

The Impact of Education Internationalization on Local Educational Resources: A Study in China

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Abstract

Background: Globalization has led to internationalization in education in various parts of the world. China is no different. The internationalization in the country is pushed further by the existence of policies by the government such as Belt and Road initiatives and Project 211 and Project 985. Upon reviewing existing studies, it was found that there is a lack of focused studies on the impacts of such internationalization in China. Thereby, this study aimed to investigate the impacts upon local resources and developed the following research questions, RQ1: What is the current landscape of internalization in China? RQ2: How does International Education Affect the Local Educational Resources? RQ3: What is the response of local educational institutions to internationalisation? Methodology: This study undertook a semi-structured interview with 22 participants. The participants included 10 teachers, 10 students and 2 administrators. The interview was recorded and analyzed through a thematic analysis to identify the patterns among the responses from the participants. Findings: Subsequently, this study found that the universities in China are adopting internationalization through various programs and policies. The adaptations have a distinct impact on academic and teaching resources, financial and human resources. However, the process of internationalization has been having significant challenges. Existing universities are utilizing different methods for addressing the challenges. Conclusion: This study concluded that the local resources of China are undergoing impact due to internationalization. Additionally, further investigation is required to study adapting strategies in the context of China. Though there are certain limitations such as the introduction of biases due to research design, this study provides a strong base for future studies on the context.

Keywords: *Internationalization, Education, Exchange-Program, Local Institutions*

INTRODUCTION

Internationalization in higher education has become a major trend in many countries due to rapid globalization. Over 40000 international students from around 208 countries studied in China (Gao & de Wit, 2017). China has opened its borders to international students, faculty and educational partnerships. Such internationalization of education may include student and faculty exchanges, joint degree programs, international branch campuses, and the development of common curricular and teaching methods. The country has also had to weigh how internationalization impacted its own resources and educational institutions. It facilitates a rich two-way exchange that not only aims to broaden cultural understanding, improve educational quality, and increase knowledge-sharing but also stretches local capacities and can undermine local educational delivery. Thereby, the current study aims to build an understanding of how global education trends function concerning local contexts of educational systems.

The mobility of students, and a growing awareness of the importance of international experience for preparing graduates for an increasingly global world. The internationalization of education refers to a range of activities, such as student and faculty exchanges, overseas partnerships, and the inclusion of global content into curricula and pedagogy (Knight, 2003). The internationalization came in the later part of the 20th century. The mobility of students, and a growing awareness of the importance of international experience for preparing graduates for an increasingly global world. Thereby, the internationalization of higher education has emerged as an important trend in the contemporary academic world.

Internationalization can contribute to improving the quality and applicability of education. Internationalization of education promotes intercultural competence and global citizenship (Keim Cubas et al., 2022). Motivation for such efforts is complex and might be driven by motives related to academia, economy, and diplomacy. The

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trend has been encouraged by countries around the globe introducing policies to attract international students, promote academic mobility, and establish partnerships and branch campuses abroad. Thereby, internationalization is often equated to academic excellence, contributing to the bottom line, and increasing soft power.

Leading the push for internationalization is significant for a nation that aspires to climb the global ranking system in academia. Chinese universities have a relatively long history of engaging in international collaboration, launching joint programs, and recruiting foreign faculty (Chen et al., 2024). Despite the aspects of the development of international education being relatively low, around 492185 students were enrolled in class (Chen et al., 2024). This globalization process has significance against the backdrop of the quality of local educational resources. These challenges encompass funding, facilities, and faculty, and resources to raise the spectre of the over-extended campus paying for new international initiatives. This understanding entails a further understanding of the education system in China.

The evolution of China's education system is a reflection of the economic progress of the country. The origin of formal education in China can be traced to the imperial examination system established by the Sui Dynasty (581-618 CE) (O'Sullivan & Cheng, 2022). The system created a framework for an educational system based upon meritocracy and the classical model of Confucianism as it was the primary means of selecting government officials for over a millennium. Subsequently, modern educational reforms started with the setup of formal Western schools and colleges in the final decades of the 19th century.

Furthermore, the education system of China was restructured over subsequent decades to concentrate on achieving universal literacy, ideological indoctrination and vocational education in the People's Republic of China in 1949 (Hayhoe, 2016). However, the educational system was disrupted leading to a temporary closure of schools and universities following the Cultural Revolution in 1966-1976 (Hayhoe, 2016). Subsequently, large investments were made to scale quality access post-Mao. Currently, China has a centralized and hierarchical education system with the Ministry of Education (MOE) setting the policies and standards for the entire country (*What We Do*, n.d.). This education system is subdivided into different levels, namely, preschool, primary, secondary, and higher education.

Moreover, the endeavor allowed promoting quality and equity, and ensuring that the increased provision is combined with better targeting. Influenced by the "soft power" realization, education has gained paramount importance as an integral part of China's foreign policy. The party-state's Project 211 and Project 985 have undertaken to build world-class universities and research centres (*What Is Project 211 and Project 985 Universities*, n.d.). Thereby, the educational outcomes delivered that satisfy the requirements of a knowledge-based economy are the "recent trends" in Chinese education. Thus, the impact of the international effect can be diverse on education.

Based on this understanding, this study aimed to assess the impact of this internationalization on local resources within China. This aim was divided to distinct objectives:

RQ1: What is the current landscape of internalization in China?

RQ2: How does International Education Affect the Local Educational Resources?

RQ3: What is the response of local educational institutions to internationalisation?

This study would be significant for the future of the educational resources in China. Internationalization in higher education has become a mainstay in the contemporary academic landscape since it changes the way institutions envision teaching and research and interact with different cultures. Furthermore, an intention to increase the country's international competitiveness is based on a diverse set of motivations. There is a need to develop an educational system that is commensurate with the demands of a knowledge-driven economy (Huang et al., 2014). Thereby, the study potentially contributes to several areas of academic enquiry by examining the impact of internationalization on local educational resources in Chinese settings. This in turn can contribute to several areas of academic enquiry by examining the impact of internationalization on local educational

resources in Chinese settings. Therefore, the findings of this study have important practical implications for educators and policymakers within China.

LITERATURE REVIEW

Overview of International Research on Education Internationalization

Various existing literatures provide extensive overviews upon the drivers, dimensions and implications. Firstly, Knight (2003) presented an updated definition of the term internationalization. According to his definition, “Internationalization at the national, sector, and institutional levels is defined as the process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of postsecondary education”. Additionally, the work of Knight (2003) highlighted the economic motivations and the efforts of internationalization for obtaining academic excellence and insight into cultural understanding. Subsequently, the conceptual understanding provided other recent studies to build upon it.

These studies provided an understanding of the main factors behind the industrialization. Fakunle (2021) investigated how neoliberalism principles and increasing international student mobility (ISM) affected internationalization. The study found that the main reasons behind internationalization involved improved employability, quality education and contribution to human capital development. Additionally, based on the capability approach of Amartya Sen, the study further presented the rationales of studying abroad based on the dimensions of rationale namely, educational, experimental, economic and aspirational.

Following this, it is essential to understand the impact of student mobility upon the institutions, host countries and the student. In this context, trend analysis by Oduwaye et al. (n.d.), the study covered challenges faced by countries from 2002 to 2022 (21 years) and included 175 peer-reviewed from various established databases. The locations included Canada, Australia, the UK and the USA. The study identified challenges in terms of sociocultural challenges, academic challenges, psychological challenges and economic challenges. Thereby, another theme arises whereby the role of international partnerships and collaborations in facilitating internationalization was reviewed.

Existing research investigated tools of internationalization facilitation. A study aimed at studying aspects of internationalization in higher education (Woldegiyorgis et al., 2018). The study involved multiple interdependent factors applied to it, namely, individual faculty such as personal values, career stage, and area of specialization. Additionally, the study considered environmental factors. Subsequently, the study found the effectiveness of national and institutional strategies to promote the internationalization of research is unclear. Thereby, branch campuses, joint degree programs, and online programs as tools for dissemination of internationalization in education. Thus, these researches provide insight into access to education, knowledge transfer, and cross-cultural communication.

Furthermore, existing literature has also explored the impact on pedagogy and curriculum. According to the study on how international courses are perceived, study participants portrayed high engagement with international perspectives (Ramanau, 2016). However, their experience could most appropriately be named “internationalization at a distance,” with very little trace of the typical forces of on-campus acculturation. Thereby, it is apparent that researchers have studied how global perspectives are incorporated into the curricula, used internationally recognized teaching methodologies, and established student and faculty cultural competencies (Leask, 2015b). Thus, considerable attention has also been paid to the effects of internationalization on programs and teaching.

Impact Of Internationalization on Local Educational Resources In Different Countries

The internationalization of education is a global phenomenon affecting local education resources. Internationalization has been seen to have shaped resource distribution and use significantly. The chapter International Student Mobility in the book *Perspectives on the Internationalisation of Higher Education* is a comparative perspective of internationalization in the US and European countries (Wit et al., 2018). The chapter presented the strategies in countries taking international full-degree students. The chapter covered Poland, Norway and Portugal. This was a comparative investigation that scrutinized national-level policies and strategies

designed to attract international students. These countries align their strategies with emerging global trends in HE. The chapter presented that the semi-peripheral countries employed geographical aspects, cultural, and exploiting political aspects of the country instead of educational assets. This implies that the internationalization of higher education should be unique to the institution concerned. Thereby, the institutions should target enhancing only the quality of education as a core comparative advantage of a university.

Another study focused on the policies in the UK and investigated the subjectification and differences among international students. Lomer (2018) investigated policies regulating the international student flow and the discourse produced. The study utilized meta-data analysis and textual analysis of policy discourses and statistics. Subsequently, the study found that the policies over the 20 years led to an increase in female numbers of local and international students. However, the country has difficulty recruiting students from a very narrow range of nations. Thereby, it can be inferred that the migration policy is the single most important student mobility variable. Thus, various countries have been having impacts unique to their characteristics.

Internationalization in China

China is also undergoing internationalization further induced by government policies. Firstly, the 1990s marked the introduction of Project 211 and Project 985 focused on building world-class universities and internationalizing the Chinese tertiary education system (Jighui, 2022). Subsequently, from a hardware and a software level, universities have achieved brilliant results with outcomes based on talent training, and international exchanges and cooperation. Additionally, a total of 15.2 billion RMB for Project 211, and 70.7 billion for Project 985 has been disbursed over the past few years by the central government. Additionally, the Belt and Road Initiative started the establishment of the institution of the Xiamen University Malaysia field thereby contributing to increasing its instructional field abroad to create international partnerships. Thus, China has been much more open to international students and programs recently.

There is a considerable increase in the number of international students in universities accepting them. Interestingly, international students are also participating in cultural activities such as New Year or other such activities (*Ministry of Education of the People's Republic of China*, 2022). In a study investigating the strategies and benefits of embracing internationalization stated that joint programs, personnel mobility and international publications are the main factors driving internalization. The study established that these universities have been giving bilingual courses which are often backed by governments. While these dynamics have increased the attractiveness of China for international students and collaborative activities, the literature also speaks to concerns and challenges. These challenges often encompass potential overburden from local resources and institutional faces. Thus, these require further investigation of local resources.

Theoretical Framework

The theories for the foundation of this research include Globalization Theory, Human Capital Theory, Institutional Theory, Resource Dependence Theory, Cultural Capital Theory, Neo-Institutional Theory and cross-cultural theory. Firstly, Cultural capital theory enlightened the cultural problems and power relationships involved in the process of internationalization (Silva, 2005). This theory elucidates how cultural resources such as language capital and reference to dominant culture may operate to grant access to or create penuries in an educational context. This theory was significant for the exploitation of local cultural capital. Secondly, Neo-institutional theory helped understand how global norms and expectations are likely to shape Chinese institutional motivations (Lounsbury & Zhao, 2013). On the other hand, Globalization theory is particularly relevant in the context of the present study in examining international mobility and higher education collaboration, which may challenge local educational traditions and resource availabilities.

Subsequently, globalization theory shifts focus to the economic worth of education in a broad context of skills, knowledge, and societal and individual advancement (Stohl, 2005). Additionally, research based on institutional theory, and specifically the work of (Amenta & Ramsey, 2010) on isomorphism, suggested how organizations may respond to external pressure and expectations, in educational institutions. Furthermore, according to resource dependence theory (Pfeffer & Salancik 1978), managing the dependencies on external resources is one of the factors that drive organizations to survival and success. This perspective explains why China has been

internationalizing, to bolster the skills of its labour force and adapt the national education system to the knowledge-based economy. These theories provided a good way to understand the strategies and responses that Chinese institutions have been adopting to respond to the pressures and norms of internationalization. For instance, cross-cultural theory such as Hofstede's (2001) cultural dimensions can provide a more sophisticated account of what cultural variations and conflicts may be manifest in the advent of internationalization (Dennehy, 2015). Thus, these theories laid the foundation for the current study.

Research Gap

The synthesis of existing literature allowed us to gain a deep insight into the potential impacts of internationalization within education. More specifically, studies focused on individual country locations are disproportionately skewed towards the US and UK as identified through studies such as Wit et al., (2018). Additionally, the relevant literature regarding the impact of internationalization, particularly in a Chinese setting, is limited. Moreover, many researchers previously focus on the implementation and the Western style of curriculum but not in the ways they affect the local resources in the country. Subsequently, there is also a lack of understanding of how these institutions are adapting to the changes in the educational sphere. Thus, this understanding contributes to a gap in knowledge. Thereby, this study aims to understand the impact of such internationalization and also provide an essential understanding of the way these institutions are trying to adapt to the changes in China.

METHODOLOGY

Research Design

This study utilized a qualitative method for studying the impact of Chinese local educational resources under internationalization. In-depth individual interviews were conducted to collect data to develop a deep understanding of the intricate phenomenon being studied. Semi-structured interviews make for a supple mode of inquiry concerning answering the research questions as they help probe individual understandings about their experiences beyond what was observable (Merriam & Tisdell, 2015). Thereby, it aided in identifying the voices and lived experiences of the various actors implicated in the internationalization process.

Moreover, this research design maintains a minimal degree of structure so that they are aligned, facilitating comparison between interviews as well (Brinkmann, 2014). The interview was conducted among selected students, teachers and administrators. The semi-structured review was appropriate in the current context. Another qualitative research method, for instance, systematic review only reviews existing studies (Merriam & Tisdell, 2015). However, the semi-structured interview allowed obtaining an insight on the ground level. It allowed individual participants to put into their views and experiences in their own way. Then the interviews were analyzed by themes derived on the impacts of internationalization on local resources.

Data Collection

University teachers, students, and administrators in the higher education system in China participated as subjects for this research. Participants were selected to ensure a diversity of characteristics through a defined criteria (Patton, 2002). Teachers and students from universities and higher education providers in China were the target for this research. This method increases variability by selecting respondents based on known characteristics. Additionally, administrators who were instrumental in determining the direction of institutional strategies for internationalization as well as resource-allocation decisions were selected. While, selected teachers were individuals who were able to align experience of hosting international students, and developing globalized curriculum with international collaborative experience.

Subsequently, 22 participants comprising 10 students, 10 educators and 2 administrators were included through purposive sampling. The sampling was done following the principle of data saturation whereby data sampling is stopped as no additional meaning can emerge from the data (Guest et al., 2006). The purposive sampling was implemented to secure the inclusion of participants solely pertinent to the context of internationalization (Campbell et al., 2020). The questions for the semi-structured interview were open-ended questions that addressed the reasons and ways institutions believe they benefit from engaging in internationalization. Thereby,

some of the key points included within the interview included funding, facilities, faculty workload, cost and rewards, risk and opportunity. The interviews were conducted via online video conferencing. The span of each interview was around 30-40 minutes. Active listening strategies include paraphrasing, probing, and follow-up questions during their interviews to evoke deep and comprehensive descriptions from the participants. The entire interview was transcribed with the permission of the participant for subsequent analysis.

Data Analysis

Data obtained from semi-structured interviews was analyzed using thematic analysis. The thematic analysis involved observing, interpreting, and reporting patterns or themes in the data by a process of coding and interpretation (Braun & Clarke, 2012). The interview transcripts and code segments of each transcript will be studied and aligned according to information or insights about the research questions. This was ensured to maintain validity rigorous ethical considerations were also maintained throughout the study. The study followed the common ethical rules for qualitative research, such as the need for informed consent, respect the privacy and voluntary participation of study participants. Additionally, pseudonyms such as Student 1, 2 and so on, Teacher 1, 2 and so on and administrator 1 and 2 were used throughout the study.

FINDINGS

Current Landscape of Internationalization in China

The first theme recognized in this study entailed recognizing the current internationalization landscape in China (Appendix B). Firstly, in this context, one of the significant responses of an administrator can be highlighted.

Administrator 2: *“Our University has some good partnership programs and there are student mobility schemes...”*

Administrator 1 listed the existence of *“workshops on intercultural communication, collaborative research opportunities, and mentorship programs”* to support the integration of international and local faculty.

This response highlights that there is the existence of programs that are aimed at supporting educators and students to adapt to the process of internationalization. Furthermore, the administrator mentions roles within the universities induced by internationalization:

Administrator 1: *“...academic departments integrate international content into their curricula, and the student services office provides support for international students...we are trying for more collaborations with other universities in Australia and UK”*

Furthermore, the interview with the students highlights that there has been a considerable increase in the number of students in the university following internationalization programs.

Student 2 added, *“...the international programs have given networking opportunities.”*

Student 5 added, *“The students from outside add diverse responses in our arts class... you know adding a different perspective”*

Student 8 responded, *“...this year we celebrated the new year with some of my foreign friends...”*

These responses from the students highlight that these universities with international study programs include multicultural environments. Based on the responses of Student 2 and Student 5, it is evident that the inclusion of international students has contributed to the broadening of the prospects for the students also promoting a cross-cultural understanding. In this context, the response of Teacher 3 further accentuates the response of the students.

Teacher 3, *“We have been using group projects, discussions etc. similar to Western education style”*

While exploring the levels of internationalization, certain responses from the students also highlighted the reflection of internationalization in the teaching methods and courses. For instances:

Student 4 response mentions, *“...our course on MBA has many international case studies”*

And Student 10 responded, *"Discussions and the use of digital tools for international collaboration have become standard practice"*

These responses implied that the current level of internationalization in China included a sustainable environment to face the challenges of a globalized economy. Furthermore, from the responses of the administrators various existing services for the students joining in Universities for supporting the students joining from abroad.

Administrator 1: *"You see we need methods for ensuring that the students who are joining are comfortable. So, um... we have orientation programs, language support services, and cultural integration activities for them"*

These policies and interventions can ensure ways to ensure international students feel welcome and supported. Thereby, it would help in influencing academic performance and experience. Thus, the internationalization of higher education in China brought valuable experience to educators, students, and administrators. However, the internationalization is evolving as the universities are trying to expand their programs.

Impact of Internationalization on Local Resources

Upon analysing the responses from the participants, four sub-themes emerged, namely, academic and teaching resources, financial resources, human resources and infrastructure and facilities (Appendix B). Each findings are presented below.

Impact on Academic and Teaching Resources

Academic and teaching resources have been significantly affected process of internationalization. Upon interviewing the students in the context of academic and teaching resources, some important resources were recognized such as, "international books", "researches and case studies", "guest lectures", "modern classroom", and "joint degree programs" (Appendix B). Most importantly, most of the responses from the students involved mention of joint-degree programs. While these resources were highlighted by the participant students, when enquired on how the international programs affected the methods of teaching, they emphasized that group projects and discussions were among the common methods. In this context, the responses of the teachers provided essential insights.

Teacher 1 stated, *"...teaching methods have evolved to be more interactive"*

While Teacher 4 stated, *"Curriculum has also become globally oriented to empower the students for future aspects"*

Teacher 7 stated, *"We have been doing some research in collaboration with universities for research on biotechnology, these collaborations also give opportunities for students"*

Among the other responses, Teacher 2 made a significant response, *"Access to high-quality online resources has contributed to my teaching materials... I feel it has significantly influenced the way I teach now"*

The responses from the teachers implied that these universities in China have been significantly impacted and induced changes in the way the curriculum and readings are integrated into courses. It shows that currently, academic resources tend to be designed based on the requirements of the global trend. Additionally, it seems the teachers are aware of the evolutions in teaching resources and make adjustments in their teaching methods as well.

Impact on Financial Resources

The internalization was found to affect the financial resources as well. Firstly, it was investigated if internationalization had any effect on the schools in terms of finance. Most of the students responded that the fees of their college were higher compared to other universities without such programs. Additionally, Student 8 contributed that course fees were different based on whether such constructs on internationalization were included. In the same context, the response of Student 1 provides that there are "good scholarship programs" which has helped the student in joining the course she is studying. Furthermore, on further questioning, Student 3 responded,

"...my institution presents different scholarship programs, like, for the local students and the international students"

Thus, it is evident that Chinese universities offering international programs also provide scholarship programs for students. This finding was further substantiated by the responses of the administrators, such as,

Administrator 1 responded, *"We have invested in scholarships and services for international students"*

However, the Administrator also highlights, *"proving the scholarship is indeed financially challenging so yes, if you say fees are a bit higher in our institution, it is indeed. However, you must note the quality of education we provide. And of course, we are continuously evaluating the cost-effectiveness of the opportunities we are providing"*

Interestingly, Administrator 2, while also mentioning those challenges, highlighted *"Internationalization has also brought us additional revenue"*.

The impact of internationalization on finance is multifaceted. Not only does it affect expenditure but also influences revenue. Thereby, as stated, there is a need for continuous evaluation for disseminating funds as they are a mode of both revenue generation and expenditure.

Impact on Human Resources

The responses from the administrators provided insight on the significant insight on the human resources. Firstly, Administrator 1 identified teachers as an important asset of internationalization, subsequently, the response included,

"Recruitment of international faculty is very important for this program, we have been consistently trying to bring good lecturers for various departments"

This proposition of the administrator was found to be similar to the response of Teacher 10 who identified, *"My colleague is German and he is a fine addition to our faculty team"*

Thus, it was evident that both the retention and recruitment of the international faculty contribute to collaborative and inclusive academic community.

Impact on Infrastructure and Resources

The aim of attracting international students has had a significant influence on the infrastructure and resources. Student 8 responded that

"We have access to large databases of resources, textbooks and articles... helped in getting good grades"

Student 9 stated, *"I was a part of an Australian research program last year"*

This implies that the enriched resources beyond Chinese studies and books have aided the students in getting a global perspective. In a similar context, the response of Teacher 7 accentuates the fact that the collaborations on research not only broadened the knowledge but also provided opportunities for the students.

Furthermore, Administrator 2 stated, *"We built dormitories with State-of-art facilities, we have dedicated spaces and all,"*

This highlights that significant steps have been undertaken by the universities to ensure the adaptability of the international students while also giving the local students opportunities and chances for academic excellence.

Responses Of Local Educational Institutions to Internationalization

While some institutions in China are under the influence of internationalization. It is essential to consider how these local institutions are responding to the effect. While investigating the patterns on the theme, two sub-themes merged namely, challenges faced within these local institutions and the adaptation strategies followed.

Challenges Faced Within Local Institutions

From the responses, certain challenges were primarily outlined such as language barriers, and cultural differences. Student 3 stated:

“When I started here, I faced significant difficulty in understanding the teachings in class... Yes, the teachers were helpful they spoke in English for our benefit again but sometimes the accent made it difficult for us to understand”

The language barrier is an important issue in the context of internationalization. The specific mention of language services by Teacher 9 further implies that this issue is being recognized among educators:

“...intercultural workshops and Chinese language courses are also provided to international students along with usual courses”

Similarly, administrator 2 stated, *“Well one challenge I will say is language and cultural differences as they first join here”*

This implies that local institutions faces significant challenges in terms of language and cultural differences. Student 10 stated,

“there was a festival sometime back which had lots of lanterns all around, umm... amazing...the culture is very different from my place, it looked beautiful, though I was like confused how to celebrate”

This implies that international students might lack the perception of Chinese culture despite intercultural communication. Thus, these challenges would require adaptation strategies.

Adaptation Strategies in the Local Institutions

Despite the recognized challenges faced in the institutions, few adaptation strategies were identified following the responses. One response from Teacher 5 highlighted,

“...international faculty has introduced new ideas and approaches to our teaching and research”

Additionally, Teacher 6 stated, *“International faculty have enriched the academic environment, bringing in diverse perspectives and innovative teaching methods”*.

The inclusion of such identified innovative methodologies implies aiding the students in understanding the courses better. Additionally, Teacher 3 stated that,

“each admission cycle follows comprehensive orientation programs that include cultural workshops, language classes, and peer mentoring to help international students adjust to their new environment”

The presence of such orientation programs and language services has been also mentioned by the administrators a students. This implies that the local institutions are taking steps to add the students in adapting to internationalization.

DISCUSSION

Internationalization in China

The findings from the semi-structured interview implied that the process of internationalization is an evolving process. The presence of partnership programs, student mobility schemes, intercultural communication workshops, collaborative research opportunities, and mentorship programs were among the strategies found in local institutions. These partnerships are profound and impactful, facilitating knowledge exchange and the sharing of best practices that enhance teaching methods and curriculum design. Knight (2003) identified these initiatives as demonstrating the multidimensional nature of internationalization efforts. Moreover, the existence of these programs highlights that universities are aligned with the goal of China to improve the quality of education (*What Is Project 211 and Project 985 Universities*, n.d.). Subsequently, a diverse student body is created which is a more inclusive and globally-minded campus. Consequently, students gain exposure to different educational systems and cultures, preparing them for a globalized workforce.

This environment benefits international students and enriches the educational experience for local students by exposing them to different cultures and perspectives. Contrary to the Confucian traditional teaching methods, this study found that case studies, group projects, and digital tools are extensively utilised. This kind of endeavour suggests a strong effort to integrate international perspectives and pedagogical approaches into the learning process (Leask, 2015a). Furthermore, responses from students and educators indicate that internationalization has impacted various aspects of the educational experience, including curricula, teaching

methods, and learning environment. Subsequently, such transitions are aligned with the Western education style (Clifford, 2016). Furthermore, support services and initiatives designed to meet the unique needs of international students were also found. These efforts demonstrated an understanding of the challenges associated with student mobility and the importance of creating a supportive environment for international students. Thus, the local institutions of China have considerable incorporation of internationalization.

However, the findings mainly emphasized the presence and nature of internationalization initiatives without extensively exploring their specific impacts on local educational resources. Though administrators' responses suggested an awareness of balancing internationalization efforts with local priorities, the students' and educators' responses did not explicitly address resource-related challenges or adaptations. This gap indicated a need for further exploration of how Chinese institutions manage potential resource strain and ensure equitable access for both local and international stakeholders.

Impact of Internationalization on Local Resources

The existing levels of internationalization have brought collaborative research opportunities with international partners contributing to knowledge exchange and providing valuable experiences for students. Increased access to high-quality online resources has enhanced teaching materials and practices, showcasing the potential of technology to support internationalization efforts (Hernandez-de-Menendez et al., 2020). Additionally, the shift towards more interactive teaching methods, such as group projects and discussions, aligns with the adoption of Western pedagogical approaches, as highlighted in the literature on the internationalization of curricula (Keim Cubas et al., 2022). Thus, the influences of internationalization have contributed to the shift of academic resources towards integrating further teaching tools.

Furthermore, these findings highlighted that internationalization can impact financial resources. While students noted higher tuition fees for programs with international components, the availability of scholarships and financial aid emerged as strategies to support both local and international students. Thus findings align with strategies developed in English universities for internationalisation (Woldegiyorgis et al., 2018). However, it was found that these interventions are capable of straining financial aid. This kind of evidence aligns with the findings in a study presenting the probable challenges in the internationalization of universities (Zaman & Mohsin, 2014). The study outlined that the initiatives of internationalization can be very risky owing to the time and effort put into diversifying the resources. Therefore, managing these financial challenges requires strategic planning and careful budget management.

Subsequently, the financial dynamics highlight the need for meticulous budget management to balance the costs and benefits of internationalization. Most importantly, the right balance between resource allocation for international initiatives and maintaining affordability for local students remains a critical challenge. The Chinese Government has been putting significant effort into the same through a supporting attitude and plays a role in strategically designing and programming higher education (Li, 2016). Subsequently, Li (2016) identified the Chinese government to play the role of 'national strategy designer and program planner, major funding provider, executive director, and regulator and supervisor'. This evidence not only highlights the level of internationalization but also implies that the government of China recognizes the plausible impact of it on the universities.

The human resources, infrastructure and resources were also affected. The findings indicate that internationalization has significantly impacted human resources in Chinese universities. Educators emphasized their international colleagues' contributions to fostering a collaborative and inclusive academic community. Existing literature highlights that the Belt and road initiative of China played a major role of push and pull factors influencing the human resources in China (Gong et al., 2020). Furthermore, Liu & Metcalfe (2016) contributed that *Xue Shu Feng Qi* (academic ethos or culture) and *Jie Gui* (a metaphorical set of parallel train tracks) underlie the concept of 'global-national-local flow'. Thus, infrastructure and resources have been changing distinct cultures and Western educators are joining in China.

However, the findings do not delve into potential challenges or strategies related to supporting and retaining international faculty, which could be an area for further exploration. Rather, this identified human resources in

facilitating internationalization and promoting cross-cultural understanding (De Wit & Altbach, 2021). Moreover, the pursuit of internationalization has prompted Chinese universities to invest in infrastructure and facilities to accommodate the needs of international students and support global academic collaborations. Thus, collaborative research programs mentioned by students and educators further highlight the role of infrastructure and resources being undertaken in China in enabling international academic partnerships and knowledge exchange.

Responses of Local Educational Institutions Of China To Internationalization

The findings suggested that the students face significant challenges in the context of cultural and language barriers. Some of the prominent challenges identified by the participants included difficulties in understanding lectures due to accents and language proficiency gaps. Studies based on internationalisation in different countries such as Australia highlighted that despite language proficiency, the students face significant challenges in understanding accented English (Park, 2016). Additionally, another study based in America highlighted that there is a need for international students to understand American classrooms (Hussein & Schiffelbein, 2020). Based on this implication, understanding can be derived from China. The gap in understanding Chinese culture or teaching methodologies can contribute to the difficulty in perceiving classes. Thus, there is a need to acknowledge cultural differences and adapt ways of integrating intercultural activities.

In this context, this study revealed that the universities undertake orientation programs cultural workshops, language classes, and peer mentoring initiatives for international students. This implied that Chinese universities undertake stringent actions for adaptability while also identifying and demonstrating a proactive approach to addressing the challenges posed by internationalization. The adaptation tools can potentially aid in overcoming the challenges as these strategies align with the existing practices of promoting internationalisation (Hussein & Schiffelbein, 2020). Thus, China has been undertaking methods for adopting internationalisation, however, there is a need to identify further methods as education is being influenced by globalisation.

CONCLUSION

A study to check how internationalization has had an impact on the resources in China was undertaken. Case studies and group projects are among the most commonly used interactive teaching methods, the study suggests. This has yielded an advantage for both local students, as they experience compatibility with different cultures and simultaneously learn new behaviors. Furthermore, the research demonstrated also how the internationalization of Chinese universities is changing. These included the development of student mobility schemes, partnership programs, collaborative research opportunities, intercultural communication courses, and mentorship programs. Consequently, it contributes to the international approach within the campus. Crucially, it marked a change from traditional Confucian modes of pedagogy to align with global educational practices.

However, the study also identified challenges associated with internationalization. A need to balance internationalization with local priorities, students and educators was identified to address resource-related challenges or adaptations. Subsequently, this laid the foundation for a need for further exploration into how Chinese institutions manage potential resource strains and ensure equitable access for both local and international stakeholders. In this context, the Chinese government's supportive role in shaping higher education underscores the importance of a balanced approach to internationalization, ensuring it enhances educational quality while maintaining affordability and accessibility for all students. It is anticipated to enhance educational quality while maintaining affordability and accessibility for all students.

Furthermore, despite the stringent research design, certain limitations are anticipated to limit the findings. Firstly, the study involved only semi-structured interviews which might contribute to biased responses from the participants. Additionally, while the study investigated the impact of internationalization, it did not investigate the dynamics of adaptation that emerged during the interview process. Thus, future studies may entail investigation in a similar context to delve deeper into the aspects of internationalization and its adaptation strategies in China.

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