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**ANALYSIS OF THE RESULTS OF THE TEACHERS VERSION
QUESTIONNAIRE SURVEY ON INTERNATIONALIZATION
IN HIGHER EDUCATION IN CHINA**

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

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

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АНАЛИЗ РЕЗУЛЬТАТОВ АНКЕТИРОВАНИЯ ПРЕПОДАВАТЕЛЕЙ ПО ИНТЕРНАЦИОНАЛИЗАЦИИ ВЫСШЕГО ОБРАЗОВАНИЯ В КИТАЕ

***Аннотация:** в статье представлены результаты опроса преподавателей высших учебных заведений Китая, направленного на выявление текущего состояния процессов интернационализации в высшем образовании; уровня удовлетворенности высших учебных заведений международным сотрудничеством, программами и проектами. Определены возможные пути совершенствования процессов.*

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

Internationalization of higher education (IHE) is a general term that refers to a series of activities and strategies adopted by higher education institutions to expand international activities [1, p. 27]. In 2023, Simon Marginson [2, p. 34] elaborated IHE as creation or growth of relations between nations, or between organizations or persons in nations. In order to better understand the current status of internationalization of higher education in China, we conducted this questionnaire survey. The information provided by teachers 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 teachers.

This article presents the results of the survey of teachers who work in higher education institutions in China. A total of 31 teachers took part in the survey, which was conducted via an online survey tool Wenjuanxing. The data have been obtained through research questionnaires specially designed by us.

The teacher version of the questionnaire survey comprises 35 questions designed to gather comprehensive insights. Single-choice questions are employed to capture the fundamental profiles of the college teachers involved, thereby ensuring a diverse sample. Multiple-choice questions are utilized to explore the international activities and courses in which the teachers' colleges engage. Subsequent questions leverage the Likert five-level scale to assess the teachers' perspectives and sentiments regarding the internationalization of their respective colleges. Ultimately, open-ended questions are posed to elicit the opinions and recommendations of college teachers on the internationalization efforts of their institutions.

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 18 quantitative questions in this questionnaire. The results are presented in Figure 1.

Sample size	Number of projects	Cronbach. α coefficient
31	18	0.851

Pic. 1. Reliability Analysis results

It can be seen from the figure that the Cronbach reliability coefficient (Cronbach α coefficient value) is 0.851, so the reliability of this test is very good and data analysis can continue.

Next, we will elaborate on the data of this questionnaire in detail. In the multiple-choice questions, we set questions to understand the gender, age, educational background, school location and position of teachers. We learned that among the 31 respondents, 17 were female, 54.84%, and 14 were male, 45.16% ; the age distribution was mainly between 31 and 40 years old, 58.06%; 21–30 years old was at 19.35%; 41–50 years old accounted for 19.35%; 51–60 years old and above with only 3.23%.

In terms of academic qualifications, 80.65% of teachers have master's degrees ; 9.68% of teachers with bachelor's degrees ; 9.68% of teachers have doctoral degrees; and there are no vocational degree among participated teachers.

Among the universities in which teachers are conducted, the largest number is in Central China, accounting for 29.03%; followed by universities in Southwest China, at 25.81%; then universities in East China, with 22.58%; followed closely by universities in North China and Northwest China, both accounting for 9.68%; the least is universities in South China, only 3.23%. Among these institutions of higher education, 61.29% are general institutions of higher education (including undergraduate and above); 38.71% are higher vocational colleges.

As for the positions participants held in colleges and universities, the majority (54.84%) of respondents were full-time teachers; teaching management personnel was 22.58%; international cooperation department staff at 6.45% ; international co-

operation project leaders and heads of internationalization of institutions with 3.23%; and others (9.68%).

The following multiple-choice questions are designed to understand the background and experience of the teachers' institutions of higher education in participating in international activities; models, regions, fields, systems of cooperation; and teaching staff.

64.52% of universities had cooperated with foreign universities; 32.26% had cooperation with Chinese companies with international projects; 16.13% cooperated with international organizations. 12.9% of the cooperation in One Belt One Road related projects were with government agencies of One Belt One Road countries, 6.45% were non-governmental organizations of One Belt One Road countries, 3.23% were foreign-funded enterprises in One Belt One Road countries; 12.9% were other situations.

The most frequent fields of international cooperation projects in colleges and universities are modern service fields (e-commerce, logistics technology, accounting information management, intelligent finance, tourism, catering, cloud computing, electronic information, automotive technical services and marketing, etc.), accounting for 58.06%. Policy and financial fields (finance, insurance, investment, credit management, economy and finance, etc.) was 22.58%. High-tech fields (automation, high-speed rail, equipment manufacturing, agricultural technology, EMU maintenance, industrial robots, etc.) was slightly lower at 19.35% followed by basic energy fields (energy, mechanical power, materials, urban thermal energy application, etc.)

with 16.13%. On the contrary, 32.26% of the higher education institutions had no international cooperation in the above fields.

Regarding the international cooperation countries, 41.94% of the teachers' colleges and universities had international cooperation with Southeast Asia (Thailand, Malaysia, Singapore, the Philippines, etc.). 25.81% of them have cooperated with Eastern Europe (Russia, Belarus, Ukraine, etc.), followed by East Asia (Mongolia, North Korea, South Korea, Japan, etc.) at 22.58%. The number of the colleges and universities had cooperation with Central Asia (Kazakhstan, Uzbekistan, Tajikistan, etc.), Central Europe (Germany, Poland, Czech Republic, Hungary, Austria, Switzerland, etc.) and Western Europe (UK, Ireland, Netherlands, Belgium, Luxembourg, France, etc.) was the same(12.9%). Then 9.68% of the colleges and universities cooperated with North America (USA, Canada, etc.). Only 3.23% of the colleges and universities have cooperation with Oceania (New Zealand, Australia, etc.) and Africa (Nigeria, Egypt, etc.). And none of the colleges and universities surveyed had collaborated with Middle East (Iran, Saudi Arabia, Egypt, Turkey, etc.) and South America (Brazil, Argentina, etc.). On the contrary, there are still 16.13% of the colleges and universities have never had international cooperation with any countries and regions.

In terms of the construction of internationalized education systems in universities, there are 26 universities had internationalized education systems and 5 universities had not yet start the process. Among the 26 universities, 12 had complete cooperation project types, cooperation agreements and contracts, and student recruitment and management systems. Curriculum design and teaching models only appeared in 8 universities. 7 universities equipped with degree awarding regulations. 6 universities

had partner selection criteria, tuition and economic management, and cultural and language support. 5 universities were able to have quality assurance and evaluation and international academic exchanges. 4 universities had cooperation project termination and dispute resolution, and 3 universities had academic freedom and intellectual property rights.

Regarding the international training courses offered by colleges and universities, the distribution is as follows: 15 institutions provided vocational skills courses, which focus on the instruction of various professional skills; 13 offered language courses, primarily centered on teaching the Chinese language, including speaking, writing, and singing in Chinese; 10 institutions had courses on excellent traditional Chinese culture, which involve the communication of Chinese culture through aspects such as poetry, tea art, calligraphy, and martial arts; 8 provided business management courses, which cover collaborative management topics such as corporate management, financial management, and rules and regulations; and 1 institution offered a policy and law course, focusing on teaching laws, taxes, and policies in the country where the work is located.

As for the professional backgrounds or experiences of the teaching staff in university international training programs, the breakdown is as follows: 14 universities had staff with backgrounds in literature and linguistics, including Teaching Chinese as a Foreign Language, Chinese International Education, and Cross-cultural Communication and Understanding; 12 had staff with professional disciplines, such as natural sciences, engineering and technical sciences, medicine, arts, agriculture, business and management, etc.; 11 had staff with backgrounds in education, focusing on interna-

tionalized curriculum design, educational technology, and online education;⁸ had staff with backgrounds in psychology, covering areas such as educational psychology, cultural adaptation, and counter-cultural shock;⁶ had staff with backgrounds in sociology and anthropology, involved in internationalized project management and cross-cultural research; and 1 institution had staff with a background in policy and law, specializing in internationalized education policy.

However, it was observed that 5 universities did not have any of the aforementioned situations. Regarding the number of full-time teachers with international language education qualifications (such as Chinese international education and international education of various languages) within the teaching staff of international programs in universities, the distribution is as follows: 9 universities currently have no full-time teachers, 6 universities have 1 – 3 teachers, 7 universities have 4 – 8 teaching staff, 8 universities have 9 – 15 teachers, and 2 schools have 16 or more individuals.

When the survey was conducted, 10 universities were in the exploration stage (currently there are no internationalized education projects), 9 universities were in the stage of developing cooperative institutions, 4 were in the stage of discussing cooperative projects, 5 were in the stage of establishing cooperative project systems (construction of indicator system, management, and operation mechanism) and trial operation of cooperative projects (operation exploration stage), 8 were in the stage of developing cooperative project resources (construction of teaching staff team, course resource library, and training resource library), 6 were in the stage of improving the quality of cooperative projects (multi-party demonstration of talent training programs,

improvement of teaching models, and improvement of evaluation and assessment systems), and 2 are in the stage of in-depth cooperation between Chinese and foreign schools, governments, banks, and enterprises (international order classes + mutual recognition of academic qualifications + skills assessment + employment).

The resources for internationalization of education in universities showed that 9 had hardware resources such as venues and facilities for internationalization training abroad, professional teaching teams covering language education, target majors, educational psychology, and international policy relations, and talent training plans tailored to internationalization projects ; 8 had complete internationalization rules and regulations ; 6 had training bases for internationalization projects ; 5 had course resource libraries or teaching resource libraries that matched internationalization projects ; 3 had equipment resources adapted to internationalization projects. However, 7 universities had none of the above conditions.

In terms of the high-level international academic exchange activities frequently conducted by universities, 13 universities frequently held lectures and academic visits, 12 schools frequently organized international academic conferences, 10 schools organized cultural and artistic exchanges, 8 universities held international seminars, 7 universities had transnational cooperative degree programs, 6 universities had academic publishing and journal cooperation, 4 universities had international research projects and international exchange programs, and 3 schools had international cooperative research centers and transnational cooperative networks to share information and digital resources. On the contrary, there were still 3 universities did not have any of the above situations.

According to the survey, the data showed the channels for universities to expand international education. 13 universities had established international partnerships and international education programs, 11 universities had academic exchanges and cultural activities, 9 universities had recruited international students, 7 universities had vocational training and internships, 6 universities had recruited international teachers and scholars, and 3 universities had academic evaluation and certification. 2 universities had international research projects and government funding support. However, 5 teachers did not understand this situation of their employed universities.

Regarding the attitude of teachers towards internationalization of their universities, most of them (45.16%) believed that international projects need to be explored and discussed, while 22.58% thought that universities attach great importance to it and international projects have been widely carried out. 6.45% of them hold the view that universities attach great importance to it and have in-depth cooperation in international projects, and 9.68% considered that universities attach great importance to it and have developed high-quality international projects, and 2.58% felt that universities do not attach much importance to it and have not heard of any international projects.

The survey of the main aspects of internationalization in the universities where they are currently located shows that the educational concepts, models and methods of 12 universities were in line with international standards and had achieved significant results in international cooperation in running schools, scientific research cooperation and academic exchanges. The campus environment and public spaces of 9 universities were rich in international elements, and the facilities and equipment were

convenient for international exchanges. The course content and settings had significantly strengthened international cutting-edge content and bilingual courses, MOOCs, etc. 7 universities had a high proportion of returned teachers, and had made great efforts in studying and exchanging teachers and students abroad, recruiting international students, and introducing foreign teachers. The main development indicators of 5 universities were in line with international standards; and with a strong atmosphere for foreign language learning and foreign language examinations; also many opportunities for local teachers and students to communicate with international teachers and students; and rich international cultural and sports activities on campus. 4 universities had native college students who paid attention to the international situation, and a high proportion of them consider international mobility for future employment and further studies.

In a survey of the vast majority of students in their universities who cannot go abroad, and the ways to cultivate them into international talents, 17 teachers thought that they can start by strengthening foreign language teaching and learning, and improving the quality and level of foreign language teaching and learning. 15 teachers considered that focusing on cultivating and building an international teaching staff or innovating forms, and strengthening the use of network resources to carry out international teaching and research cooperation and academic exchanges can help. 13 teachers believed that adding international content to existing courses, effectively cultivating students' international literacy, adjusting professional course settings, increasing the proportion of international courses, actively organizing international cultural and sports exchange activities on campus, and creating a strong international

atmosphere on campus will have a good effect. 12 teachers felt that strengthening the interaction between international teachers and students and local teachers and students, and complementing each other's strengths can also help students who cannot go abroad.

The next ten questions were designed based on a five-point Likert scale to investigate teachers' satisfaction with the internationalization of their universities. The basic rule is that about 50% chose «Neutral», about 30% chose «Satisfied», about 10% chose «Not satisfied», and about 5% chose «Very satisfied» and «Very dissatisfied».

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 Figure 2.

KMO and Bartlett test		
Kaiser-Meyer-Olkin measure of sampling adequacy.		0.790
Bartlett's Sphere Test	Approximately chi-square	633.951
	df	55
	Significance	0.000

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 633.951, 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 0.790. 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. First, we conducted a correlation analysis, setting the variables as the position of the university teachers, the position they hold, the nature of the university, the overall assessment of the internationalization level of the university's administrative management system, and the overall evaluation of the internationalization level of the university. (The results of processing the answers to these questions are presented in Figure 3).

project	average value	Standard Deviation	The location of your university	Your position in the university	Which of the following institutions does your university belong to?	What is your overall assessment of the internationalization level of your university's administrative management system?	What is your overall evaluation of the internationalization level of your university?
The location of your university	4.23	1.45	1				
Your position in the university	4.52	1.09	0.18	1			
Which of the following institutions does your university belong to?	1.39	0.50	-0.13	-0.26	1		
What is your overall assessment of the internationalization level of your university's administrative management system?	3.26	0.82	0.17	-0.00	-0.26	1	
What is your overall evaluation of the internationalization level of your university?	3.26	0.77	0.09	-0.01	-0.18	0.95**	1
* p<0.05 ** p<0.01							

Pic. 3. Correlation analysis results

It can be seen from the figure that the location of universities, the positions teachers hold, and the nature of universities, as well as the overall evaluation of the internationalization level of the university's administrative management system, the overall evaluation of the internationalization development level of universities, the P

values between variables are all > 0.01 , Therefore there is no significant significant correlation.

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

1. The fields with the most international cooperation among Chinese universities are modern service fields (e-commerce, logistics technology, accounting information management, smart finance, tourism, catering, cloud computing, electronic information, automotive technical services and marketing, etc.).

2. The main countries and regions for international cooperation among universities are Southeast Asia.

3. Most universities have mechanisms for cooperation with foreign institutions, and have built teaching staff and curriculum. However, most teachers' attitude towards the internationalization of their schools is still in the stage of exploring and discussing international projects.

4. Most teachers are generally satisfied with the internationalization level of the universities where they work.

5. The position of university teachers and the location and attributes of the university have no correlation with the degree of satisfaction with internationalization.

Based on the above characteristics, several suggestions are put forward to enhance the internationalization of China's higher education.

1. Expand professional fields of cooperation, especially high-tech and cutting-edge professional development.

2. Expand the number of countries and regions for international cooperation in education, especially in South America and Africa.

3. The school leadership has increased its emphasis on internationalization. Internally, it has focused on the establishment of school-based curriculum and the building of a teaching staff. Externally, it has actively responded to the call of the country's Belt and Road Initiative, and has used local social resources to establish international cooperation with more foreign institutions or companies by conducting trade with foreign countries.

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