

A Review of Researches on the Quality Control of International Students in Major Countries

Yi Zhang^{1,*} Chen Wu¹ Wenhui Hao¹ Junfei Bi¹ Zi Wang¹

¹Training Base of College of Information and Communication, National University of Defense Technology, Xi'an, Shaanxi, China

*Corresponding author. Email: hwhada@sina.com

ABSTRACT

Through data analysis and comparative analysis, this article studies the status quo of quality control of international students in the UK, Australia and Japan, sorts out the relevant concepts and opinions of quality control of international students in major countries in the world today, and provides references for future related research on quality control of international students.

Keywords: international students, quality control, literature review

I. INTRODUCTION

In the context of global integration, the countries are increasingly getting closer in the world, and the student exchange and studying abroad have also developed rapidly. Since the reform and opening up, the number of international students in China has been increasing, and many schools with the qualification of international student enrollment have expanded their enrollment, constantly expanding the source of students. At the same time, in the process of increasing the number of international students, there are also some problems in the quality of students. Some colleges and universities do not hesitate to lower the admission threshold of international students in order to attract foreign students. In the long run, this will have a negative impact on the work of international students in China.

II. FOREIGN RESEARCHES

A. Researches on international students

Internationally, international students have a long history. The international organization for economic cooperation and development (OECD) gives a specific definition of the term "international student": it refers to people of different countries who go to a country for the purpose of study or research.

In the study of international students and the phenomenon of international students, Drucker (1997) boldly predicted that with the development of open and linear universities, traditional universities would gradually die out. At present, with the international flow of students, the rapid growth of international students is a huge challenge for colleges and universities. From the perspective of infrastructure, management system, curriculum design and other

aspects, it has brought challenges and pressures to colleges and universities. Improving the quality of running a school and the management of international students has become the core of the development of international students in colleges and universities. According to Trivellas and Akrivoula (2010), internationalization is the only way for the development of higher education in the world, and openness, inclusiveness and win-win cooperation have become the common choice of universities in various countries. In the context of higher education, providing quality services is one of the most important issues for educational institutions around the world. Ali F, Zhou Y, Hussain K, et al (2016) put forward that against the background of more extensive international student exchanges and increasingly fierce competition, the number of international students is the source of competitive advantages of colleges and universities. Good word-of-mouth publicity and student loyalty are very important to create sustainable competitive advantages in the competitive international education market.

B. Researches on quality control of international students

With the increase of international students, many foreign countries have issued some laws and regulations to monitor the quality of foreign students and education, so as to ensure the overall quality of the higher education. To be specific, representative state practices in foreign countries include the following:

The UK Quality Assurance Agency has been constantly adjusting to ensure the quality of higher education and adapt to the development of internationalization of higher education. At first, Britain implemented the "tripartite system" quality assurance system, which developed to the "continuing education

and higher education act", established the Higher Education Fund Committee to replace the original fund committee, and removed the degree granting committee of the whole country. By 2002, the British government cancelled the academic evaluation and replaced it with a new audit manual for institutions. It also designed a cooperative school-running audit as a continuation of the institutional audit. All of these have become important measures for the British government to monitor the quality of international students' education.

In 2000, Australia promulgated the "education services act for international students 2000", followed by the "education services act for international students (registration fees) 1997", the national industrial standards for education and training institutions and registration and approval agencies for international students", namely, the "national norms" and the "international student education service regulations 2001" to ensure the quality of the international students' education.

In 2004, the Central Education Council of Japan put forward the requirements for the enrollment of international students in the "new policy on international students", and put forward the task of improving the system of international students from middle school to university. In addition to ensuring the quality of international students' education and enrollment, the Japanese government also pays attention to the quality of international students' education. In 2006, the Japanese government proposed that the quality of international students should be guaranteed by carrying out international cooperation and opening foreign branch schools in "Graduate Education in the New Era: Facing the Construction of Graduate Education with International Charm". In addition, Japan put forward a system to evaluate the education quality of graduate schools jointly by the state, graduate schools and evaluation institutions. Among Japanese scholars' researches, Ergong Hao and Nakaya, Ayami of Hiroshima University interviewed 7011 international graduate students from 19 universities, and analyzed the enrollment system of Japanese international graduate students in detail. In this study, they pointed out that there were some problems such as insufficient financial support, inconvenient entrance examination, wrong guidance methods, incomplete research facilities, discrimination and differential treatment, and the issue of children going school.

III. CHINESE RESEARCHES

A. *Researches on international students*

China's international students have a very long history. In the Tang Dynasty, Japan sent envoys to China to carry out diplomatic work. The term

"international students" was also used from then on and has been used to now.

Since the reform and opening up, the education of international students in China has been developing continuously, and scholars have also carried out relevant research. An Ran and Zhang Shihai (2008) sampled 830 international students from 26 Asian countries and divided them into three regions (East Asia, Southeast Asia and West Asia) for statistics, and analyzed their respective demand for studying in China. According to the results, famous cities and schools are the common goals of Asian students, but there are obvious regional differences. In Jiang Kai's opinions (2010), in recent years, the education of international students in China has obtained vigorous development, and it is necessary to consider the development trend of international student flow, the status quo of international student education in China, and the significance of international student education to formulate China's international student development policy. Yan Kun (2011) sorted out the cross-cultural adaptation and challenges of Chinese students in the United States from a cross-cultural perspective. This study provides a comprehensive feedback of the survival of international students and also provides empirical guidance for the early warning work of international students. Peng Qinghong and Li Huilin (2013) paid attention to the management system of international students in China. The current internal functional management mode of Chinese colleges and universities is to exercise the internal functional management related to the daily management of international students in the secondary administrative departments of colleges and universities, and independently set up secondary teaching institutions to fully exercise the enrollment of students. However, against the background of deepening international exchanges in higher education, the number of international students is increasing rapidly, and the disadvantages of the existing mode appear. The study advocates the use of "hierarchical management" theory in management to guide the practice of international student affairs management.

B. *Researches on quality control of international students*

For the quality control and monitoring of international students, the relevant policies and regulations for international students in China are put forward, and some universities in China have also formulated some targeted systems. For example, there are three ways for Peking University to recruit international students: selecting the best government-sponsored graduate students, admission of undergraduate students from Peking University without examination, and enrolling self-funded graduate students in the entrance examination. In addition, other

universities have also developed measures to address their own situation. However, in recent years, some educational accidents caused by the quality problems of some international students are also frequently seen in the news.

In terms of the quality of international students, Liu Na (2009) believes that positive and effective measures can be taken: recommending excellent international undergraduates to take entrance examination, doing well in the education of advanced international students, selecting excellent international students to study for postgraduate degree, giving half a year of test reading for students who have not achieved satisfactory results from brotherhood school, and they will officially enter graduate learning stage if they are qualified, etc. According to Zhu Zhilong (2010), that the recruitment of a higher proportion of self-funded international students needs to be improved, and the enrollment qualification and requirements are slightly broad. In order to expand the scale, many colleges and universities reduce the enrollment requirements, affecting the educational quality of international graduate students.

In terms of quality control measures, Zheng Lanzhe (2004) thinks that it is necessary to adhere to the paper requirements. Taking Zheng Ande, an international doctor from Peking University as an example, his graduation thesis "the debate on Catholic and Buddhist in the late Ming and early Qing Dynasty" is also outstanding among the Chinese doctors in Peking University in the same period, which affirms that it is feasible for international graduate students to write and reply their theses in Chinese. According to Mao Dawei (2011), some scholars advocated to shorten the system appropriately so that the international students can make more efficient use of limited time and save resources; in the course, a large number of majors taught in English are set up to help clear the language barriers of international students; in teaching, it is necessary to implement "convergence management" with Chinese students; in the teachers, it is required to cultivate a group of teachers with high academic level and rigorous scholarship, special training should also be given to the managers of the international students, so as to improve their management ability; in management, colleges and universities should avoid the problems of "nobody's jurisdiction" and "multi-head management", and make each department play their own roles as much as possible; in the evaluation, colleges and universities should strive to promote the evaluation system of multi-dimensional graduate education quality; on scholarships, the state should continue to increase the investment in government scholarships, encourage provincial financial departments to cooperate with universities in their provinces and cities, and attract enterprises to expand the financing channels of scholarships. Hu Ying (2014) advocated that the requirements for international

graduate dissertation should be relaxed appropriately, not only because the international students in China are limited by the basic theoretical level, but also because most of the international students are from developing countries in Asia and Africa. The high requirement on the theoretical level of foreign students' dissertation is not conducive to their choice of a career in a wide range of industries after returning home, nor does it meet the needs of economic construction in the sending countries.

IV. CONCLUSION

Based on the researches on international students in China and foreign countries, this paper defines international students as regular graduate students who go to educational institutions in another country for study or research and obtain a degree.

As for the quality control of international students, from the perspective of Chinese relevant research, scholars focus on some problems existing in the education of international students in China, and give targeted suggestions from various aspects to improve the quality of international students' education in China. However, from the perspective of research objects, its scope is only limited to international students in China, and there is no distinction between academic and non-degree students, especially for international graduate students. From the perspective of research, most of them are at the level of cultivation process, rarely involving enrollment. From the perspective of research content, even if it comes to recruitment, it only talks about the problems existing in the quality of recruitment in general, without in-depth study and effective suggestions for improvement. From the perspective of research methods, most of them are historical research and literature analysis, with few comparative studies and questionnaire interviews. From the perspective of foreign related research and current situation, the United Kingdom, Australia and other countries have formulated laws and regulations and set up supervision and evaluation institutions to ensure the quality of international students' education, but they do not involve the quality assurance of international graduate students. And Japan has done some marginal research in this respect.

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