

THE STRATEGY TO MANAGE SCHOLARSHIPS OF FOREIGN STUDENTS STUDYING IN CHENGDU UNDER THE ONE BELT ONE ROAD INITIATIVE

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Abstract

The purpose of this research is to understand the motivation of foreign students to study abroad and the attitude of foreign students towards Chinese national image, Chinese universities, and Chinese scholarships, mainly research on ASEAN students at Chengdu university from 2016-2022-time period. Using mixed methods, combining quantitative survey methods with qualitative survey methods. From October to November 2021, 220 students answered questionnaires, and 10 relevant faculty members participated in the in-depth interviews. The researchers used descriptive statistics, inferential statistics and content analysis, to explain the data of questionnaires and interviews obtained. Inferential statistics test observed data for study the impact of independent variables on dependent variables used Pearson correlation analysis and multiple regression. The conclusion found that the ASEAN students highly recognized scholarships as their motivation in studying in China. In terms of scholarship management, the group of interviewees believed that scholarship management should be improved significantly in promoting scholarships, distributing scholarships, and administering scholarships. Furthermore, this study proposed the directions of how to optimize Chengdu University scholarship project management such as scholarship assessment management methods, management of the scholarship distribution process and follow-up management, and post-evaluation of scholarships for Chengdu University to improve its scholarship management in the future.

Key words: Foreign Students, Scholarship, Strategy to Management

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INTRODUCTION

The One Belt and One Road Initiative greatly accelerates the process of internationalization of higher education in China. The international status and influence have been continuously enhanced, and the attractiveness of higher education in China to foreign students has been increasing, and the number of foreign students coming to China has increased rapidly.

The number of international students from 64 countries along the One Belt and One Road (OBOR) routes to China is 260,635, accounted for 52.95% of the total number of international students coming to China in 2018, increased by 6.48% compared with 2017. There are 40,697 students were awarded the China government scholarship under OBOR accounting for 64.56% of all the students. Most of them are ASEAN students. In 2018, the number of overseas students in Sichuan was 13990, ranking 12th of China.

The Chinese government has provided a variety of scholarships, which becomes an intermediary to promote China's positive national image, the good impression of Chinese universities. Scholarship management is a special and complicated part of college student management. The design of scholarship system is the key influencing factor of the enrollment scale and quality of international students in a country, and the scale of scholarship delivery, individual quota, publicity and even timing of enrollment may greatly affect the enrollment effect.

Therefore, this research focuses on the management of scholarships for international students by the Chinese government in the context of the One Belt and One Road Development Policy, as well as the attitude of international students towards China's national image, Chinese universities and Chinese scholarships, in order to improve the implementation of the Chinese government's scholarship policy and the exchange strategy of international students.

CURRENT RESEARCH

Hamed Gholamia (2019) analyzed that universities require new strategic approaches to succeed. the implementation of the Belt and Road initiative(BRI) has significantly expanded the scale of international students coming to China from countries along BRI (Yue Lv, Mengyuan Wang 2022). Higher vocational colleges

should make full use of cultural differences and strengthen students' learning motivation (Liu fang and Jing 2014). The social and cultural atmosphere of the local country are the external factors restricting their choice of school (Ming Huan 2009). The corporate culture of the Research University provides not only competitiveness of professional, but also in its spiritual and moral characteristics (G.I.Petrova,V.M.Smokotin 2015). Design science (van Aken, 2004) which is more focused in the implementation of a particular design solution to an organizational problem (Oliva, 2019). Wei Hao, Yuan Ran, Lai Desheng (2018)'s research finds shows that scholarship policy, educational cooperation policy and the policy of mutual recognition of higher education degrees are an important educational policy factor to promote the inflow of foreign students to China.

Research methods

Population and Sample

The population of this study were ASEAN students who got scholarships of Chengdu University; the total number was 515 persons (Chengdu University, 2021). The sample were drawn from the population and the sample size consisted 220 students answered questionnaires ,10 relevant faculty members participated in the in-depth interviews and 10 experts participated in focus group.

Research Instruments

Research instruments, including questionnaires, semi-structured interviews, and focus group. The first instrument was questionnaire utilized to collect data from ASEAN students. The second instrument was face-to face open-end interview, which is designed as a semi-structured interview, the third instrument was focus group.

Research Results

Demographics

The researcher collected the data through the 220 questionnaires, who are from ASEAN students and 10 respondents working with ASEAN students were interviewed and interview.

The majority of the respondents are in the bachelor's degree stage 83.18%. With 70.45% of the respondents are women. It can be seen that 66.82% of the

respondents had an annual household income of less than 30,000 yuan. The respondents' Chinese level is HSK4 or equal (35.45%). Half of respondents like philosophy, economics, law, (50%).

Descriptive data analysis

Table .1 Maslow's Hierarchy of Needs to Study Motivation

Questionnaires Items	No.	Mean	SD
1. There are many delicious foods in China.	220	4.286	0.977
2. China has a beautiful environment and many attractions.	220	4.391	0.897
3. Studying in China can get safe and convenient accommodation.	220	4.186	1.037
4. I like the climate of China.	220	3.773	1.057
Physiological needs	220	4.159	0.833
1. The social environment in China is very safe.	220	3.909	0.902
2. Chinese universities are friendly to foreign students.	220	4.073	0.909
3. The management policy of international students in Chinese universities is very sound.	220	3.905	0.919
Safety needs	220	4.011	0.795
1. I have friends or family in China.	220	3.505	1.168
2. I like to make friends with Chinese.	220	4.105	0.903
3. The Chinese people is friendly.	220	4.036	0.88
Belongingness and love need	220	3.914	0.777
1. Studying abroad makes it easier for me to find a job.	220	3.868	0.905
2. I am proud of my experience of studying abroad in China.	220	4.109	0.949
3. My parents and friends are very supportive of my experience of studying in China.	220	4.091	0.942
Esteem needs	220	3.996	0.788
1. Studying in China can improve my own ability.	220	4.250	0.968
2. I hope my Chinese can be said to be as good as the locals.	220	4.282	0.962
3. I believe that studying abroad in China can enrich my life.	220	4.286	0.953
Self-actualization	220	4.203	0.849
Needs	220	4.057	0.763

In general, ASEAN students are motivated to studying in China and achieve their certain needs, another way, most of their needs motivates their behavior to go abroad.

Table 2 China's National Image

Questionnaires Items	No.	Mean	SD
a) China's government is strong.	220	4.050	0.937
b) China is developing rapidly.	220	4.155	0.888
c) China is the world leader.	220	3.586	1.145
National governance capacity and national integrity index	220	3.962	0.806
a) I'm interested in Chinese history.	220	3.900	0.946
b) I think Chinese culture is very interesting.	220	4.091	0.912
c) China has a lot of historical and cultural heritage.	220	4.323	0.932
History, Culture and Heritage	220	4.069	0.814
a) Chinese lifestyle is more laid-back	220	3.509	0.944
b) I yearn to live in China	220	3.645	1.021
c) The quality of life in Chinese is very high	220	3.909	0.866
Quality of life and sightseeing	220	3.688	0.841
a) The quality of the Chinese is very high	220	3.895	0.867
b) China's foreign policy is friendly	220	3.745	1.002
c) In China, there is a legal way to learn and work.	220	3.877	0.931
National quality and investment immigration	220	3.839	0.841
Nation image Mean	220	3.890	0.763

Secondly, based on Push-Pull theory, combined with ASEAN students on China's national image perception, university assessment, scholarship attitude survey, according to their actual situation, we know ASEAN students have a more positive attitude towards China's national image.

Table 3 University Assessment

Questionnaires Items	No.	Mean	SD
a) University rankings are an important factor in my consideration of choosing a university.	220	3.636	0.919
b) Some Chinese universities have high international rankings.	220	3.991	0.876
c) My family or friends also know the rankings of some Chinese universities.	220	3.664	1.005
Ranking	220	3.764	0.811

Questionnaires Items	No.	Mean	SD
b) The teaching environment (teaching facilities, teachers, campus activities) in Chinese universities is very good.	220	3.991	0.926
c) The teaching methods of Chinese universities appeal to me.	220	3.905	0.934
Teaching	220	3.952	0.838
a) I can accept tuition from Chinese universities.	220	3.627	0.935
b) The cost of living to study in China is relatively low.	220	3.495	0.929
c) The Chinese university system is reasonable	220	3.855	0.925
Learning cost	220	3.659	0.801
a) The experience of studying at a Chinese university is recognized around the world.	220	3.909	0.912
b) Studying in China can increase my future job opportunities.	220	4.141	0.971
c) Majors studying in China can be improved in more professional areas.	220	4.109	0.89
Future development	220	3.955	0.799
University Assessment Mean	220	3.832	0.75

About the university assessment, they take care of these four factors, which are ranking, teaching, learning cost and future development, are regarded by ASEAN students as the important points of evaluating universities.

Table 4 Evaluation of Scholarship

Questionnaires Items	No.	Mean	SD
1. I'm interested in Chinese scholarships.	220	4.318	0.950
2. I have tried to apply for a scholarship to China.	220	4.327	0.903
3. I think the scholarship application process in China is simple and convenient.	220	3.882	0.857
4. If I qualify, I will definitely apply for a scholarship to China.	220	4.168	0.835

Questionnaires Items	No.	Mean	SD
5. The number of scholarships in China is very reasonable. (Tuition, living expenses, etc.)	220	3.995	0.873
6. There are many professional options for Chinese scholarship programs.	220	3.982	0.86
7. The majors of China's scholarship program are more attractive than those of other countries.	220	3.868	0.91
8. China's scholarship policy is well implemented.	220	3.877	0.838
9. If a university offers a scholarship, I will apply to the university.	220	4.059	0.902
10. If a major is offered with a scholarship, I will apply for it.	220	4.086	0.92
11. If a region is covered by a Chinese scholarship, I will apply to a university in that area.	220	4.041	0.908
12. If my favorite major has a scholarship program, I will definitely apply.	220	4.177	0.892
Evaluation of Scholarship Mean	220	4.047	0.742

The data indicates that Evaluation of Scholarships are very attractive to foreign students. In addition, Numerous studies on the influencing factors of international students coming to China point out that scholarship is an important factor.

Table 5 Expectation

Questionnaires Items	No.	\bar{x}	SD
1. In the future, I want to stay in China to continue my studies or work.	220	3.882	1.045
2. After learning knowledge, I want to return home to build my motherland.	220	3.918	0.999
3. I hope to go to other countries other than China for further study and experience.	220	3.691	1.031
Expectation Mean	220	3.885	0.736

ASEAN students' future expectations are more likely to agree that they will return to their home country and build it. Second, they also intend that they would continue to study or work in China. whether they want to stay in China or go to other countries for further study and experience, almost of ASEAN students clearly signify their expectation.

Pearson Correlation

Based on these data, the researcher used Pearson Correlation to calculated inter-correlation between those five variables: evaluation of scholarship and motivation to study abroad, national image, university evaluation, and future expectations. The correlation coefficients are shown in the Table below:

Table 1 Pearson Correlation-The relationship between scholarships and other factors

Pearson Correlation					
	Motivation	National image	University Assessment	Evaluation of Scholarship	Expectation
Scholarship	0.842**	0.859**	0.874**	1	0.855**
* p<0.05 ** p<0.01					

Therefore, the scholarship, closely related to other variables, is the powerful and influencing variable in these five variables. In addition, according to the results of the linear regression survey, there is a significant positive correlation between the motivation to study abroad and future expectations.

Regression analysis in this research used Multiple Regression to study the impact of independents variables on dependents variables and construct the model which separate into two models. Model 1 describe the impact of independents variables on motivation and Model 2 describe the impact of independents variables on expectation.

As following Table are the relationship model 1 of motivation and national image, university assessment and evaluation of scholarship

Table 2 Parameter Estimates Model 1

Parameter Estimates (n=220)								
	Unstandardized Coefficients		Standardized Coefficients	t	p	VIF	R ²	Adj R ²
	B	Std. Error	Beta					F
Constant	0.323	0.115	-	2.816	0.005**	-		
Nation Image Mean	0.631	0.076	0.631	8.333	0.000**	7.982		
University Assessment Mean	0.127	0.081	0.125	1.571	0.118	8.84	0.845	0.843
Scholarship Evaluation Mean	0.195	0.059	0.195	3.326	0.001**	4.531		

F (3,216)
=391.657,
p=0.000

Dependent Variable: Needs

D-W: 1.765

* p<0.05 ** p<0.01

As can be seen from Table 2 above, the National Image Mean, University Assessment Mean, Evaluation of Scholarship Mean is used as an argument, and Needs is used as a dependent variable for linear regression analysis, as can be seen from the Table above, the model formula is: $\text{Needs} = 0.323 + 0.631^{**} \text{National Image Mean} + 0.127 \text{University Mean} + 0.195^{**} \text{Evaluation of Scholarship Mean}$ or linear regression equation show as follow.

From model 1, R square value of 0.845, means that National Image Mean, University Assessment Mean, Evaluation of Scholarship Mean can explain the 84.5% change in Needs. F testing of the model reveals that the model passed the F test ($F=391.657$, $p=0.000<0.05$), that at least one of the Mean, University Assessment Mean, Nation image Mean, Evaluation of Scholarship Mean relationships will affect Needs, and that the multiple collinearities of the model is found to be in the model. The VIF value is greater than 5, but less than 10, which means that there may be some collinear problems, which can be solved by ridge regression or gradual regression, and it is also

suggested to check the correlation arguments, remove the related arguments, and re-analyze them. The final concrete analysis is known:

Summary analysis: National image Mean, Evaluation of Scholarship Mean will have a significant positive impact on motivation to get relationship. But University Assessment Mean doesn't have an impact on motivation for Needs of relationship. The students are not interested in the ranking of the universities, otherwise, they are more attracted by evaluation of scholarships such as value, type and quantity.

Table 3 Model Summary model 1

Model Summary						
R	R ²	Adj. R ²	Model error RMSE	D-W	AIC	BIC
0.919	0.845	0.843	0.3	1.765	102.521	116.095

As can be seen from Table3 above, the National Image Mean, University Assessment Mean, Evaluation of Scholarship Mean Is used as arguments, and needs as dependent variables for linear regression analysis, as can be seen from the Table 4.8 above, the model1 R square value is 0.845, which means that National Image Mean, University Assessment Mean, Evaluation of Scholarship Mean can explain the 84.5% change in Needs.

Table 4 ANOVA model 1

ANOVA					
	Sum of Squares	df	Mean Square	F	p value
Regression	107.674	3	35.891	391.657	0
Residual	19.794	216	0.092		
Total	127.468	219			

As can be seen from Table 4 above, the F-test of the model reveals that the model passed the F-test ($F=391.657$, $p=0.000 < 0.05$), which means that model construction makes sense. The model 1 is shown in the following figure:

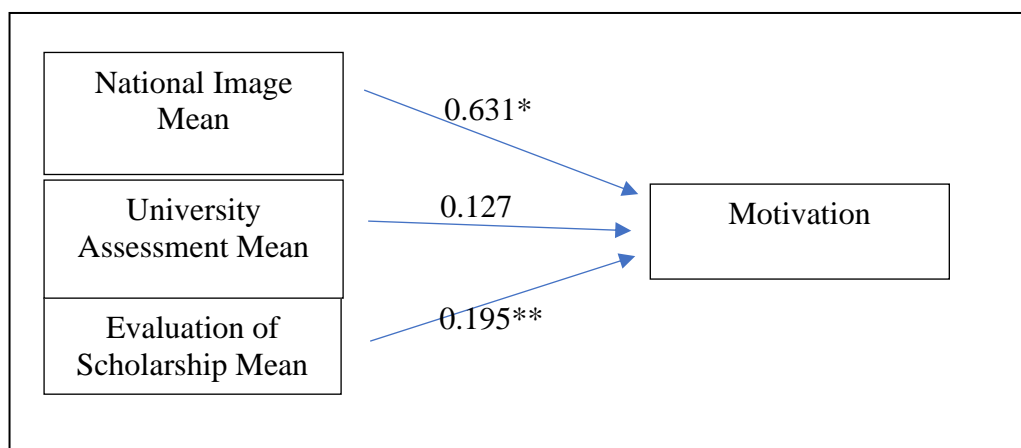


Figure 5 model 1

Table 5 Model 1

As following Table 6 are the relationship model 2 of expectation and national image, university assessment and evaluation of scholarship.

Table 6 Parameter Estimates Model 2

Parameter Estimates (n=220)										
	Unstandardized Coefficients		Standardized Coefficients		t	p	VIF	R ²	Adj R ²	F
	B	Std. Error	Beta							
Constant	0.376	0.141	-		2.663	0.008**	-			
National Image Mean	0.170	0.093	0.177		1.826	0.069	7.982			
University Assessment Mean	0.085	0.1	0.086		0.849	0.397	8.84	0.747	0.743	F (3,216) =212.551 p=0.000
Evaluation of Scholarship Mean	0.623	0.072	0.628		8.621	0.000**	4.531			
Dependent Variable: Expectation Mean										
D-W: 1.879										
* p<0.05 ** p<0.01										

As know from Table 6 above, The National Image Mean, University Mean, Scholarship Mean is used as an argument, and Expectation Mean is used as a dependent variable for linear regression analysis, as can be seen from the Table above, the model formula is: $\text{Expected Mean} = 0.376 + 0.170 \text{ Nation image Mean} + 0.085 \text{ University Mean} + 0.623^{**} \text{ Scholarship}$ or linear regression equation show as follow.

From model 2, R square value=0.747, meaning That Image Mean, University Assessment Mean, Evaluation of Scholarship Mean can explain the 74.7% change in Exchange Mean. When the model is tested F, it is found that the model passed the F test ($F=212.551, p=0.000 < 0.05$), which means National image Mean, University Assessment Mean, Evaluation of Scholarship Mean at least one of the relationships that affects Expectation Mean, in addition, for the model's multi-collinearity test found that the model has a VIF value greater than 5, but less than 10, meaning that there may be some collinear problems, can use ridge regression or gradual regression to solve collinear problems. It is also recommended to examine the related closely related arguments, remove the related closely related arguments, and re-analyze. Summary analysis: Evaluation of Scholarship Mean can have a significant positive impact relationship on Expectation Mean. But National Image Mean, University Assessment Mean does not have an impact on Expectation Mean.

Table 7 Model Summary model 2

Model Summary						
R	R ²	Adj. R ²	Model error RMSE	D-W	AIC	BIC
0.864	0.747	0.743	0.369	1.879	193.876	207.451

As can be seen from Table 7 above, the National Image Mean, University Mean, Scholarship Mean Is used as arguments, and Expectation as a dependent variable for linear regression analysis, as can be seen from the Table above, model 2 R square value of 0.747 means that National Image, University Mean, Scholarship Mean Can explain the 74.7% change in Expectation Mean.

Table 8 ANOVA model 2

ANOVA					
	Sum of Squares	df	Mean Square	F	p value
Regression	88.514	3	29.505	212.551	0
Residual	29.983	216	0.139		
Total	118.497	219			

As can be seen from Table above, the F test of the model shows that the model passes the F test ($F=212.551$, $p=0.000<0.05$), which means that the model construction is meaningful. The model is shown in the following figure:

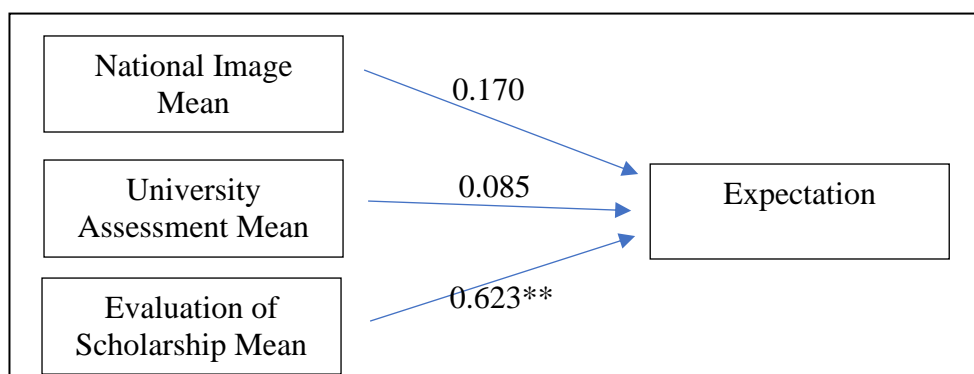


Figure 6 model 2

From model 1 and model 2 shows the impact of scholarships on the motivation and expectation of ASEAN students to study abroad in countries along the Belt and Road. In view of the above inference conclusions, it can be seen that scholarships have a strong positive impact on the motivation to study abroad, at the same time, the national image also has a strong positive impact on the motivation to study abroad, in addition, scholarships will also have an impact on students' expectations.

Interview findings

The researcher did interview with 10 teachers and staffs working with foreign students. The results of the interview were divided into three parts: the current responsibilities of faculty and staff, the management of scholarships and the development proposals for scholarship policies. For the interview findings, this

research followed the typical report manner for the interview data and described each interviewee's point of view within the context of the corresponding topic.

About current responsibilities, the research used the qualitative analysis software ATLAS obtained the results. The results of the study in stakeholder's implementation of an international scholarship management program found that, the responsibility of interviewee in the scholarship management program, that the most responsibility was promoting the scholarship distribution rules (70%), admission (60%), formulation of scholarship evaluation standards (40%), and Evaluation of scholarships (40%), respectively.

From the interviewee's point of view, the research can draw some directions of the development of scholarship management policy, not only need teachers, staff input and management, but also need to make reasonable amount, reasonable candidates, strict requirements when selecting students, to achieve student satisfaction, school satisfaction is the most important state, and pay attention to the personalized settings of scholarships to ensure that more students in specialty to learn.

It can be concluded from the Data of qualitative analysis that the respondents' greatest responsibility in scholarship management is to facilitate the allocation and rules of scholarships, followed by admissions, and the development and evaluation of scholarship standards is also their main responsibility. Respondents learned more about the scholarship application process, and other aspects of the knowledge were weaker. Scholarship programs are largely supported by government work, but there is a lack of flexibility in their implementation.

In a survey of respondents' goals and expectations for the new scholarship management, it was found that most respondents believed that scholarships were a way to promote students' understanding of China, which could improve the internationalization of schools and improve the quality of students' learning. In addition, a subset of respondents was involved in customizing scholarship strategies to ensure that every student received a scholarship impartially in accordance with the scholarship rules. Respondents' recommendations for optimizing scholarship strategies are mainly to systematically incorporate monitoring mechanisms into the evaluation period and students, followed by applications that should have a clear proportion of scholarship programs and student-friendly. In terms of policy, strategic planning can

be more clearly involved in the assessment and achieve a more standardized system to combine the identity of Chinese cultural traditions. In addition, the advice in the process is to reduce the manpower and time in the implementation process, be more humane, scientific, operate the process more intelligently, strictly implement the rules and do more research, and make decisions according to the actual situation. More importantly, universities should have more autonomy to give scholarships reasonably, and should give scholarships differently depending on professional development.

Reliability and Validity of the Instrument

Data analysis is to analysis content validity (IOC) and reliability (Cronbach's coefficient alpha) of questionnaire describe as follow: First, 30 samples were collected as pre-test data. Cronbach's have alpha numbers more significant than 0.7, indicating that the three scales have high internal consistency (Bland & Altman, 1997).

Table 9 Cronbach's alpha (α) of the total questionnaire

Part of questionnaire	The number of items	Cronbach's alpha (α)	Cronbach's alpha (α) of the total questionnaire
Maslow's Hierarchy of Needs	16	0.970	0.990
Nation image	12	0.968	
University	12	0.972	
Scholarship	12	0.962	
Expectation	3	0.775	

According to Brown (1996) as cited Muhammad Takwin (2016) if the value of IOC is higher than 0.6, the test is acceptable due to its congruence between the test and content, but if it is lower than 0.6, the test is unacceptable because of the lack of congruence.

In this research use an Index of Item Objectives Congruence (IOC) to analyze content validity through the judgment of expert validator. Based on these results, the measurement instrument of this research has acceptable and convergent validities.

CONCLUSION

Based on the results of questionnaires and interviews, it can be concluded that ASEAN students have a positive impression of China's national image and believe that Chinese universities have a high reputation in countries along the "Belt and Road", and ASEAN students also highly recognize scholarships as their motivation to study in China. In terms of scholarship management, the group interviewed believed that scholarship management should be improved in terms of promoting scholarships, distributing scholarships and administering scholarships.

RECOMMENDATION

In terms of the strategy management system of the scholarship under the One Belt and One Road, the faculty made some suggestions:

1.Promote the internationalization of higher education for ASEAN students. In order to the scale, level, and specification of international student education can show a country's comprehensive national strength to some extent: to take Cultural Advantages, fulfilling the relationship Chinese National Image and motivation to encourage ASEAN students to study at Chengdu University.

2.Optimization of scholarship management methods should bring a supervisory mechanism to establish strategic planning and listening to all stakeholders. The development scholarship system policy can be more clearly defined with more involvement in the assessment of the participation level, and in having a standardized system, combining a sense of identity of Chinese cultural traditions.

The strategic planning should also reduce manpower and time required during the execution phase, and it should be planned in such a way that it has a human touch to it, having a scientific and an operation process which is more logical that strictly enforces the rules based on the research data collated, with the decision based in accordance to the actual situation on the ground.

In addition, the university should also have more autonomy to give scholarships as they deem fit, for varying fields of study for the professional development of the individual which is consistent with the needs of the country, and one that serves the country's long-term development and displays a country's comprehensive national strength to some extent.

The distribution ratio of the scholarship application must be made clear to the students and the application process must be user-friendly.

3. Optimization of scholarship assessment management methods. Assess external environments and internal situations to identify the strengths and weaknesses of the organization and the opportunities and threats we face as we seek to reach our goals.

4. Follow-up management and post-evaluation allows us to check our progress towards achieving the goals and assess whether any changes in the environment necessitates alterations to be made to the management plan of scholarships. The management plan must remain flexible enough to allow modification and appropriate actions should be taken when necessary, so as to remain relevant to the impact of changes in the operating environment.

5. It has been shown that increasingly, the modeling and analysis play valuable roles in the strategy development of the organization.

The respondents reiterated the need for a clear purpose, mission and vision of the scholarship strategy, which reflects the respondents' tasks in the optimization of the scholarship strategy and the suggestions made for the optimization of the scholarship strategy.

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