, partners, or projects (Paulino & Castaño, 2019). The worldwide dimension of the institution's serving, instruction, and education activities is facilitated by the process method. The recruitment of foreign faculty members has the potential to increase the international dimension of higher education, which in turn has the triple benefit of boosting national economies, increasing international competitiveness, and facilitating the development of a worldwide network of academics. Still, there are risks associated with IHE. Brain drains, the globalisation of degree mills, and the commercialization and commoditization of education are a few of these issues. Among the many effects of globalisation on higher education are the dismantling of barriers, the incorporation of global elements, and the process of identity reconstruction (Oladipo & Sugandi, 2022).

### 5. Research Question

- What changes have been made to the policies and practices of Chinese universities and the government regarding the recruitment and support of foreign students?
- What are the goals that foreign students have when they decide to study in China, and what drives their choice to do so?
- How do the students' expectations compare to their actual experiences with these components?
- How does the actual execution of these policies compare to how students perceive it?

### 6. Methodology

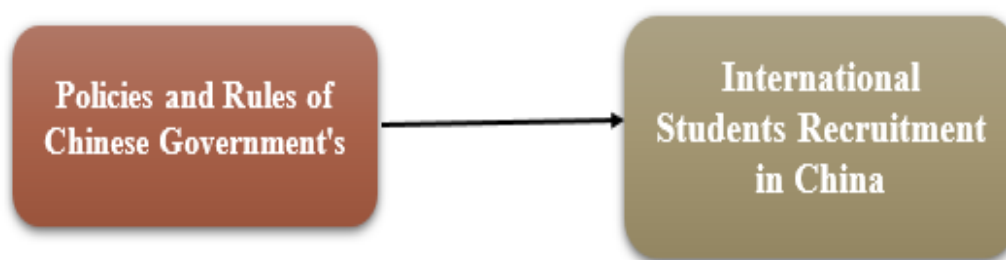
This qualitative study examines the perspectives of ten international students at S University, a famous Chinese university widely regarded as a "world-class" school. Data from many sources, including speech, video, documents, and photos, is collected by the study using a variety of methodologies. Since these students' experiences are often disregarded in quantitative research, the study aims to get a better understanding of their motivations and perspectives.

The undergraduate and graduate students participating come from both developed and developing countries, and they are enrolled in programmes taught in English and Chinese, respectively. The diverse origins of the students at S University provide a wealth of perspectives on their motives for going and their experiences while there. Using voluntary sampling, the researcher enlisted the help of friends, students, and colleagues to fill out the study. After getting the go-ahead from the Non-Medical Research Ethics Board at Western University, the researchers asked their Chinese friends to brief potential participants about the project.

Notably, the probe included the months of November 2015 and January 2016. A non-probability sampling method, volunteer sampling relies on participants' subjective intentions to choose a small number of participants instead of a random selection process. Since this study was exploratory in nature, this limitation was not a big deal.

Overall, the results of this qualitative study shed light on the experiences and goals of international students at S University, paving the way for a deeper comprehension of these factors (China Scholarship Council, 2015).

## 6.1 Conceptual Framework



## 7. Result

### 7.1 University's Regulations Regarding Foreign Students

The economics and finance departments of S University, one of China's 71 major universities, are well-known. It started accepting foreign students in 1996 and by 2001 it had been named one of the top institutions in China for foreign students. Students from more than 82 different countries attend the institution on a variety of grant, scholarship, and exchange programmes. Founded in 2004, the Faculty of International Education oversees all aspects of international students. This includes non-degree students, including their enrollment and training, degree applicants, exchange programme implementation, and collaboration with other organisations and businesses.

### 7.2 Organisational System Policies

The Regulation on the Management of International pupils was enacted in 2015 by S University with the goal of attracting international students who are both academically talented and have a positive outlook on China. The institution has a heavy political burden to bear on this project because of its relevance to China's political and national objectives. Many departments, including the faculty of foreign Education, the Office of Educational Administration, Student Affairs, Logistics and Security, and the many academic departments that the students attend, are engaged in overseeing the affairs of foreign students.

Training programmes for foreign students are overseen by the faculty of foreign Education, which is also in charge of directing and evaluating these programmes, regulating the students' day-to-day life, providing them with rewards and punishments, and ensuring their safety. International students at S University may participate in the Chinese Language Programme, the Degree Programmes, or the Exchange Programme. Adults who are not nationals of China and who are at least eighteen years old may enrol in the Chinese Language Programme, which provides a variety of services such as language classes, cultural classes, private tutoring, and even a home-stay option.

Both a Chinese-instructing and an English-instructing version of the Degree Programme are available. Candidates for the Chinese-instructing Programme are required to have a passing score on the Chinese Language Examination (HSK 4). On the other hand, for the English-instructing Programme, a bachelor's degree programme needs either an IETLS 5.5 or TOEFL 70, while master's and PhD programmes require either an IETLS 6.0 or TOEFL 80.

The majority of the nine primary programmes offered by the Exchange Programme are the result of partnerships between S University and other international institutions that promote student exchanges.

### 7.3 Financial strategies

Tuition and housing costs, scholarship distribution, and insurance are the three main areas covered by the financing programmes. The following two tables display the tuition and housing fees in accordance with the Regulations on the administration of funds (S University, 2015):

**Table: 1** The Cost of Attending S University

Tuition fee		
(Unit: person/academic year)		
Chinese Language Program		
	CNY	CAD Exchange
Application fee (New student only)	400	61.2
Tuition	14,000	2,142
Degree Program		
	CNY	CAD Exchange
Application fee (New student only)	400	80
Bachelor (conducted in Chinese)	16,000	3,200
Bachelor (conducted in English)	20,000	4,000
Master (conducted in Chinese)	20,000	4,000
Master (conducted in English)	25,000	5,000
MBA (conducted in Chinese)	25,000	5,000
Doctor (conducted in Chinese)	25,000	5,000
Doctor (conducted in English)	30,000	6,000
Other fees		
Insurance	CNY 150 ( $\approx$ CAD 30) /year (Younger	

than 35); CNY 300 ( $\approx$  CAD 60) /semester

(older than 35, including 35)

*Note. The exchange rate of Chinese Yuan against Canadian Dollar is about 5.0.*

**Table: 2** The Cost of S University Accommodation

Accommodation fee (Unit: person/month)		
	CNY	CAD Exchange
New dormitory	800	160
Old dormitory	500	100
Deposit	1,000	200
15-Day temporary stay (New dormitory)	500	100
15-Day temporary stay (Old dormitory)	300	60
Electricity	30kwh is free each month, extra usage charged is CNY 0.4( $\approx$ CAD 0.08) /kwh	

*Note. The exchange rate of Chinese Yuan against Canadian Dollar is about 5.0.*

In 2008, the Chinese Ministry of Education developed the Chinese Government Scholarship (CGS), a complete scholarship programme, to promote Chinese higher education on an international level. The "Chinese Government Scholarship -University Postgraduate Programme" is an opportunity for overseas students to get financial support as they complete their graduate studies. The purpose of the Scholarship for foreign Students from City C's Sister Cities is to encourage more foreign students to attend universities in City C and to strengthen links of educational collaboration and exchange between Chengdu and its international sister cities. The Performance Scholarship incentivizes international students to do their best work, follow the rules, and succeed academically, while the University President Scholarship seeks to foster international friendship, increase economic and cultural exchange, and recognise and reward international students for their moral and academic excellence. All international students are required by law to have group comprehensive insurance through the Faculty of International Education. In the event that any of these students have an accident or have their rights violated, the faculty was act as S University's legal guardian and was sought to resolve the matter through consultations with relevant institutions, including insurance companies, public security organisations, and the Ministry of Foreign Affairs.

## 8. Discussion

The data analysis demonstrates that the Chinese government and S University both saw the recruitment of international pupils as a political ploy to develop soft power and strategic connections. China's rapid economic growth and increasing participation in the global economic system are the causes of this. International students may learn about the globe and fully immerse themselves in the culture of China by studying there. Interviews, however, reveal the difficulties students had while studying in China and the effects of their personal experiences on their lives. Advocates of internal ISM argue that via educational exchanges, China may strengthen its position as a major participant in the global knowledge economy and develop deeper political and economic relations with other nations (Lu & Tian, 2018). This set of political justifications is mostly founded on instrumentalist ideology, with IHE always advancing national interests, maximising profits, and expanding the economy. Student exchange schemes support Chinese diplomacy and international partnership, which in turn enhance China's standing and power overseas. However, it seems that the internal ISM political

goals are of more importance to the Chinese leadership. The capacity of a country to influence and convince others to behave as it pleases is measured by something called international social media influence, or ISM. Knowledge about a country's political philosophy, cultural norms, and foreign and domestic policies are the sources of this form of power. In the past, China's soft power was greatly increased via student exchange programmes with foreign countries (Ma, 2022).

## 9. Conclusion

The global knowledge economy depends on the internationalised and rapidly expanding information industries that provide knowledge-based goods and services. This context has increased the importance of higher education, especially with regard to "Internationalisation of Higher Education (IHE)". This research investigates the rationale behind the Chinese government's decision to let international students to register in its higher education institutions, considering pertinent legislation and regulations (Tian & Liu, 2021).

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