

A PRELIMINARY EXAMINATION OF THE POLICIES AND REGULATIONS GOVERNING  
INTERNATIONAL STUDENT RECRUITMENT AND SUPPORT ESTABLISHED BY THE CHINESE  
GOVERNMENT.

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**ABSTRACT**

The Chinese administration's laws and rules regarding the acceptance and assistance of foreign students were the focus of this research. The study used a quantitative strategy, with primary data coming from standardised surveys and secondary information gathered from other sources. All responders were given an equal opportunity of being selected using a basic random sampling approach. Researchers were able to analyse 616 genuine replies out of the questionnaires that were delivered. The results showed that China has a set of measures in place to become an even more prominent player in the international education arena. Foreign pupils' intellectual and societal assimilation were the goals of those efforts, which included recruiting strategies, grant funding, and aid programs. Research revealed that official initiatives were in line with more general goals of academic modernisation, soft-influence promotion, and internationalisation. However, the research did find several problems with bureaucratic processes, culturally adaption, and afterwards options that can impact foreign pupils' happiness and persistence in the future. The research emphasised the significance of supplementary evaluations, including university-provided psychiatric assistance, linguistic instruction, and orienting courses. Multicultural integration and long-term educational assistance were the two areas where these programs fell short, even though they showed policymakers were listening. More work was required to strike an equilibrium between recruiting objectives and the standard of pupil interactions, although the findings did indicate that Chinese administration programs were critical in bringing in and keeping foreign pupils. This research added to our knowledge of the ways in which national policies shaped the globalisation of higher institution and the movement of foreign students.

**Keywords:** China; international students; higher education; recruitment policies; government regulations; student support; globalisation.

**INTRODUCTION**

Numerous studies have examined the regulations of specific nations or compared them with one another to better understand the evolving problem of the global educational movement. Four reasons - social or cultural, ideological, intellectual, and economic - are cited by researchers as motivating internationalisation. recognised the concepts at play in the

globalisation of university learning as optimism, instruments of power, and educationalists. China, which has long been a major player in the international student exchange industry, is now challenging established hosting nations for scholars. To this day, it remains among the most popular overseas programs. Numerous studies have been released, detailing the Chinese strategies in broad and when reflecting on such actions, researchers may look at the many issues that China is now experiencing. Unfortunately, only a handful of these individuals had performed any kind of strategic assessment grounded in actual data. Within the available factual policy investigations, many interpretations, and assessments of China's evolving involvement in global pupil immigration have arisen; although socioeconomic justifications were first brought to the forefront during the 1980s, ideological justifications predominated throughout various historical in time. There exists a powerful practical purpose in action here, but there is additionally, at minimum verbally, an idealistic component that highlights the opportunity for cooperation between China as well as the host countries of overseas pupils (Zhang & Liao, 2021). In past decades, the Chinese administration has begun aggressively marketing "Study in China" to boost overall popularity being a favoured location for overseas students, coinciding alongside the substantial development in the worldwide profile of Chinese institutions. An integral part of China's globalisation agenda, foreign recruitment has been rising in significance in recent years (Gao & Liu, 2020). There has been a change in focus, and there have been disputes or conflicts about its application using different recruiting tactics.

## **BACKGROUND OF THE STUDY**

The impact of globalisation on tertiary institutions is immense and has never been seen before. More people are choosing to study abroad, English has become the official vernacular of business and academia, subsidiary universities had multiplied, and international academic cooperation has flourished in the last few centuries. All facets of tertiary learning are currently being influenced by internationalisation. Ten generations following its Cultural Reformation, the national educational sector is in a dreadful state. Following 1978, strategies primarily targeted creative concerns, particularly including several facets of foreign students' learning and living, to construct the foundational frameworks of their education. At the present time, there has been a modest and gradual growth in the total number of foreign students (Wen & Wang, 2022). The number of foreign pupils researching in China was a meagre 1,236 in 1978. Now, the political approach has been to expose the school institution to the globe with caution while prioritising excellence. This conclusion was drawn based the rule's textual assessment regarding the intended audience, their social standing, and the reception that individuals received in China. As part of its internationalist obligation, China is required to admit and educate foreign pupils according to Policy No. 2. International scholars are supposed to develop their skills via receiving genuine support in their study, proactively shaping their social stance beneath pressure, and being accorded respect and discipline in their everyday lives. Foreign scholars from nations with an international relationship involving China are warmly welcomed, according to Policy No. 16. As stated in Policy No. 17, China's foreign strategy is based on cooperating with emerging nations (Hsieh, 2020). About hiring pupils from emerging nations, integrity control is

the prerequisite of multilayer and wideband growth. Policy No. 17 outlined stringent requirements and enthusiastic assistance as the foundational concept for the education of international pupils. The primary premise for the accommodation conditions of international pupils was outlined in Policy No. 17, which emphasised balanced choice and tight supervision. Favourable nations, strengthen ties of communication among China and its home nations, and rally additional resources to challenge global dominance.

### **PURPOSE OF THE STUDY**

An initial assessment of the Chinese administration's rules and laws pertaining to one recruiting and assistance of overseas students are a goal of current investigation. It is critical to comprehend the administrative structure that controls the movement of foreign students to China as the country keeps growing as a prominent location for worldwide schooling. Researchers want to learn more about whether those laws help foreign pupils come to China, whether they help them integrate academically and socially, as well as how they fit alongside China's larger plans to internationalise its further educational system. Examining how well those rules manage issues of pupil wellness, social adaptability, and intellectual assistance is another goal. This research aims to shed light on whether China may enhance its worldwide scholastic footprint and guarantee that foreign pupils get sufficient assistance along their scholastic path by examining the efficacy and shortcomings of current structures and present Chinese scenarios.

### **LITERATURE REVIEW**

There are several studies about the policy and regulations on managing multinational pupil recruitment and consent documented by the Chinese government. Research stated that the study aims to enlighten legislators by analysing the changing political and cultural context, legal issues, and practical solutions related to legislation governing international students' accessibility to higher education. The investigation enhances the comprehension of Chinese universities over international students using subjective regulatory analysis; later legislators may discover the results beneficial (Zhang & Liao, 2021). Another study described that Early studies reveal that China began to attract pupils from other countries in the latter part of the 1970s, regarding the identical moment during its Reformation and Growing Up period. The governmental push for literary relations was shown by the development of fellowships, diplomatic deals, and collaboration initiatives. Present studies have concentrated on the 2010 National Strategy for Mid- and Extended-Term Educational Improvement and Growth. This approach placed a great deal of focus on globalisation and helped bilingual courses flourish to draw in more pupils (Sutter, 2020). A study elaborates that among the power source obvious changes this generation possesses witnessed is the rise within the quantity of foreign pupils going to Chinese colleges. In the past twenty years alone, the Chinese administration has accomplished a lot to make China a top place for foreign pupils to attend school. These measures are meant to attract, control, and help those kids. The research says that these

initiatives have been an important aspect of the nation's bigger plan for diplomatic dominance, monetary progress, the economy, and modernising learning (Hu et al., 2020). There is an abundance of evidence that regulations influence pupils' chances to learn. Investigators have discovered that various regions used various methods to make visas, temporary residence authorisations, and internship opportunities easier to get. The Belt and Road Initiative (BRI) gave out specific fellowships and hired people from participating countries, making learning an even more powerful tool for diplomacy. Critiques in the scholarship, nevertheless, point out challenges that might affect continuation and contentment, including limited employment opportunities post-graduation, difficulty in societal adaptation, and administrative hurdles (Li et al., 2023). Chinese university provide a variety of aids, such as initial orientations, languages classes, and mental health counselling, which are discussed in the research as well. There still exist holes around topics like multicultural acceptance, inclusion, and ongoing scholastic assistance, but those attempts show that policies are responding. Research shows that Chinese academic aid networks are still below Westerners ones, even if the country has taken great strides in pupil enrolment.

### **RESEARCH QUESTION**

What is the impact of policies on governing international student recruitment established by the Chinese government?

### **RESEARCH METHODOLOGY**

#### **Research Design**

The investigation conducted in this study was quantitative in nature, and the dataset was analysed using SPSS version 25. Descriptive statistics were used for summarising the data, using odds ratios and 95% confidence intervals. To determine statistically importance, a p-value lower than 0.05 was used. Then used factor analysis to check for validity, and researcher used analysis of variance to look for differences between the groups. The scientists used SPSS and Excel for all their analyses.

#### **Sampling**

All respondents were given an equal chance of being picked using a basic random selection procedure. This method protected the research sample from selection bias while still collecting data that was representative of it. According to Rao-soft, 591 was the bare minimum for the sample size. There were 632 returned completed surveys out of 700 that were sent out. Following review, 616 valid replies were included in the study, while 16 surveys that were not fully filled out were eliminated.

#### **Data and Measurement**

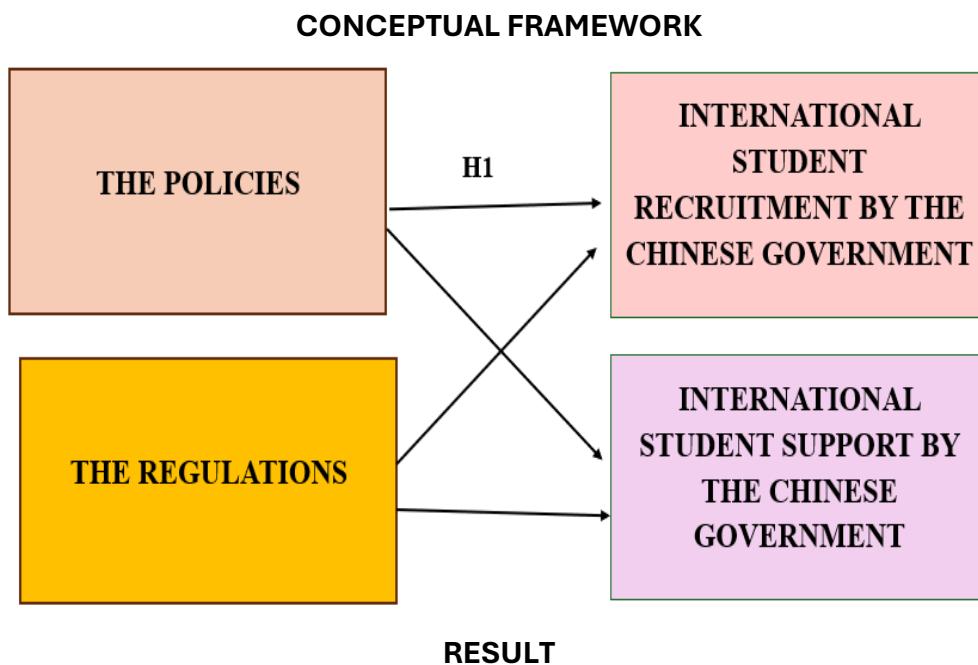
It was a two-part structured questionnaire. In Part A, researchers gathered basic demographics information from the participants, and in Part B, researchers assessed their opinions on important aspects of the research using a 5-point Likert scale. The results were further supported by pertinent secondary quantitative data culled from reliable internet sites.

### Statistical Software

Researchers used SPSS 25 and Microsoft Excel to do the statistical analysis.

### Statistical Tools

To further understand the features of the sample, descriptive analysis was conducted. The measuring scales were validated using factor analysis. To compare variations across groups, analysis of variance (ANOVA) was used. To measure the magnitude as well as direction of relationships, odds ratios with 95% confidence intervals were used. Statistical significance was defined as a p-value below 0.05.



**Factor Analysis:** With Factor Analysis (FA), one hopes to unearth previously unseen components within freely available datasets. Regression coefficients are often used by physicians as a diagnostic tool when no clear symptoms are evident. Finding observable patterns, inconsistencies, and deficiencies is the main objective of utilising mathematical models. The Kaiser-Meyer-Olkin (KMO) test may be used to assess the results of multiple regression studies. Researchers have verified that the model and its sample variables are inductive. Based on the data, there is some duplication. Reducing the size of the picture makes it easier to read. A value between 0 and 1 is output by MO. Enough samples is indicated by a KMO score between 0.8 and 1.

Kaiser has set the following parameters: As to Kaiser's assessment, the following standards are met: This is much lower than the average of 60-069, with a range of 0.050 to 0.059. Grades in the middle often range from 0.70 to 0.79.

With a quality point score ranging from 0.80 to 0.89.

They marvel at the range of 0.90 to 1.00.

Testing for KMO and Bartlett's Sampling Adequacy Measured by Kaiser-Meyer-Olkin: .878

The results of Bartlett's test of Sphericity are as follows: approx. chi-square = 3252.968

df = 190; sig =.000

**Table 1.** KMO and Bartlett's Test.

<b>KMO and Bartlett's Test</b>		
<b>Kaiser-Meyer-Olkin Measure of Sampling Adequacy.</b>		.878
<b>Bartlett's Test of Sphericity</b>	<b>Approx. Chi-Square</b>	3252.968
	<b>df</b>	190
	<b>Sig.</b>	.000

This is a common method for simplifying sample claims. Following the maintenance of the correlation matrices' significance, the researchers will use Bartlett's Test of Sphericity. The Kaiser Meyer-Olkin score is 0.878, which indicates that the sample is sufficient. The results of the Bartlett sphericity test were negative, as shown by a p-value of 0.00. Researchers may deduce that the correlation matrix is not an identity matrix if Bartlett's sphericity test yields a positive result.

## INDEPENDENT VARIABLE

**The Policies:** Politics is a procedure instead of a result, including compromise, disagreement or conflict among various constituencies that might be beyond the conventional apparatus of law formation. "The 1950s in primarily liberal democracies, in which authorities utilised the expertise of social scientists for creating governmental for the public, substituting before methods that had been mostly instinctive is the earliest known reference to governance analysis. At the same period, communist nations like Chinese began to formulate governmental strategies like national growth strategies for tackling government goals and needs before the PRC's creation and finding a suitable paradigm of socialistic growth (Tian et al., 2020). Higher education in China serves as supporting the creation of nations and modernisation under the auspices of national developmental policies and policies. Decision-making for the worldwide

involvement of higher learning during 1949 to 1965 exhibited characteristics such as being demanded, limited, and cautious, with the latter two traits being influenced by a nation's internal political and economic climate as well as global geopolitics. Specifically, the Chinese administration sent academics and employees overseas to study sophisticated information and get expertise in fields that were critically needed by its institutions such as national security and commerce. Annual plans for foreign student exchanges were prudently made by the Chinese administration inside a centralised management structure (Zhu & Maags, 2020).

## DEPENDENT VARIABLE

**International student recruitment by the Chinese government:** In the past few years, the Chinese administration has begun aggressively marketing "Study in China" to promote the country as an attractive option for overseas students, coinciding alongside a substantial rise in the worldwide profile of Chinese institutions. An integral part of China's globalisation agenda, foreign recruitment has grown in significance in recent years. A transnational economy has emerged, and industrialisation has increased need for colleges and universities throughout the globe. Organisations have a lot of fresh possibilities to attract foreign pupils because to the rise of worldwide marketplaces and innovative technologies (Zheng & Kapoor, 2021). Recruiting foreign pupils to study in China started in earnest in the early 1950s, as the country welcomed 7,259 scholars from 70 different nations. Prior to the 'open-door' policy of Deng Xiaoping in 1978, Appointing overseas pupils primarily functioned as a political tactic to foster better cooperation between the two parties. gradually after the overhaul, the responsibility for deciding which foreign pupils got admission moved from the administration to colleges and college. As a result, an increasing number of schools started to accept overseas students who paid for their own education, and the amount of such pupils increased dramatically (Galloway et al., 2020).

**Relationship between the policies and international student recruitment by the Chinese government:** Establishing China as a worldwide centre for educational institutions is the administration's national aim, and the relationship between Chinese policies and international student recruitment reflects that. Chinese universities have been diligently working over the last 20 years to improve their global standing and recruit students from around the world through programmes such as the "Belt and Road Initiative (BRI)". The Chinese government Scholarship (CSC) and similar scholarship schemes have played a key role in providing monetary support to learners from developed as well as developing nations. Cultural interchange is one goal of these efforts, but China's geopolitical and financial relationships are another. There is a connection between regulations that promote the globalisation of educational institutions and the admission of foreign learners. The standard of English-language educational programmes, collaborative research projects, and international collaborations offered by Chinese universities must be enhanced. These steps make the school a better place for all students, which is a big draw for international students. Meanwhile, multicultural integration initiatives and institutes of Confucius promote Chinese culture and language through highlighting soft authority. When it comes to international student recruitment, the Chinese government has two

main goals. The first is to improve the quality of education and research in China. The second is to increase the influence of China abroad through cultural outreach and worldwide partnership, which is motivated by academics.

Given the current state of knowledge, many hypotheses on the link among policies and the Chinese government's recruitment of overseas students have been put forth:

*"H<sub>01</sub>: There is no significant relationship between the policies and international student recruitment by the Chinese government."*

*"H<sub>1</sub>: There is a significant relationship between the policies and international student recruitment by the Chinese government."*

**Table 2.** H1 ANOVA Test.

ANOVA					
Sum	Sum of Squares	df	Mean Square	F	Sig.
<b>Between Groups</b>	39540.860	399	5628.944	845.327	.000
<b>Within Groups</b>	530.430	216	5.345		
<b>Total</b>	40171.290	615			

This investigation yields substantial results. There is statistical significance below the .05 alpha level, as shown by a p-value of .000 and an F-value of 845.327. Based on the findings, the researcher may conclude that "*H<sub>1</sub>: There is a significant relationship between the policies and international student recruitment by the Chinese government.*" has been accepted and reject the null hypothesis.

## DISCUSSION

This research found that the actions of the Chinese administration had a major impact on the attraction and backing of overseas students. According to the findings, the regulating system aimed to do more than just bring in pupils; it also sought to help people succeed academically and socially. Fellowships, trade arrangements, and global cooperation are some of the initiatives that have helped China become a more attractive location for overseas students seeking a university degree. The research went on to show that pupils' adaption and scholastic achievement were helped by organised assistance structures like language classes, guidance assistance, and orienting programs. The results did, however, point to several problems, such as a lack of employment possibilities after graduation, difficulty adjusting to a new culture, and regional differences in policy implementation. These difficulties highlighted the need for further adjustments to enhance lasting integrating and fulfilment, even though strategies were successful in increasing acquisition.

## CONCLUSION

The research found that the Chinese administration's laws and legislation had a major impact on the attraction and assistance of overseas students. Fellowships, partnerships, and culture interaction programmes were some of the organised efforts that helped China become an expensive location for international pupils, according to the results. Not just were those actions taken to entice pupils, but they were also intended to strengthen the nation's position as a world leader in diplomatic and academia. Additionally, the study showed that whereas the recruiting tactics did an excellent job of expanding foreign admission, overall was need for enhancements to assistance systems for undergraduate assimilation. Intercultural integration, tutoring, and afterwards options were still problems, yet institutions offered services like guidance, linguistic classes, and orienting. These constraints indicated that recruiting objectives should take a back seat for pupil wellbeing. In sum, the research showed that Chinese policies were a major factor in the expansion of Chinese universities' offerings to students from across the world. Still, it brought attention to the fact that better, more well-rounded systems are required if researchers want to improve students' perspectives and keep them engaged over the long haul. China might have solidified its position as the premier location for worldwide university learning and bolstered its worldwide intellectual footprint by filling up the holes in its encouragement structures.

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