INTERNATIONAL STUDENTS IN CHINESE UNIVERSITIES: A RESEARCH ON PREFERENCES, SUPPOSITION, AND EXPLOIT BY REGION OF ORIGIN

**MST FATEMA AKTER[1*], Md. OBAYDUL HOQUE[2],
MUHAMMAD KAMRUZZAMAN[3], ABDUR RAKIB NAYEEM[4]
AND Md. MIRAJUR RAHMAN SHAOAN[5]**

[1]*School of Foreign Language and Literature, Southwest University, Beibei District, Chongqing, 400715, China.*
[2]*Department of Quran and Sunnah, The National University Malaysia, Bangi, Malaysia.*
[3]*Department of Business Administration, Times University Bangladesh, Faridpur, 7800, Bangladesh.*
[4]*School of Economics and Business Administration, Chongqing University, China and Faculty, Times University Bangladesh, Faridpur, Bangladesh.*
[5]*Faculty of Education, Southwest University, Beibei District, Chongqing, 400715, China.*

AUTHORS' CONTRIBUTIONS

This work was carried out in collaboration among all authors. Author MFA designed the study, performed the statistical analysis, wrote the protocol and wrote the first draft of the manuscript. Authors MOH and MK managed the analyses of the study. Authors ARN and MRS managed the literature searches. All authors read and approved the final manuscript.

Original Research Article

ABSTRACT

This investigation inspects the decisions, desires, and encounters of worldwide understudies in China, expecting to comprehend developing converse understudy streams and the function of political, monetary and social elements in global understudy portability. Information were drawn from study reactions by 1674 worldwide understudies from Africa, Asia, Europe, Latin and North America learning at eight Chinese colleges. Researcher analyzed understudies' decisions, desires, and encounters in the political, monetary, and social settings across locales, instead of zeroing in solely on total numbers and individual encounters. The examination on the provincial contrasts fills in as a reason for inside and out future exploration with blended strategies. After collecting the data through the questionnaire from the students in various countries and part in the world, data has been assessed models utilizing ANOVA for every one of the composite and individual factors so as to report the distinctions by district of starting point, with post hoc t-tests assessed to acquire the critics level of each pair for each factor. Discoveries recommend noteworthy contrasts among understudies' decisions, encounters, and desires by their district of inception. In a more extensive setting, this exploration tends to the significant part of agricultural nations as senders as well as beneficiaries of worldwide understudies, and shows ways that political, monetary and social structures impact global understudies' decisions, encounters and desires. This examination on worldwide instruction in China adds to the investigation of regionalization and internationalization of advanced education.

Keywords: Student mobility; student choice; student expectation; student experience.

_____

Corresponding author: Email: fatema.rakib8805@gmail.com;

1. INTRODUCTION

Ongoing years have seen a converse versatility pattern among worldwide understudies in advanced education. Nations generally considered "providers, for example, Singapore, Malaysia, and China, have dispensed huge assets to create "top notch" instruction frameworks and have started to effectively contend with their Western partners for accepting worldwide understudies [1]. On account of China, the expansion in the convergence of worldwide understudies was exponential, taking off from 1,236 of every 1978 to 328,330 out of 2012 [2]. The number of inhabitants in global understudies in Chinese advanced education keeps on rising every year, yet little is thought about them [3]. Examination here is basic, as earlier discoveries from a Western setting are not really generalize to the circumstance in China [4]. A more prominent comprehension of global understudy decision, desire, and involvement with China can fill in as the reason for future examination on worldwide understudies concentrating in China, as the current assortment of writing on creating host nations is restricted [5]. In this investigation, worldwide understudies incorporate people who are learning at organizations of advanced education in China and who don't speak Chinese as their essential language [6]. This investigation investigates the components that drive them to concentrate in China and their view of their scholarly and public activity [7]. It likewise takes a gander at the understudies' desire and how concentrating in China finds a way into their future vocation yearnings. The expanding worldwide understudy enlistment not just mirrors China's developing significance on the planet economy, but on the other hand is the aftereffect of a deliberate administrative push to upgrade China's allure as an investigation abroad objective [8] and instruction center point [9]. The Chinese government, which considers worldwide training to add to internationalizing its advanced education framework and legitimizing its "delicate force," will profit by an improved comprehension of the practices and needs of global understudies [10]. Moreover, Chinese advanced education organizations will have the option to more readily react to the expanding number of worldwide understudies through vital global understudy showcasing, enrollment, and maintenance. The prevailing idea at the time was that strong design, as well as coherent and coordinated information regarding education sector in China, were prerequisites for achieving market demands and thus achieving greater market share in education sector [11].

This examination likewise inspects how understudy decisions, desires, and encounters vary by their district of cause, and how these provincial contrasts are related with political, financial, social, and instructive structures of understudies' area of source [12,13]. For instance, China is firmly associated with East and Southeast Asian nations, for example, Japan and South Korea, through geological closeness and financial participation as well as through social nearness, as exhibited by the expression "Confucian Asia" [14]. Subsequently, regarding social setting, understudies from certain Asian nations may have dynamic components, variation, fulfillment levels or tentative arrangements that recognize them from understudies from different areas. To investigate these themes, this examination utilized information drawn from the Survey of International Students' Experience and Satisfaction (SISES), which was finished by 1674 worldwide understudies at eight colleges in Beijing in 2012. These information were dis-aggregated by understudies' topographical area of starting point and thought about along various factors that investigated understudies' decisions, desires, and encounters while concentrating in China. Moreover, this determination has caused developing countries like Malaysia, China, Bangladesh to become more conscious of the education movements and activities for the conservation education in China [15].

1.1 Research Background

The force for understudies who decide to go to colleges in non-industrial nations is frequently disregarded in research. Thus, we have a helpless comprehension of the dynamic cycles, desires for concentrating abroad, and genuine encounters of these global understudies. Nonetheless, note that China is perceived as one of the four biggest creating economies known as the BRIC nations [16], consequently it may not be conceivable to examine global understudies who go to China to concentrate similarly as the individuals who picked other agricultural nations as their investigation abroad objective.

1.2 Chinese Higher Education

Since China's market changes of the last part of the 1970s, quick monetary development and high government speculation have upheld the extension of advanced education. In the principal decade of the 2000s, China planned to make "a-list" colleges by putting vigorously in its tip top colleges, while empowering its other advanced education establishments to extend enlistment [16]. The resulting increment in school participation is ascribed to the development of professional universities, which currently comprise about 45% of complete advanced education enlistments in China [17]. In the interim, facilitating more worldwide understudies is a huge

instrument by which Chinese tip top colleges can get "a-list" status.

China has for quite some time been viewed as a significant sending nation. An aggregate of 339,700 Chinese understudies concentrated abroad in 2011 [18]. In any case, in 2012, China pulled in 328,330 global understudies from 200 nations (Fig. 2) to learn at 746 Chinese advanced education establishments, an expansion of 12% more than 2011 (Fig. 1). China is a critical report objective for Asian understudies, and furthermore pulls in a generally little however huge number of understudies from Europe and North America. Since Chairman Xi's ongoing vow that China would propel the "African ability program" by giving 18,000 government grants to African understudies and preparing for 30,000 African experts in different regions, an expanding number of African understudies are anticipated to concentrate in China [19]. Clinging to the framework of the "Public Medium and Long-term Plan for Educational Reform

and Development (2010-2020)" and "the Study in China Plan," China expects to have 500,000 worldwide understudies by 2020 [18].

1.3 The Development of International Education in China

China's worldwide training has experienced three significant periods since the establishment of the People's Republic of China in 1949. From 1950 to 1977, worldwide training was a result of political needs, and the Chinese government secured practically all costs. Understudies were principally from Eastern Europe, Africa, and neighboring communist nations. From 1978 to 1989, with China's opening to the rest of the world, the administration began to select self-financed worldwide understudies. Hanyu Shuiping Kaoshi (HSK) was set up as a public normalized Chinese capability test. It is China's just state administered trial of language capability for non-local speakers.
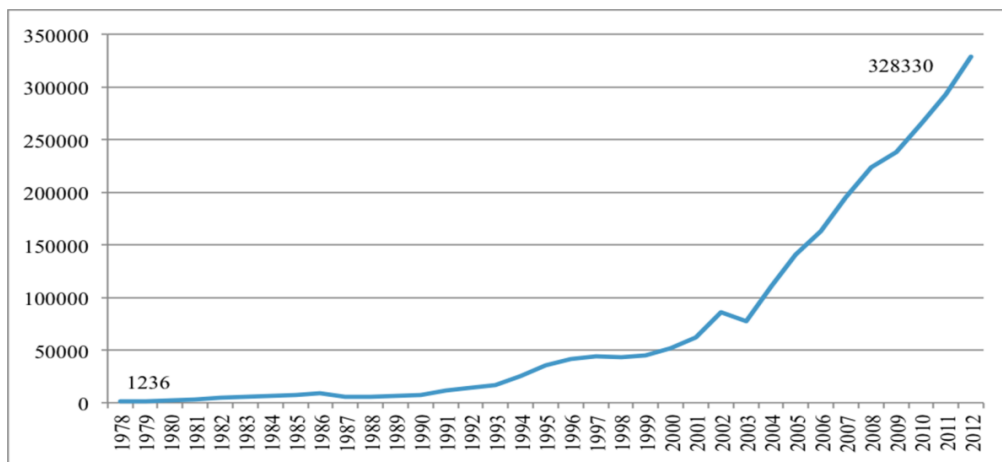

Fig. 1 Number of international students in China (1978-2012) (China Ministry of Education, 2011)
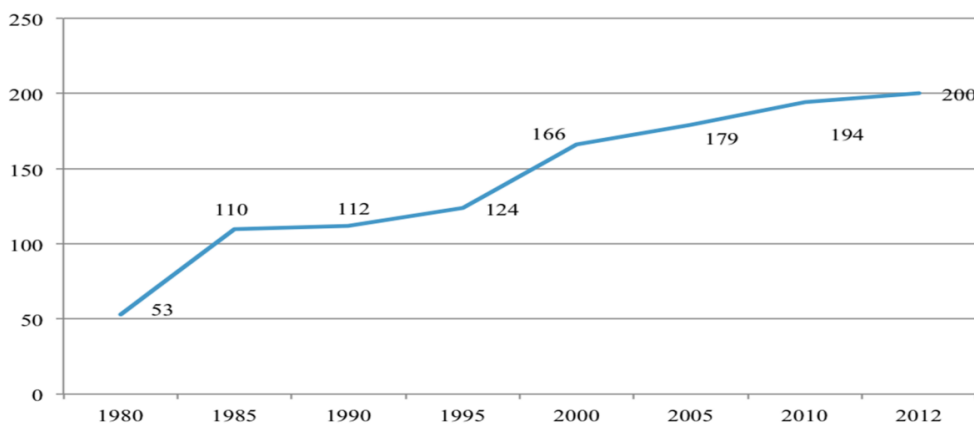

Fig. 2. Number of countries sending international students to China (1980-2012) (China Ministry of Education, 2011)

Realizing that understudies are bound to consider projects of study outside of their nation of origin on the off chance that they have monetary help, the Chinese Scholarship Council (CSC) started in 1997 to build up government grants for worldwide understudies as per arrangements marked between unfamiliar governments, associations, and training establishments. By 2013, the all out government grant added up to over $300 million, and the quantity of grant understudies was 28,768, involving roughly 9% of the absolute number of worldwide understudies [20]. Simultaneously, unfamiliar governments and establishments have started projects to urge their understudies to concentrate in China, for example, the 100,000 Strong Initiative from the United States [21], the Generation UK Program [22], and the ongoing Schwarzman Scholars Programs with a $300 million enrichment by the Rhodes Trust [23]. Consequently, the Chinese government firmly underpins the Initiative and has submitted 10,000 "Scaffold Scholarships" for American understudies to concentrate in China.

1.4 Current Global Understudies in China

In 2012, the best five nations sending understudies to China were South Korea (63,488); USA (24,583); Japan (21,126); Thailand (16,675); Russia (14,971). Asian understudies comprised 63% of every global understudy, and 30% of the Asian understudies were South Korean, establishing the biggest gathering of worldwide understudies, trailed by Japan (10%). Understudies from two other Confucian Asian nations, Vietnam and Singapore, represented 6% and 2% of the aggregate, individually. Prominently, the quantity of African, European, and Oceanian understudies in China expanded fundamentally from 2012 to 2013, with a yearly development of 23.3%, 13.0%, and 8.1%, separately [24].

In 2009, the quantity of scholarly degree-chasing worldwide understudies was 134,615 (counting students, ace's and doctoral certificate understudies), including 41% of the aggregate. This number was up 12% over the earlier year and expanding more quickly than complete enlistment numbers. The year 2012 likewise saw an expansion of 19% in the quantity of ace and doctoral-level worldwide understudies contrasted with 2011.

2. LITERATURE REVIEW

2.1 The Push-pull Model of International Student Mobility

The "push-pull" model has filled in as a critical system for understanding understudy versatility patterns. Altbach and Knight [25] contended that understudies' decision to concentrate globally happens when they are "pushed" from their nation of origin by components, for example, absence of instructive and work openings and political flimsiness and are "pulled" toward objections by explicit instructive chances and general monetary and social dynamism.

Financial difference rises as an essential factor in advancing worldwide understudy portability. Misra et al. [26] models portrayed two-sided global understudy streams reflecting financial conditions, for example, GDP per capita, exchange levels, and use on training. Hayes and Lin [27] proposed that versatility mirrors some degree of delineation whereby understudies from lower-salary or center pay nations will in general support cheaper objections rather than understudies from higher-pay nations [28]. McMahon [29] research archived the centrality of created nations, for example, the United States and European nations in the organization of worldwide understudy fascination. Studies have additionally extended the "push-pull" model in various host settings. Grosset [30] recognized six factors that influence understudies' choices, including information and mindfulness, proposals from loved ones, cost, climate, social connections, and topographical nearness. In their investigations of planned understudies in East Asian nations, they additionally indicated that monetary and social circumstances in the nations of origin can go about as push factors, and that information and attention to the host nations can go about as pull factors. Cantwell et al. [31] found that Taiwanese understudies decided to concentrate in the United Kingdom since they considered the worldwide adequacy and acknowledgment of British advanced education as a gigantic advantage for their drawn out speculation, while European Union understudies went to the UK predominantly in light of the fact that it offered an occasion to learn English language and culture. Li and Bray [32] examined understudies who had moved from terrain China to Hong Kong and Macau, showing the notoriety of an organization as a force factor for understudies picking a host establishment. [33] concentrate on two-sided understudy streams inside the Erasmus program additionally recommended comparative outcomes, showing that an establishment's situation on the planet college rankings can go about as a noteworthy draw factor, at any rate for colleges in the main 200. Despite the fact that exploration has recorded the impacts of various push and pull factors across nations, [34] contended that the push-pull models do exclude understudies from creating or created nations who learn at organizations in other agricultural nations. Further, [32] have contended that the models offer data on understudy decision from a large scale

viewpoint, accordingly neglecting those understudies who have not been influenced by push and pull powers. To conquer the impediments of full scale draws near, different researchers have underlined understudy organization. Andrade [35] suggested that understudy decisions are separated through an organization of impacts including family, culture, life history, and character. Explicitly with respect to worldwide understudies' dynamic, a three-stage model: inclination, search, and decision. Researcher proposed an utilization directions model educated by the idea of social activity [36,36,34,37]. They investigated the directions of understudies towards concentrate abroad in Mexico regarding manners, encounters, and desires. Notwithstanding the qualities of a creating host nation as components in the dynamic cycle, they found that the dynamic cycle was not really straight, and that understudies considered factors, for example, assumptions about likely arrangements in the wake of concentrating abroad [34].

2.2 International Students' Experiences in Higher Education

Longitudinal ingenuity system has been regularly used to examine understudy encounters. As per the structure, significant components that causally identify with understudies' constancy in school incorporate section attributes, beginning responsibilities, cooperation inside both scholarly and social frameworks, and post-flight duties [38]. As others have noticed, this system adequately conceptualizes the encounters of conventional understudies, yet doesn't consider the non-customary understudy insight [39,40]. The structure was at first intended to survey tirelessness among understudies at four-year private schools, hence further examination is expected to decide if it applies to non-conventional understudies, for example, global understudies, who face momentary difficulties as well as need to acclimate to another dialect, culture, and here and there inconceivably unique training framework [41]. Another study of Tinto's system is that it doesn't indicate the estimations of understudies' encounters [42]. Then again, the system leaves space for specialists to investigate powerful pointers. Many existing investigations have dissected global understudies' encounters by inspecting their multifaceted acclimation to the nearby climate. Results recommend that their change is impacted by various factors, including: sexual orientation [43], length of living arrangement in the new culture [44], language or correspondence capability [45], amount and nature of contact with have nationals [46], and companionship organizations [47].

Studies relating to sexual orientation [48,49] have zeroed in on the mental and social sex contrasts, with conflicting outcomes with respect to the relationship among sex and change. One explanation behind this might be that these examinations utilized distinctive self-report scales that needed unwavering quality to quantify mental change.

The change of understudies in a host culture followed a U-bend after some time. In any case [50,51] found that, the more drawn out the understudy had lived in the host nation, the more prominent the simplicity of regular day to day existence for the understudy, and that previous experience of living abroad additionally added to sociocultural change. The quality including the profundity, closeness, precision, and comparability of past social encounters might be a higher priority than the quantitative measure of past introduction [47,52]. Language obstructions have been appeared to ruin global understudies from socially cooperating with their companions. Studies have discovered that more significant levels of language capability probably add to more elevated levels of social connection a worldwide understudy gets with have nationals, while lower levels of language capability forecast change difficulties. Moreover, fitness in intercultural correspondence and in the language of the host society have been discovered to be vital for accomplishing significant levels of multifaceted change [53,54,3].

Fulfillment with social encouraging groups of people may impact worldwide understudies' degrees of acculturate pressure as a result of various social qualities by they way they see social emotionally supportive networks [5,55]. The nature of social help had an immediate as well as a buffering impact when understudies were going through mental pressure [56]. Social help, particularly from one's scholastic program, was fundamental to the government assistance of worldwide understudies [57]. Nonetheless, social commitment that makes the unfamiliar stay fulfilling can be hard to acquire [58]. While there is extensive writing on the change of worldwide understudies, this grant has to a great extent zeroed in on the individual level. Scarcely any investigations have adopted an auxiliary strategy to tending to understudies' financial, political, and social encounters as they identify with worldwide instruction [34]. In one case of an observational examination featuring the significance of social setting, Malaysian understudies in Singapore experienced less issues than in New Zealand, while Chinese understudies in Singapore adjusted more promptly than Anglo-European understudies [59]. In an examination on Chinese understudies concentrating in Hong Kong, Singapore and Malaysia, [60] found that understudies

settled on choices to concentrate in those three areas dependent on the encounters of individuals they realized who were previous understudies, alongside the individuals who had associations with and information on the suppliers. The social comparability between understudies' way of life of beginning and the host culture has likewise developed as a significant factor, with more prominent closeness inferring less trouble during the abroad experience [61,62]. In any case, [63] concentrate additionally proposed that Chinese understudies chosen Singapore dependent on desires that there would be social and phonetic shared traits with their own encounters, yet found that in reality there were huge varieties. Also, Muslims going to Malaysia with the desire for shared characteristics were astonished at the degree to which nearby traditions and qualities were not quite the same as their desires, which might achieve challenges or diminish their fulfillment in the host nation [63,64].

Another significant factor that may intervene understudy fulfillment is the house locale's monetary status. Understudies from higher-pay districts might be disappointed with the convenience, grounds administrations, or educational program at colleges in lower-pay nations. The budgetary circumstance may be especially hard for understudies from less created nations, where individuals live with generally low yearly earnings yet face an extremely high money related trade of cash [65]. These investigations have featured the significance of inspecting global understudy encounters in more extensive social or monetary settings. [65] social activity idea contends that activity is social in the event that it is arranged to different entertainers or to a request [59]. "Utilization directions" towards a social activity depend on real practices regular inside gatherings. Since the use direction system permits more office by managing an assessment of the conduct of others inside the more extensive setting of financial and social structures, [8] adjusted the force push model to the use direction system and applied the altered model to worldwide instruction research in Mexico. Continuing from their methodology, this investigation investigates directions towards concentrate abroad in China among understudies from different geological areas of birthplace, applying the use direction system.

This examination approximates understudies' directions towards concentrate abroad in China with factors estimating decisions, desires, and encounters. Decisions allude to the significant elements that drive them to concentrate in China, for example, cost, wellbeing, loved ones, and the notoriety of the host nation. Desires incorporate the instructive and word related objectives that understudies mean to acquire through Chinese advanced education. Encounters allude to understudies' view of scholastic and public activity while concentrating in China, including the troubles they have and their fulfillment with respect to making the most of every opportunity encounters nearby.

Given that both financial and social settings inside China just as across sending nations can outline global understudies' decisions and influence their encounters, this investigation likewise dissects how political affiliations, social foundations, and the monetary remaining of understudies' home areas impact their viewpoints on concentrating in China. This methodology can investigate all the more profoundly the distinctions in decisions, encounters, and desires between gatherings of understudies, giving a more setting to understudy dynamic with respect to global examination in China.

3. METHODOLOGY

3.1 Information and Examination Plan

This exploration utilized the information from the Survey of International Students' Experience and Satisfaction (SISES) led in Beijing in 2012. The review was initially planned by the International Graduate Insight Group (I-graduate) in 2000, and was at first tried in the United Kingdom. Until this point in time, in excess of 20 nations have utilized the overview. The Institute of Education at Tsinghua University adjusted the study for the Chinese setting. The review incorporates data about worldwide understudies' scholarly presentation, social communication, change and fulfillment. Members were reached through the mail rundown of the global office of eight colleges that have moderately high quantities of worldwide understudies in Beijing. As the social, political, and financial focus of China, and hence appreciating progressed instructive assets, Beijing is the most mainstream objective for worldwide investigation in China, pulling in almost 24% of all global understudies in [14]. The Beijing-based overview is in this manner important for dissecting the current patterns of worldwide training in China. Notwithstanding, Beijing has remarkable attributes that different urban areas in China don't have, for example, significant expense of living, a bigger unfamiliar populace, and a sizable populace of bilingual individuals. These variables may affect global understudies' decisions, desires, and encounters, and consequently may restrict this current investigation's outer legitimacy.

The example comprises of 1674 understudies, including 937 understudies from Asia, 257 understudies from Europe, 101 understudies from North America, 207 understudies from South

America, 140 understudies from Africa and 20 understudies from Oceania. Members from Oceania were dropped from the explanatory example, in light of the fact that the example size (n=20) was excessively little. The breakdowns of members by socioeconomic, district of beginning, and kind of instruction are introduced and large, most of understudies (76%) were seeking after degrees. In any case, just 56% of European understudies and 64% of North American understudies were seeking after degrees, contrasted and 83% of Asian understudies. Non-certificate understudies, such those concentrating abroad essentially as language students, may have various desires and encounters than qualification looking for understudies, in spite of the fact that the two of them concentrate in the college climate. Consequently, this examination zeros in just on the decisions, desires, and encounters of the 1245 degree-chasing global understudies.

3.2 Explanatory Procedure

Head part Factor Analyses (PCF) and Analysis of Variance (ANOVA) were utilized to dissect the information. Review things were ordered and isolated into classifications that reflected parts of decisions, desires and encounters, in view of the aftereffects of the PCF. Next, this investigation assessed models utilizing ANOVA for every one of the composite and individual factors so as to report the distinctions by district of starting point, with post hoc t-tests assessed to acquire the critical level of each pair for each factor. Five indicators of decision are security, cost, loved ones, notoriety of the organization, and culture. Understudy desires were examined by their likely arrangements after graduation. Also, their inspirations for concentrating in China were thought of, which can be conceptualized as what they expected to acquire through abroad examination. This examination dissected understudies' encounters by inspecting their fulfillment, social associations, and change nearby. To quantify change troubles, the 28-thing scale was utilized, the enlightening measurements for the scale show up in analysis. This scale was amended from a 35-thing scale made [66], who made the scale by coordinating sociocultural change scales planned [21,55,64]. Head segment factor examination with varimax pivot was utilized to merge a 28-thing scale into 3 components, including "trouble in correspondence," "trouble in comprehension," and "trouble in climate change. Members appraised their fulfillment with appearance, getting the hang of, living, and social help encounters on a 4-point Likert scale with reactions going from "unsatisfied" to "exceptionally fulfilled." Because every thing secured a particular measurement, there was no compelling reason to utilize factor investigation to change them

into composite factors. At long last, members covered the nature of their associations with peers, workforce, coaches, and staff nearby utilizing four 7-point Likert scale. Lower scores showed that they discovered companions less cordial, workforce less accessible, coaches less kind and staff individuals less accommodating.

4. FINDINGS AND ANALYSIS

4.1 Decision

Table 1 sums up the decision factors. The most significant factor for understudies across districts was the notoriety of the host nation, organization, office, or counsels. The vast majority of understudies in the example considered in any event one of these parts of notoriety as significant, with no critical contrasts across locales. Other significant contemplation for worldwide understudies included expense alongside well being and security. Notwithstanding, not exactly 50% of the understudies revealed "loved ones impact" as a key thought in their choice cycle, making it the most in-significant factor. For instance, just 31% of European understudies viewed family impact as a significant thought, while 44% of Asian understudies positioned it as a significant thought for picking Chinese foundations.

Virtually all Asian understudies (94%) viewed security as a significant factor. They were likewise the most worried about expense, with 90% of Asians seeing it as a significant factor. Among Latin Americans, 85% viewed positioning as a significant thought while 68% of North Americans were worried about the positioning component. Interestingly, North American and Latin American understudies were less worried about openings for work in China. Just 63% of North Americans and half of Latin Americans viewed this as a significant factor, contrasted and 79% of European understudies and 71% of Asian understudies. Among African understudies, 81% saw the way of life and history of the city as a significant factor for deciding to concentrate in China, the extent of which was measurably higher than that of some other locale.

4.2 Desires

As appeared in Table 2, the desire factors remembered inspirations for reading for China and tentative arrangements. Understudies' inspiration for concentrating in China rose as a huge aspect of their desires. Improving Chinese language aptitudes and understanding Chinese culture were two vital inspirations for most of global understudies. Half of the members wanted to improve Chinese language

abilities and 33% of the members would have liked to comprehend the neighborhood society and culture by concentrating in Chinese colleges.

Europeans were more worried about improving Chinese aptitudes (61%) or getting society (45%) than understudies from different areas. Then again, just a little bit of understudies (3%) across areas respected "simpler to enter Chinese colleges than in home nation" as an inspiration for them to concentrate in China, notwithstanding the way that 9% of the North American understudies saw settle for what is most convenient option as a factor impacting participation—a factually huge distinction from some other locale. At 27%, Asian understudies were twice as liable to go to Chinese colleges "to follow the desire of guardians and family" than their African, European, and Latin American companions. Further, models were assessed utilizing ANOVA to look at Confucian social orders and non-Confucian social orders in their thought of loved ones impacts in picking China. More than 33% of Confucian Asian understudies announced the craving to satisfy family as an inspiration to concentrate in China.

A little over half of African understudies were worried about improving their seriousness in their nations of origin or planning to find a new line of work in China, trailed by understudies from Europe (54%), Latin America (40%), Asia (36%), and North America (35%). All things considered, more understudies picked "to improve intensity in home nation" than "to plan to find a new line of work in China." African understudies (24%) were the destined

to show that groundwork for work in China was a spurring factor, yet less Asian understudies (10%) shared this objective contrasted with understudies from different districts. Almost 33% of members had not settled on their likely arrangements. When all is said in done, it is hard to catch understudies' tentative arrangements since understudies are probably going to adjust their perspectives as their learning and living encounters change. Generally, global understudies were bound to seek after work than additional examination after graduation: 57% of the qualification looking for understudies wanted to work after graduation while just 13% planned to seek after additional training either in China or in their nations of origin. More Europeans and Africans would have liked to work in China than work in their nations of origin. For example, 37% of European understudies considered working in China while 22% wanted to work in their nations of origin. Paradoxically, more Asians, Latin and North Americans expected to work in their nations of origin. In particular, 41% of Latin Americans would have liked to work in their nations of origin, which was double the level of the individuals who planned to work in China.

4.3 Experience

Table 3 presents below a synopsis of the experience factors examined in this examination: fulfillment, social communication, and transformation. Understudies' fulfillment was estimated corresponding to their experience generally speaking and their involvement in appearance, picking up, living, and backing administrations. There were no huge

Table 1. Comparing mean scores of international student choices by region of origin (n=1233)

Variables	International students from:						Sig.
	All (n=1233	Africa (n=98)	Asia (n=764)	Europe (n=144)	Latin America (n=163)	North America (n=64)	
Importance in choosing to study in China [b]							
Safety and security	0.90	0.92	0.94	0.78	0.87	0.85	0.000
Cost	0.85	0.89	0.90	0.81	0.73	0.69	0.000
Job opportunities in China	0.69	0.67	0.71	0.79	0.50	0.63	0.000
Friends & Family	0.41	0.38	0.44	0.31	0.40	0.42	0.063
Reputation [c]	0.95	0.94	0.95	0.96	0.92	0.96	0.718
Ranking	0.75	0.75	0.73	0.78	0.85	0.68	0.014
Culture and history	0.72	0.81	0.74	0.70	0.64	0.70	0.019

a. No =0; yes=1. Degree-seeking students include undergraduate and graduate students. Students in Chinese language programs, exchange student programs or other non-degree level studies are not degree-seeking students.

b. Not important =0; important =1. The original scale is a 4-Likert scale. Options include not very important, not important, important and very important. The survey question for this is "How important were the following factors when deciding to study in China?" Each item was coded into a binary variable.

c. "Reputation" is a composite variable including four items: reputation of china, reputation of institution, reputation of department and reputation of adviser. If a participant chose at least one of these four aspects of reputation, the answer was coded as 1. Otherwise, the answer was coded as 0

Table 2. Comparing mean scores of international student expectations by region of origin (n=1283)

Variables	International students from						Sig.
	All (n=1283)	Africa (n=100)	Asia (n=776)	Europe (n=176)	Latin America (n=163)	North America (n=68)	
Motivations for studying in China [a]	N=1248	N=100	N=776	N=144	N=163	N=65	
To improve Chinese language skills	0.51	0.35	0.54	0.61	0.41	0.54	0.000
To understand Chinese society and culture	0.37	0.38	0.35	0.45	0.32	0.42	0.086
Follow the will of parents and family	0.21	0.10	0.27	0.13	0.11	0.20	0.000
The field in Chinese university has a higher academic status than that of my home universities	0.17	0.21	0.17	0.13	0.23	0.03	0.003
To improve competitiveness in home job market	0.27	0.36	0.26	0.34	0.27	0.18	0.027
To prepare to get a job in China	0.13	0.24	0.10	0.20	0.13	0.17	0.000
Easier to enter Chinese universities than in home country	0.03	0.02	0.03	0.01	0.02	0.09	0.041
Future plans [b]	(n=1245)	(n=91)	(n=770)	(n=176)	(n=160)	(n=68)	
Work in China	0.25	0.29	0.23	0.37	0.21	0.22	0.001
Work in home country	0.32	0.23	0.34	0.22	0.41	0.25	0.000
Pursue further education in China	0.09	0.14	0.08	0.05	0.14	0.06	0.018
Pursue further education in home country	0.04	0.02	0.04	0.05	0.02	0.09	0.115

a. No = 0; yes = 1. What's your motivation for studying in China? (Choose three only).
b. No = 0; yes = 1. What do you plan to do after your current program of study? (Choose one only). The four "Future plans" variables are composite variables. For example, two items —"employment in Beijing" and "employment in other cities in China"— were combined into one composite variable "work in China." Similarly, "further study at this institution" and "further study at another institution in China" were combined into one —"pursue further education in China

contrasts in by and large fulfillment levels across locales. Understudies were generally happy with learning encounters and least happy with help administrations. African understudies were more happy with appearance, picking up, living, and social help encounters than different understudies, with North Americans detailing the most minimal fulfillment levels for every part of involvement. There were no noteworthy contrasts across areas in understudy reports of relationship quality with peers. Europeans were bound to rate exceptionally their communications with personnel and guides. Contrasted and understudies from different locales, they discovered workforce to be more accessible and accommodating, and mentors to be more kind. Paradoxically, North Americans discovered personnel less accessible, guides less kind and staff less supportive. Three composite factors were separated by Principal-Component Factor investigation, named as "trouble in correspondence," "trouble in cognizance" and "trouble in climate." Asian understudies met more noteworthy challenges in correspondence while Europeans and North Americans detailed less challenges in speaking with have nationals than understudies from different areas. Another zone of distinction was "trouble in climate," in which Latin Americans and Africans announced more noteworthy challenges contrasted with understudies from North America, Europe, and Asia. Then again, no critical contrasts were found in "trouble in perception," which included issues, for example, "managing individuals in power" or "seeing things from a Chinese perspective."

5. DISCUSSION

The outcomes affirm that the decisions, desires, and encounters of global understudies in China shift by their area of inception. In the accompanying areas, the outcomes are deciphered according to social and monetary structures across locales as clarifications for these topographically based contrasts.

Table 3. Comparing mean scores of international student experience by region of origin (n=1248)

Variables	International students from:						Sig.
	All (n=1248)	Africa (n=100)	Asia (n=776)	Europe (n=144)	Latin America (n=163)	North America (n=65)	
Satisfaction in studying in China [a]							
Overall satisfaction	3.04	3.12	3.03	3.06	3.02	2.95	0.550
Satisfaction on arrival	2.91	3.10	2.90	2.86	2.98	2.69	0.002
Satisfaction on learning	2.96	3.02	2.98	2.92	2.91	2.72	0.015
Satisfaction on living	2.91	3.07	2.84	3.06	3.04	2.86	0.000
Satisfaction on social support	2.87	3.00	2.84	2.96	2.90	2.82	0.043
Interactions in campus [b]							
Relationships with peers	5.55	5.60	5.46	5.74	5.64	5.67	0.109
Relationships with faculties	5.13	5.37	5.08	5.43	5.15	4.80	0.042
Relationships with tutors	5.09	5.28	5.01	5.32	5.31	4.80	0.018
Relationships with staff	4.78	5.19	4.67	4.93	5.08	4.41	0.003
Difficulties in Chinese universities [c]							
Difficulties in Communication		-0.23	1.12	-0.35	0.03	-0.29	0.000
Difficulties in Cognition		-0.07	0.04	0.08	-0.18	-0.10	0.089
Difficulties in Environment		0.26	-0.07	-0.09	0.27	0.11	0.001

a. How satisfied were you with the overall/arrival/learning/living/support services experience? 1 = very dissatisfied; 2 = dissatisfied; 3 = satisfied; 4 = very satisfied.
b. Which best represents the quality of your relationships with people at your institution?
Relationships with peers: 1 = unfriendly, nonsupport; 7 = friendly, supportive; Relationships with faculty: 1 = unavailable, unhelpful; 7 = available, helpful; Relationships with tutors: 1 = unavailable, inconsiderate; 7 = available, considerate; Relationships with staffs: 1 = inconsiderate, unhelpful; 7 = considerate, helpful.
c. "Difficulty in Communication," "Difficulty in Cognition" and "Difficulty in Environment" are composite variables extracted by Principal-Component Factor Analysis. Larger numbers reflect greater difficulties, and vice verse

5.1 African Understudies in China

Money related weights and high everyday costs are critical worries for some [63], worldwide understudies [63]. In any case, African understudies in this investigation, most of whom originate from low-pay or center salary nations, didn't see cost as a significant dynamic factor. Or maybe, they saw Chinese culture and history as more significant contemplation in picking an examination objective than did understudies from different locales. This might be related with the undeniably two-sided participation among China and the African landmass, which adds to financial contentedness and social trades. Exchange among China and Africa countries drew nearer $200 billion out of 2012 [48]. As proposed by [42], country to-country monetary connections serve to additionally advance scholarly connections between countries. At both legislative and institutional levels, understudy trade programs have been started and advanced, and the grant standard for African understudies has been expanded. This setting may likewise add to the high fulfillment levels among African understudies in China, who can learn at top colleges in Beijing with less worries over budgetary weights. Respective

participation builds China's allure as an examination abroad district and a future working environment for African understudies. In this example, African understudies were greater work situated, planning to improve their seriousness in their home employment market or in that of China. By and large, they favored working in China to working in their nations of origin. In any case, [67] concentrate on African understudies in the U.K. recommended that, rather than homegrown understudies, African understudies have desire past picking up work and seeking after a subject of their advantage. They take a gander at advanced education as setting them up for administration positions when they re-visitation of their nations. Further exploration is accordingly expected to investigate whether African understudies concentrating in China have comparative desire, and how global instruction in China can help them in turning out to be pioneers in their expert fields back home.

5.2 Asian Understudies in China

More than different gatherings, Asian understudies respected the impact of loved ones as a significant

thought in picking China as an examination objective. Understudies from nations with Confucian customs, for example, Japan and South Korea, were more worried about family than their Asian partners from different nations. Confucian qualities, for example, concordance with the network, regard for seniors, and unwillingness to loved ones—are viewed as the wellspring of social similitude s that add to understudies' choices to concentrate in China [68]. In the example, Asian understudies met more prominent correspondence challenges than understudies from different areas. These outcomes don't uphold considers showing that nearby social separation adds to the simplicity of regular daily existence, and can be clarified as follows. To start with, the quantity of co-public schoolmates for South Korean, Japanese, Thai, and Vietnamese understudies is more prominent. Almost certainly, these worldwide understudies mingle more with comrade companions than with have nationals. This propensity may influence their acclimation to living in China, taking into account that more social connection with homegrown companions, all in all, adds to better encounters among global understudies [21]. The subsequent likely wellspring of correspondence troubles is the language boundary, which obstructs worldwide understudies from socially associating with their companions [66]. Beijing is a developing cosmopolitan city where the utilization of English is more normal than Korean or Japanese, particularly in colleges. Scarcely any individuals in China can talk any of these "minority unknown dialects." Therefore an absence of capability in either Chinese or English makes more correspondence challenges for them. Moreover, the similitude in physical appearance and the geological closeness among East Asians obscure the global character of these understudies and subsequently raise nearby individuals' desires for them with respect to correspondence. These three components are interrelated and increment in general challenges in speaking with have nationals.

Despite the fact that China is a close by study objective, Asian understudies tended not to have the objective of working in China. Grant prerequisites of their nation of origin can be one clarification for this. For instance, the Public Service Commission (PSC) Scholarship of Singapore gives top government financing to candidates to seek after undergrad learns at top colleges in China. Upon graduation, grant holders are put in the Public Service Leadership Program [6]. PSC grant holders can expect a "powerful profession spreading over 5 areas of government: Central Administration, Economy Building, Infrastructure and Environment, Security and Social." Although some legislative grants don't expressly express the prerequisite of getting back to

serve the nation, they do feature alluring vocation ways ensured upon their return.

5.3 European Students in China

Practically 50% of the European understudies who partook the overview were non-qualification understudies. Rather than seeking after scholarly degrees in China, they would in general be pulled in by the occasion to learn Chinese language abilities and culture. The huge social good ways from European nations makes China an alluring objective for them. Another noteworthy component of Europeans in the example is that, like African understudies, they favored working in China to working in their nations of origin, yet their reasoning probably varied from that of Africans. Comparative outcomes were appeared in [34] concentrate on European understudies' likely arrangements in the wake of graduating in Mexico who tended to not have the objective of working in their nations of origin. Europe is regularly viewed as the most strategically, financially and socially incorporated mainland on the planet, with the end goal that living in such a cross-public climate may have given these understudies a worldwide standpoint where they hope to live, study, and work in various nations throughout their lives. Understudies from this area might be looking further away to nations, for example, China to seek after global training, to pick up intercultural aptitudes, and to get ready for future undertakings abroad [34]. Moreover, their nations of origin's economies are not developing as fast as those of China and other Asian nations, which might be another explanation behind European understudies not to rush home. European understudies' encounters in colleges could likewise add to their desires for working in China. Europeans in the example detailed higher appraisals for their co-operations with personnel and coaches, and met less troubles in correspondence contrasted and understudies from different areas. Almost certainly, Europeans' past encounters abroad improve their relational abilities and in this manner assist them with building better associations with neighborhood individuals [11]. The outcomes repudiate considers showing that life would probably be more hard for guests originating from home societies that are totally different from the host culture [52]. In this sense, European understudies' goals to work in China after graduation may likewise be identified with their moderately fruitful change in China.

5.4 Latin American Understudies in China

As opposed to European understudies, Latin American understudies were all the more scholastically arranged. They esteemed the factor of

rankings more than understudies from different areas. Latin America is domination made out of agricultural nations. China might be a reasonable choice contrasted with the neighboring United States. On account of their thought of rankings and the generally set number of exceptionally positioned foundations in Latin America, certain Chinese establishments with moderately high rankings may draw in them. For understudies looking for global investigation encounters, worldwide instruction in China may speak to expanded instructive and financial chances. Notwithstanding, Chinese and English language research on Latino understudies' abroad investigation experience is extremely scant, and further examinations are required. Latin Americans' desires for working in their nations of origin were the most grounded: twice the same number of Latin Americans wanted to work in their nations of origin than would have liked to work in China, which may mirror the more noteworthy geological and social separation among China and Latin America. Additionally, like some Asian nations, most grants that Latin Americans apply for have certain prerequisites for understudies to get back for work. For example, a top government grant in Mexico, scattered by the administration division Consejo Nacinal de Ciencia y Tecnologia (CONACYT), necessitates that global understudies submit (however not legitimately) to re-visitation of Mexico. The visa is another tricky issue for Latin American understudies who wish to work in another nation. Moreover, the quantity of China's bi-public instructive projects with Latin American nations isn't as incredible as that of bi-public projects with nations in different locales. Contrasted and different locales, the number of inhabitants in Latin Americans in China is the littlest.

5.5 North American Understudies in China

For North American understudies, China is a generally reasonable alternative for worldwide instruction. While it is significant not to conflate North America with the United States and Canada, it merits referencing that the vast dominant part of the understudies in the North American example were from these two high-pay nations. North Americans varied from their Asian and Latin American companions in that they didn't display a solid scholarly direction to China. Like European understudies, they would in general investigation in China for the occasions to learn Chinese language aptitudes and culture. There were greatest sociocultural contrasts among Western and Asian nations, and they referred to the United States and China to act as an illustration of most extreme social separation [68]. This recommends that the generally enormous social separation between Western nations

and China may make China a more alluring abroad objective for them. By and large, in any case, North Americans in the example didn't discover their encounters in China fulfilling. Contrasted and other locales' understudies, North Americans discovered workforce less accessible, mentors less chivalrous, and staff individuals less accommodating. They had the least fulfillment with their encounters of appearance, picking up, living, and backing administrations. A few researchers have recorded that social help, particularly from one's scholarly program, is fundamental to the government assistance of global understudies [7,42]. North American understudies' low-appraised nature of associations with have nationals nearby may likewise be related with their low fulfillment levels. Understudies from high-pay nations might be less happy with their living, learning, or social help quality in China for the most part. The United States and Canada have been significant host nations and many exploration contemplates have zeroed in on global understudies' encounters in North America. In any case, the examination on American and Canadian understudies' encounters in non-industrial nations is restricted. This examination recommends that their low fulfillment with emotionally supportive networks may mirror the general high scholarly norms and great notoriety of the North American advanced education framework. Casual interpersonal organizations were essential to Asian understudies in the United States who were awkward utilizing college uphold administrations when issues emerged [13]. Hence, if the inverse is valid for North American understudies, implying that they would in general rely upon institutional help benefits, this could clarify why they would feel unsatisfied with less expert administrations nearby in China [6,5].

6. CONCLUSION, LIMITATIONS AND FUTURE STUDY SUGGESTION

This exploratory investigation has discovered that, among the understudies spoke to in the information test, noteworthy local contrasts in worldwide understudies' decisions, desires and encounters do exist. Most of global understudies in China were seeking after degrees, in spite of a solid announced inspiration to learn Chinese language and culture in China. They would in general intend to work as opposed to seek after additional investigation after graduation in China or in home nations. Understudies were generally happy with their learning encounters and least happy with help administrations.

The boss provincial contrasts are as per the following. Asian understudies respected the impact of loved ones as a more significant thought in picking China, and

met more noteworthy challenges in correspondence than understudies from different districts. African understudies were greater business situated and had the most elevated fulfillment levels. Neither Europeans nor North Americans displayed a solid scholarly direction to China—they would in general examination in China for the occasions to learn Chinese language abilities and culture. Nonetheless, Europeans gave higher evaluations for their collaboration with personnel and mentors while North Americans didn't discover their encounters in China fulfilling. Latin Americans were all the more scholastically arranged. They esteemed college rankings more than understudies from different districts and their desires for working in their nations of origin following their time concentrating abroad were the most grounded.

There are various restrictions and suggestions from this investigation. For instance, examples of worldwide understudy streams in non-industrial nations might be not quite the same as those in created nations. This warrants further examination. The restricted example can't catch all global understudies from the areas spoke to, or even every worldwide understudy in China. Accordingly, what represents the provincial contrasts proposed by this investigation, and what represents the contrasts among created and creating host nations, needs further investigation. Also, the example was restricted to understudies learning at eight Beijing colleges. While global understudies from this area may have comparative encounters with other worldwide understudies in China, speculations from these discoveries ought to be taken with alert. Correspondingly, future exploration could investigate worldwide understudies concentrating in other host urban communities to check whether discoveries are steady and can be summed up across China.

For instance, themes, for example, African understudies in China ought to be investigated in more detail by fusing subjective techniques, for example, interviews.

In this investigation, oneself report nature of the overview information may create expected dangers to unwavering quality and legitimacy, since respondents may give socially alluring reactions. Also, so as to cover every part of the worldwide understudy involvement with China, the overview incorporated countless inquiries, which may make reaction weakness and consequently impact the nature of review reactions. Further exploration could utilize an updated adaptation of the review, utilize more modern quantitative ways to deal with test the ends made in this examination, and consolidate subjective strategies.

While this methodology takes into account a more extensive comprehension of how political, financial and social components may influence global instruction, it doesn't consider individual push and pull factors. As reported in earlier examinations, individual variables, for example, nationality, sexual orientation, length of remain and language capability, may assume a part in picking an investigation objective, getting ready for the future, or making the most of every opportunity nearby. For instance, language hindrances frequently thwart worldwide understudies from socially associating with their companions [53]. Future exploration ought to likewise investigate how scholastic majors or scholarly execution may impact worldwide understudies' fulfillment and change in China, taking into account that a significant need of global alumni understudies has been acclimation to scholastic life and effective satisfaction of degree necessities [54]. Besides, how much and in what ways the training for worldwide understudies may influence homegrown understudies could likewise be contemplated.

A fourth ramifications to consider concerns the improvement of public and institutional approaches on worldwide understudies. Regarding public arrangement, this includes taking a gander at issues of cerebrum channel, simplicity of the understudy visa measures, budgetary guide standards and even which global understudy markets will be enlisted at the public level. At the institutional level, there are decisions about which worldwide understudies to target. For instance, should the organization set up associations so as to offer administrations to understudies from Latin America? Moreover, while most examinations have problematic challenges as "change" issues, late exploration has additionally revealed how colleges may even fill in as an unwelcoming and threatening atmosphere for worldwide understudies [13]. Apparently, Chinese advanced education establishments ought to improve their scholastic and social emotionally supportive networks for worldwide understudies as opposed to just putting the weight on global understudies to adapt all alone.

COMPETING INTERESTS

Authors have declared that no competing interests exist.

REFERENCES

1. Chan D, Ng PT. Similar agendas, diverse strategies: The quest for a regional hub of higher education in Hong Kong and Singapore. Higher Education Policy. 2008;21(4):487-503. DOI: 10.1057/hep.2008.19

2. Luo W. Returning overseas students on the rise; 2013.
    Retrieved from http://usa.chinadaily.com.cn/china/2013-02/28/content_16265534.htm

3. Nayeem AR, Islam MS, Akter MF. The Influencing Factors of Brand Equity on Consumer Purchase Intention of Cell Phones in Bangladesh. GSJ. 2020;8(1).

4. Biggs J. What the student does: Teaching for enhanced learning. Higher Education Research & Development. 1999;18(1):57-75.
    DOI:10.1080/0729436990180105

5. Nayeem AR. Halal Food Awareness of Young Adult Muslim Consumer's: Comparative Study between Bangladesh and Philippines, Global Journal of Management and Business Research: E-Marketing. 2018; 18(7):1.0.

6. Nayeem AR, Akter F. Winter vegetables plantation impact of Faridpur (Char Zone) in Bangladesh: An Agro-Economics Development Perspective. International Journal of Agricultural Marketing. 2020;7(1):233-243

7. Raja SA, Nayeem AR, John AA. Psychopathy, A.S (Abusive Supervision) Consequences Towards Emotional Exhaustion and Employees Intentions To Quit. International Journal Science and Technology Research. 2020;9(8):216-221.Hvistendahl M. China moves up to fifth as importer of students. Chronicle of Higher Education. 2008;55(4).
    Retrieved from http://eric.ed.gov/?id=EJ814312

8. Knight J, Morshidi S. The complexities and challenges of regional education hubs: focus on Malaysia. Higher Education. 2011;62(5):593-606.
    DOI: 10.1007/s10734-011-9467-2

9. Shawon SS, Hasan MA, Nayeem AR, Uddin MB. Online Purchasing Behavior among Bangladeshi Young Generation: Influencing Factors and Impact. Asian Business Review. 2018;8(3):17-128.

10. Yum JO. The impact of Confucianism on interpersonal relationships and communication patterns in East Asia. Communications Monographs. 1988;55(4):374-388.
    DOI: 10.1080/03637758809376178

11. Chen L-H. Choosing Canadian graduate schools from afar: East Asian students' perspectives. Higher Education. 2007;54(5):759-780.

12. Lee JJ, Rice C. Welcome to America? International student perceptions of discrimination. Higher Education. 2007;53(3): 381-409.
    DOI: 10.1007/s10734-005-4508-3

13. House RJ, Hanges PJ, Javidan M, Dorfman PW, Gupta V. Culture, Leadership, and Organizations. Thousand Oaks, CA: Sage; 2004.

14. Haque A, Nayeem AR, Hossain MN, Abdullah F, Sarker MNI, Akter MSTF. Factors affecting on consumer's purchase intention towards eco-friendly products in Malaysia. Issues Bus. Manag. Econ. 2020;8(4):72-83.

15. Carnoy M, Loyalka P, Dobryakova M, Dossani R, Froumin I, Kuhns K, Wang R. University Expansion in a Changing Global Economy: Triumph of the BRICs? Stanford University Press; 2013.

16. National Bureau of Statistics (NBS) of China. Various years. China Educational Finance Statistical Yearbook. Beijing: China Statistics Press.

17. China Ministry of Education. Over 260,000 international students studying in Chinain2010; 2011.
    Available: http://www.moe.gov.cn/publicfiles/business/htmlfiles/moemoe_2809/201103/115886.html.

18. Porter RE, Samovar LA. Basic principles of intercultural communication. Intercultural Communication: A reader. 1991;6:5-22.

19. Church AT. Sojourner adjustment. Psychological Bulletin. 1982;91(3):540.
    DOI: 10.1037/0033-2909.91.3.540

20. Ward C, Kennedy A. The measurement of sociocultural adaptation. International Journal of Intercultural Relations. 1999;23(4):659-677.
    DOI: 10.1016/S0147-1767(99)00014-0

21. British Council. Generation UK internship programme; 2014.
    Available:http://www.britishcouncil.org/study-work-create/opportunity/internships/generation-uk-internship

22. Bradsher K. $300 Million Scholarship for Study in China Signals a New Focus; 2013.
    Available: http://www.nytimes.com/2013/04/21/world/asia/us-financier-backs-china-scholarship-program.html?pagewanted=all&_r=0

23. China Association for International Education, CAFSA. Statistics on International Students in China; 2013.
    Available:http://www.cafsa.org.cn/index.php?mid=6

24. Foskett N, Hemsley-Brown J. Choosing futures: Young people's decision-making in education, training, and careers markets. Psychology Press; 2001.

25. Altbach PG, Knight J. The internationalization of higher education: Motivations and realities. Journal of Studies in International Education. 2007;11(3-4):290-305.
DOI: 10.1177/1028315307303542

26. Misra R, Crist M, Burant CJ. Relationships among life stress, social support, academic stressors, and reactions to stressors of international students in the United States. International Journal of Stress Management. 2003;10(2):137.
DOI: 10.1037/1072-5245.10.2.137

27. Hayes RL, Lin HR. Coming to America: Developing social support systems for international students. Journal of Multicultural Counseling and Development. 1994;22(1):7-16.
DOI: 10.1002/j.2161-1912.1994.tb00238.x

28. Chen T-M, Barnett GA. Research on international student flows from a macro perspective: A network analysis of 1985, 1989 and 1995. Higher Education. 2000;39(4):435-453.
DOI: 10.1007/s10734-006-9022-8

29. McMahon ME. Higher education in a world market. Higher Education. 1992;24(4):465-482.
DOI: 10.1007/BF00137243

30. Grosset JM. Patterns of integration, commitment, and student characteristics and retention among younger and older students. Research in Higher Education. 1991;32(2):159-178.
DOI: 10.1007/BF00974435

31. Cantwell B, Luca SG, Lee JJ. Exploring the orientations of international students in Mexico: Differences by region of origin. Higher Education. 2009;57(3):335-354.
DOI: 10.1007/s10734-008-9149-x

32. Mallinckrodt B, Leong FTL. Social support in academic programs and family environments: Sex differences and role conflicts for graduate students. Journal of Counseling & Development. 1992;70(6): 716-723.
DOI: 10.1002/j.1556-6676.1992.tb02154.x

33. In JC. Smart (Ed.) Higher Education: Handbook of Theory and Research, 5:231-288.

34. Ward CA, Bochner S, Furnham AF. The psychology of culture shock. New York, NY: Routledge; 2001.

35. Andrade MS. International student persistence: Integration or cultural integrity? Journal of College Student Retention: Research, Theory and Practice. 2006;8(1):57-81.
DOI: 10.2190/9MY5-256H-VFVA-8R8P

36. Situ Y, Austin T, Liu W. Coping with anomic stress: Chinese students in the USA. Deviant behavior. 1995;16(2):127-149.
DOI: 10.1080/01639625.1995.9967993

37. Bochner S, McLeod BM, Lin A. Friendship patterns of overseas students: A functional model. International Journal of Psychology. 1977;12(4):277-294.
DOI: 10.1080/00207597708247396

38. Racine N, Villeneuve PY, Thériault M. Attracting foreign students: The case of two universities in Québec. Journal of Studies in International Education. 2003;7(3):241-252.
DOI: 10.1177/1028315303254428

39. Rajapaksa S, Dundes L. It's a long way home: International student adjustment to living in the United States. Journal of College Student Retention: Research, Theory and Practice. 2002;4(1):15-28.
DOI: 10.2190/5HCY-U2Q9-KVGL-8M3K

40. Zhu G. Cross cultural adaptation among international students in P.R.China. (Doctoral dissertation). Retrieved from China National Knowledge Infrastructure; 2011.

41. Davey G. Chinese students' motivations for studying abroad. International Journal of Private Education. 2005;2:16-21.

42. Maringe F, Carter S. International students' motivations for studying in UK HE: Insights into the choice and decision making of African students. International Journal of Educational Management. 2007;21(6): 459-475.
DOI: 10.1108/09513540710780000

43. Tinto V. Dropout from higher education: A theoretical synthesis of recent research. Review of Educational Research. 1975;45(1):89-125.

44. Lewthwaite M. A study of international students' perspectives on cross-cultural adaptation. International Journal for the Advancement of Counselling. 1996;19(2):167-185.
DOI: 10.1007/BF00114787

45. Weber M. Economy and society: An outline of interpretive sociology.University Road: CA: University of California Press; 1978.

46. Gullahorn JT, Gullahorn JE. An extension of the U-Curve hypothesis 1. Journal of Social Issues. 1963;19(3), 33-47.
DOI: 10.1111/j.1540-4560.1963.tb00447.x

47. Tinto V. Limits of theory and practice in student attrition. The Journal of Higher Education. 1982;53(6): 687-700.

48. Searle W, Ward C. The prediction of psychological and sociocultural adjustment during cross-cultural transitions. International Journal of Intercultural Relations. 1990;14(4):449-464.

DOI: 10.1016/0147-1767(90)90030-Z

49. Public Service Commission, Singapore. PSC China Scholarships; 2014.
Available:http://www.pscscholarships.gov.sg/content/pscsch/default/scholarshipapplication/careerpreference/public_administration.html.

50. Poyrazli S, Kavanaugh PR, Baker A, Al-Timimi N. Social support and demographic correlates of acculturative stress in international students. Journal of College Counseling. 2004;7(1):73-82.
DOI: 10.1002/j.2161-1882.2004.tb00261.x

51. Jackson J, Heggins WJ. Understanding the collegiate experience for Asian international students at a Midwestern research university. College Student Journal. 2003;37(3):379-391.

52. Creswell JW. Research design: Qualitative, quantitative, and mixed methods approaches. Sage Publications; 2013

53. Furnham A. Communicating in foreign lands: The cause, consequences and cures of culture shock. Language, Culture and Curriculum. 1993;6(1):91-109.
DOI: 10.1080/07908319309525140

54. Furnham A, Bochner S. Social difficulty in a foreign culture: An empirical analysis of culture shock. In S. Bochner (Ed.), Culture in Contact: Studies in Cross-Cultural Interaction (pp. 161-198). Oxford: Pergamon; 1982.

55. Habu T. The irony of globalization: The experience of Japanese women in British higher education. Higher Education. 2000;39(1):43-66.
DOI: 10.1023/A:1003807009463

56. Hodkinson P, Hodkinson H, Sparkes AC. Triumphs and Tears: Young People, Markets, and the Transition from School to Work. New York, NY: Routledge; 2013.

57. Hossler D, Braxton J, Coopersmith G. Understanding student college choice; 1989.

58. Kell PM, Vogl G. International Students in the Asia Pacific: Mobility, Risks and Global Optimism (Vol. 17). New York, NY: Springer; 2012

59. Kondakci Y. Student mobility reviewed: Attraction and satisfaction of international students in Turkey. Higher Education. 2011;62(5):573-592.
DOI: 10.1007/s10734-011-9406-2

60. Li M, Bray M. Cross-border flows of students for higher education: Push–pull factors and motivations of mainland Chinese students in Hong Kong and Macau. Higher Education. 2007;53(6):791-818.
DOI: 10.1007/s10734-005-5423-3

61. May T. Social Research: Issues, Methods and Research. New York, NY: McGraw-Hill International; 2011.

62. Mazzarol T, Soutar GN. "Push-pull" factors influencing international student destination choice. International Journal of Educational Management. 2002;16(2):82-90.
DOI: 10.1108/09513540210418403

63. Obulutsa G. China's Xi tells Africa he seeks relationship of equals; 2013.
Available:http://www.reuters.com/article/2013/03/25/us-china-africa-idUSBRE92O0W320130325.

64. Severiens S, Wolff R. A comparison of ethnic minority and majority students: Social and academic integration, and quality of learning. Studies in Higher Education. 2008;33(3):253-266.
DOI: 10.1080/03075070802049194

65. Swedberg R, Agevall O. The Max Weber dictionary: Key words and central concepts. Stanford University Press; 2005.

66. S. Department of State. 100,000 Strong educational exchange initiatives; 2014.
Available: http://www.state.gov/100k/

67. Hatakenaka S. Internationalism in Higher Education: A Review. London, UK: Higher Education Policy Institute; 2004.

68. Yildirim F, Ghorbani S, Talukder KI, Hasnat MA, Nayeem AR. Applications of Hesitant fuzzy sets and FTA for selecting the best risk-based strategy for Green Manufacturing in GSC. International Journal of Grid and Distributed Computing. 2020;13(2):220-234.

_____