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**ANALYSIS OF THE RESULTS OF THE STUDENTS VERSION
QUESTIONNAIRE SURVEY ON INTERNA-TIONALIZATION
IN HIGHER EDUCATION IN CHINA**

***Abstract:** this article presents the results of a students survey of higher education in China, aimed at identifying the current state of internationalization processes in higher education; the degree of involvement of respondents in international cooperation, programs and projects; possible ways of improving the processes have been identified.*

***Keywords:** internationalization, higher education in China, survey of students.*

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**АНАЛИЗ РЕЗУЛЬТАТОВ АНКЕТИРОВАНИЯ СТУДЕНТОВ
ПО ИНТЕРНАЦИОНАЛИЗАЦИИ ВЫСШЕГО ОБРАЗОВАНИЯ В КИТАЕ**

***Аннотация:** в статье представлены результаты опроса студентов высших учебных заведений Китая, направленного на выявление текущего состояния процессов интернационализации в высшем образовании; степени вовлеченности респондентов в международное сотрудничество, программы и проекты. Определены возможные пути совершенствования процессов.*

***Ключевые слова:** интернационализация, высшее образование в Китае, опрос студентов.*

Internationalization of higher education is a general term that refers to a series of activities and strategies adopted by higher education institutions to expand their international activities [1, p. 27]. In order to better understand the current status of internationalization of higher education in China, we conducted this questionnaire survey. The information provided by students is of great value to the current and future development of internationalization of higher education and the cultivation of international talents.

The purpose of this article is an empirical research of the state of the internationalization of higher education in China using a survey of students.

This article presents the results of the survey of higher education students in China. A total of 104 students took part in the survey, which was conducted via an online survey tool Wenjuanxing. The data have been obtained through re-search questionnaires specially designed by us.

The student survey included 25 questions. By asking unambiguous questions, we can understand the basic information about students participating in a survey to ensure diversity of sample. There are also questions with many choices, which can help us understand the extent of implementation of international events and courses in which students participate. Then questions used in the five-point scale of Likert to understand the views and feelings of students on the internationalization of their universities. Finally, open-ended questions were used to obtain the students' opinions and suggestions on our research.

When analyzing the results of the survey, we used various types of analysis, methods of quantitative and qualitative assessment; generalization and interpretation of the results; reliability analysis; regression analysis; correlation analysis.

First, we conducted a reliability analysis on the data of the 17 quantitative questions in this questionnaire. The results are presented in Pic 1.

Sample size	Number of projects	Cronbach α coefficient
104	17	0.907

Pic. 1. Reliability Analysis results

It can be seen from the figure that the Cronbach reliability coefficient (Cronbach α coefficient value) is 0.907, so the reliability of this test is very good and data analysis can continue.

In this article, we will elaborate on the data of this questionnaire in detail. In the multiple-choice questions, we set questions to collect information about the gender, age, education level, school location and English proficiency of students.

We learned that among the 104 respondents, 53 are female, at 50.96%, and 51 are male, at 49.04%. The age distribution of students is mainly 18–25 years old, at 69.23%; 26–30 years old accounts for 14.42%; 31–40 years old accounts for 10.58%; and over 40 years old accounts for 5.77%. 70.19% of the students interviewed are from urban areas, while 29.81% are from rural areas.

In terms of education background, 64.42% of students are undergraduates; 22.12% of students are master's students; 8.65% of students are doctoral students; and only 4.81% are vocational college students.

These students are distributed among universities in different regions of China, with the largest number of them in East China (33.65% of the respondents); followed by North China (26.92%); then Central China (16.35%); closely followed by universities in Northeast China (0.58%); Southwest China (8.65%); and the least represented in Northwest China (only 3.85%).

As for the students' self-assessment of their knowledge, 40.38% of them think that they can carry out simple communication with foreigners; 27.88% of the students

think that they are basically able to carry out conversations on everyday topics; 24.04% of the students think that they have difficulty communicating with foreigners. Only 7.69% of the students said that they can carry out quality communication on any topic.

The following multiple-choice questions are designed to understand the types of campus internationalization activities and academic internationalization activities that students have participated in, the school internationalization-related courses they have taken, the overseas activities they have participated in, and their views on the advantages of overseas exchanges. Note that when answering these questions, participants could choose more than one option.

In the answer to the question «Which of the following campus activities have you participated in during your studies?» with multiple choice of answers, i.e. the respondent could specify several activities at once, 37.5% of students answered they have participated in activities with international issues or international culture as the theme and communicated with international students in campus activities. 14.42% of students had participated in international competitions, but 44.23% of students had never participated in the above activities.

Of the 104 students who participated in the survey, 81 people attended courses on internationalization during their college education, including 58 students who attended language courses taught in foreign languages; 43 students attended courses on Foreign culture; 37 people who attended courses related to international topics and global issues; 27 people who attended courses where foreign languages were taught; 26 people attended courses taught by foreign teachers; and 21 people who attended courses with international students. 23 students never attended courses related to internationalization processes.

In academic activities, of the 104 students surveyed, 69 students participated in internationalization activities, including 51 who read foreign scientific papers or newspapers; 28 people had academic exchanges with foreign scientists; 25 people who participated in international scientific conferences, forums or training events; 23 people who held academic discussions in their professional fields with international students; 21 people – participated in academic discussions on international aspects and global

issues etc., participated in international projects or made academic reports in their professional fields in foreign languages. 35 students never participated in the above events.

Regarding the managerial issues of overseas study and exchange, 59 out of 104 people had overseas experience, of which 26 had studied abroad; 23 had short-term overseas exchange visit experience; 21 had traveled abroad three times or more; 13 often participated in the school's foreign-related work and had more work contact with international people and people from Hong Kong, Macao and Taiwan; 7 had overseas study experience for more than half a year. 45 had never had the above experience.

For these 45 students who had no overseas experience, we designed a logically related question «What do you think is the main reason preventing students from being widely included in internationalization processes?" with multiple choice of answers, i.e. the respondent could specify several reasons at once. 31 of them thought that the cost is too high; 26 thought that there is language barrier; 9 thought that the school has insufficient places; 7 thought that going abroad will affect their current studies or graduation; 7 had no interest in overseas exchange study; 3 thought that the college or tutor does not encourage; 2 thought that although they have not yet gone abroad, they will put it on the agenda before graduation; 1 person chose other.

Regarding the benefits of studying abroad, 104 students chose the following: 64 students thought it could improve their English proficiency; 60 students thought it could help them become international talents; 58 students thought that studying abroad could enhance their employment advantages when returning home; 35 students thought that they could enjoy life abroad; 24 students thought that they could obtain a foreign university diploma and stay to work locally; and 4 students chose other options.

The next ten questions were designed based on a five-point Likert scale to understand students' feelings and satisfaction with the internationalization of their universities. The general rule is that about 30 students chose «Natural», about 40 students chose «Satisfied», and less than 10 students chose «Dissatisfied», «Very dissatisfied» and «Very satisfied».

The following Statistical Package for the Social Sciences (SPSS) factor analysis is applied on these 10 scale questions, yielded the following results, which are shown in Pic. 2.

Kaiser-Meyer-Olkin measure of sampling adequacy.		0.921
Bartlett's Sphere Test	Approximately chi-square	1577.043
	df	55
	P-value	0

Pic. 2. KMO and Bartlett test results for 10 Likert five-point scale questions

It can be seen from the table that the statistical value of Bartlett's sphericity test is 1577.043, and the corresponding probability P value is 0. At the significance level, the null hypothesis should be rejected and it is considered that there is a significant difference between the correlation coefficient matrix and the identity matrix. At the same time, the KMO value is 0.921. According to the KMO measurement standards given by Kaiser, it can be seen that the questionnaire items are suitable for factor analysis.

Next, we performed a regression analysis in SPSS analysis on the above questionnaire data. We use whether the language level can communicate normally with foreigners as the dependent variable Y; the independent variable X1 is set to the current state of the internationalization level of the university; the independent variable X2 is set to the overall evaluation of the internationalization level of one's own university. (The results of processing the answers to these questions are presented in Figure 3).

project	Regression coefficient	t-value	p-value	VIF
constant	1.17	3.74	0.000**	-
What is your overall evaluation of your university's internationalization level?	0.44	1.92	0.058	7.02
Are you satisfied with the current state of your university's internationalization level?	-0.15	-0.70	0.485	7.02
Sample size	104			
R ²	0.104			
Adjusting R ²	0.087			
F	F(2,101)=5.890,p=0.004			
* p<0.05 ** p<0.01				

Pic. 3. Regression Analysis results

As shown in the above figure, the statistical significance of the regression analysis is evaluated through the P value corresponding to the F value which in this re-gression analysis is 0.004 (significantly less than 0.05), so the regression analysis is statistically significant.

The following is a correlation analysis of the above three options used Pearson related Significance(two-tailed) method.

The data is shown in Pic. 4.

		Do you think your current foreign language level is sufficient for normal communication with foreign friends?	What is your overall evaluation of your university's internationalization level?	Are you satisfied with the current state of your university's internationalization level?
Do you think your current foreign language level is sufficient for normal communication with foreign friends?	Pearson related	1	0.316 **	0.268 **
	Significance (two-tailed)		0.001	0.006
	N	104	104	104
What is your overall evaluation of your university's internationalization level?	Pearson related	0.316 **	1	0.926 **
	Significance (two-tailed)	0.001		0
	N	104	104	104
Are you satisfied with the current state of your university's internationalization level?	Pearson related	0.268 **	0.926 **	1
	Significance (two-tailed)	0.006	0	
	N	104	104	104

** . Correlations are significant at the 0.01 level (two-tailed).

Pic. 4. Correlation Analysis results

It can be seen from the figure that the P value of students' language level and students' overall evaluation of the university's internationalization level is <0.01 , which has a significant positive correlation; the P value of students' language level and students' evaluation of the current state of internationalization level of the school is <0.01 , which has a significant positive correlation.

According to the data from the above questionnaire, the current state of internationalization of higher education in China has the following characteristics:

- the ratio of men to women is equal, but the gap of internationalization of higher education in urban and rural areas is still obvious;
- more than half of the students surveyed have language skills that are not enough to communicate with foreigners on a daily basis;

- more than one-third of the students have never participated in any international academic activities and courses;
- the international courses and activities that students of different academic levels are exposed to are uneven;
- most students feel that internationalization is satisfied, and some are very dissatisfied.

After analyzing the current state of internationalization of higher education in China, we make some suggestions for its improvement. In our opinion, it is necessary to:

- expand official channels to promote the internationalization of more universities and provide scholarships for outstanding students from disadvantaged backgrounds;
- pay attention to the level of internationalization of colleges and universities and improve the policy on resource allocation for higher education;
- balance investment in higher education between rural and urban areas to reduce the development gap between urban and rural areas;
- train university teachers and staff on improving the quality of implementation of activities in the field of internationalization of higher education;
- increase investment in foreign language teaching to improve the competence of students for expanding international activities.
- hold more international lectures and forums to enable more students to optimize their language and professional training.

References

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