

# Influential Factors and Strategies of International Students Movement

## — Based on the perspective of local universities in China

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### Introduction

- Higher education institutions play an important role in promoting the **International Students Movement (ISM)**;
- This article constructs a model of the factors affecting ISM, **“University Regulation and Funding Guarantee, Teacher and Curriculum Internationalization Support”**.

### Research Design

- Empirical Research**
- Data Resource:** Survey on the Development of Internationalization of Higher Education in China<sup>1</sup>. 816 local universities in China participated in the survey.
- Variable Description:** 1, Explained variable: Number & Proportion of international students; 2, Explanatory variables: Grading of institutions, funding, teacher and curriculum internationalization; 3, Control variable: Location of Higher Education Institutions, Institution Levels and Specialty Categories

- Method:**

Multiple linear regression analysis (Grouped)

$$Y_i = \alpha + \beta Regulation_i + \gamma Funds_i + \delta Teacher_i + \theta Course_i + \mu F_i + \epsilon_i$$

### Results

- Due to the limited space, some regression models and results are shown as follows. Among them, students' outward mobility (from China to Foreign Countries) selects two indicators: **Graduates' study abroad and short-term exchange**; the scale of international students coming to China is selected as an indicator for the inward flow of students, including diploma and non-diploma students.
- 1, The main explanatory variables in the model have significant influence on ISM.
- 2, The types and distribution of higher education institutions also have an impact on the scale of international student mobility.
- Note: Significance level \*\*\*p<0.01;\*\*p<0.05;\*p<0.1.

Variable	(1)	(2)	(8)	(9)
	Graduate study abroad	Short-term	International student (in China)	
			Diploma	Non-Diploma
<i>Regulation<sub>i</sub></i>	0.366***(2.904)	0.357**(2.556)	0.895***(3.853)	0.272(1.033)
<i>Funds<sub>i</sub></i>	7.016***(5.515)	4.722***(3.345)	33.281***(20.344)	26.342***(14.217)
<i>Teacher<sub>i</sub></i>	6.271***(11.657)	6.258***(10.483)	6.209***(6.470)	8.035***(7.391)
<i>Course<sub>i</sub></i>	1.379***(2.803)	3.491***(6.396)	-0.580(-0.631)	2.234**(2.148)
<i>Comprehensive</i>	7.012(0.614)	-8.094(-0.639)	82.926***(3.950)	-3.315(-0.139)
<i>Polytechnic</i>	-0.805(-0.072)	-24.199*(-1.936)	64.031***(3.108)	-12.471(-0.534)
<i>East Region</i>	33.395***(3.752)	14.016(1.419)	36.515**(2.219)	35.061*(1.881)
<i>Cons_</i>	-45.142***(-3.365)	-20.893(-1.403)	-121.456***(-4.935)	-29.401(-1.055)
<i>Size</i>	816	816	816	816

### Conclusion

- The guarantee of regulation and funds has a significant positive effect on ISM of local universities;
- Teachers with overseas education background cultivate students' international vision and communication ability, which promotes the development of ISM. Chinese local universities need to strengthen the training and management of international teacher teams.

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### Reference

1, The survey was commissioned by the Chinese Ministry of Education and organized by China Education Association for International Exchange (CEAIE). The survey was conducted from May to July 2019.