

The Effectiveness of Supporting Guidelines for International Students in Xi'an universities under Shaanxi Province

Zhang BeiBei,
Somsak Chanphong and Vorachai Viphoouparakhot
Bangkok Thonburi University, Thailand
Corresponding Author, E-mail: 8818342@qq.com

Abstracts

The objectives of this research were: (1) to explore the components of effectiveness of supporting for international students in Xian universities under Shaanxi province; and (2) to propose the effectiveness of supporting guideline for international students in Xian universities under Shaanxi province.

The research was a mixed method between quantitative research and qualitative research. The designated population consisted of faculty members from six universities in Shaanxi province, totaling 11,995 individuals. Guided by krejcie and morgan's table, sample of 370 participants was selected through stratified random sampling. Additionally, 7 key informants, recognized as experts were selecting purposive sampling. A focus group of 9 key informants. Data collection instruments included semi-structure interview, five-point rating scale and focus group discussion form. The employed statistical analysis methods encompassed frequency percentage, mean, standard deviation, and exploratory factor analysis (EFA). And in-depth interviews and focus group discussions data analysis with content analysis.

The research results showed: (1) the effectiveness of supporting guidelines for international students in Xian universities under Shaanxi province there were 5 components consist of: departmental professional support, professional development and learning, life and work support, resources management quality support and emotional information and materials support. And (2) the guideline to improve effectiveness for international students in Xian universities under Shaanxi province. There were 19 sub-guideline including 4 guiding for departmental professional support, 5 guiding for the professional development and learning, 3 guiding for the life and work support, 5 guiding for the organization support. And 2 guiding for the emotional information and materials support.

Keywords: The Effectiveness of Supporting Guidelines; International Students in Xian University; Shaanxi Province.

Introduction

Chinese students continue to flourish in their education, the quality of the education was key. In choosing their destination country, international students from different countries follow the principle of meritocracy and decide whether to study in China or not. In order to attract more students, we must show the value of our education. To attract more and better international students, we must prove we offer a quality education. Additionally, the number of international students coming to China to study abroad has increased during this new historical period (Kai, 2009). During the new historical period, China has entered the stage of improving quality and efficiency in higher education, and significantly improving the quality of study in China was the main objective of internationalization of higher education. As a result, we must change our perspective, and take a number of measures to improve the quality of education and services for international students, boost Chinese higher education's attraction to outstanding international students, and enhance the quality of international students. In order to enhance the attractiveness of Chinese higher education to outstanding international students, we need to implement a number of measures to improve the quality of education and services for international students.

The development of international students' education must be optimized within the context of "One Belt and One Road", this requires internal development (Li & Xue, 2021) to optimize the development of international education for "One Belt and One Road", we have to take the path of internal development. Taking advantage of the Internet to open up education to the outside world was clearly one of the principles of opening up education to the outside world, Huang et.al (2015) according to the "Opinions on the Opening Up of Education to the Outside World in the New Era". (1) The Ministry of Education has issued appropriate laws and regulations recently to improve the policy on education for foreign students. Further, the clarification of the basic norms of education management for students was also established in China. In addition to releasing relevant laws, regulations, and national standards, the Ministry has also clarified the basic requirements for foreign students' educational program, established a quality supervision mechanism for foreign students' special education programs, and adhered to its path of internal development. In the future, the Ministry of Education will place a high priority on improving the quality of education in China for foreign students, improving work methods and promoting management of the Chinese educational system.

It should be addressed here, the Ministry of Education will prioritize the improvement of the quality of education for international students, innovate the working methods, promote the gradual improvement of the management mechanism, governance system and educational support services for international students, and realize the modernization and internal transformation of education for international students. To achieve the modernization and connotative development of education for foreign students, the Ministry of Education will prioritize improving the quality of education for foreign students, innovating working methods.

The Opinions on the "Opening Up of Education to the World in the New Era" recommends building a socialized and professional framework for Chinese students studying abroad by expanding the number of branded majors and courses in China, as well as creating the brand of "Study in China"(Ogunniran, 2020). Liu Limin, former vice minister of the Ministry

of Education, also emphasized that improving the level of educational support services for foreign students was fundamental to improving the quality of study in China. International students in China have become increasingly concerned about the learning experience, as the "One Belt, One Road" initiative has put forward new requirements and visions for their education. Studying abroad in China was an integral part of the study experience for international students, and better educational support services can remote the integration of international students into Chinese society and culture, enhance their happiness, and improve the international reputation of China's study abroad university. International students' education in China exhibits new characteristics and trends under the shadow of "One Belt and One Road," and international students' education in China should follow a sustainable development path.

Taking a sustainable development path, China's education for international students should be optimized from within and international students' real needs must be taken into consideration. In addition, the education support system for international students needs to be improved so that it was more attractive and competitive (Russell 2005). The Chinese government has provided a series of educational support services for international students since 2013 in order to enhance their adaptation to studying in China as well as their understanding of Chinese society and culture. International students have been participating in a series of experiential and practice activities organized by China's education department since 2013. Education abroad was a unique opportunity for students to learn and grow through study abroad. The professional support of faculties and departments is a vital part of this education. The educational support system was the most basic and most important part of it, and was closely related to the quality of the study abroad education and learning experience, as well as an important way to optimize the internal education of international students. The department must therefore improve the support it provides to international students.

Research Objectives

1. To explore the components of effectiveness of supporting for international students in Xian universities under Shaanxi province.
2. To propose the effectiveness supporting guideline for international students in Xian universities under Shaanxi province.

Research Methodology

1. Population Sample and key informants

Step 1 to studying concept of effectiveness of supporting for international students in Xian universities under Shaanxi province.

First of all, the researcher review literature of documents and related research, synthesized 20 relevant researches and summarized some components of effectiveness of supporting for international students in Xian universities under Shaanxi province

7 key informants; In-depth interview with semi-structure interview, were 3 administrators 2 teachers and 2 international students of six of Xian universities in Shaanxi Province

administrators and teachers who work in academic year 2022 and more than 5 years of management experience of university and graduated Ph.D. degree. Determine by purposive sampling technique.

Step 2 to exploring the components of effectiveness of supporting guideline for international students in Xian universities under Shaanxi province.

Population were administrators, teachers, who worked in academic year 2022 from mainly for faculty members six of Xian universities in Shaanxi Province includes with a total number of 11,995 people.

Sample were 370 administrators, teachers, who worked in academic year 2022 from mainly for faculty members six of Xian universities in Shaanxi Province. Determine the sample size by Krejcie and Morgan's table (1970) and sampling with stratified random sampling technique.

Step 3 to proposing effectiveness of supporting guideline for international students in Xian universities under Shaanxi province.

9 key informants for Focus Group Discussion to develop the guideline to improve effectiveness of student affairs administration for international students in Xian universities under Shaanxi province key informants were different, not the same person, but they may have the same qualification. Researcher classified and established selection criteria after purposive sampling techniques.

Scope of time Semester Academic years 2023.

2. Research instruments

Three research instruments were used to three research tools to examine the objectives of this paper. (1) Semi-structured interview, (2) A five-point rating scale questionnaire (3) Focus Group discussion form.

2.1 Semi-structured interview form

Through the semi-structured interview table, mainly by discovering the main factors, the semi-structured interview was preliminarily completed. The interview was mainly conducted in a non-face-to-face way. A total of 7 respondents were sent by mail and online.

2.2 Five-Point Rating Scale Questionnaire. The researchers used a three-part questionnaire; Part I: Demographic variables (Checklist), General information of the respondents, totaling 6 items, Part II: Variables on effectiveness of supporting for international students in Xian universities under Shaanxi province (Five-point rating scale), totaling 36 items, and Part III: Suggestions and additional comments (Open Ended). Each factor was measured on a 5-point Likert's scale.

2.3 Focus Group discussion form 9 key informants to develop the guideline to improve effectiveness of supporting guideline for international students in Xian universities under Shaanxi province. Key informants were different, not the same person, but they may have the same qualification.

3. Data collection

(1) Researchers contacted key informants and sent interview questionnaires by email, telephone. (2) This part of the questionnaire can be distributed on site or collected through online links. About 370 questionnaires need to be completed in about 2 weeks. The sample has been directly informed of content scope and research objectives, and received a formal permission letter from the university to the administrator and teachers, allowing to conduct and collect data from faculty in accordance with a letter of approval issued by the relevant authority.

And (3) Focus Group Discussion can be conducted on site, with researchers leading participants and open-ended discussions. the researcher acts as a facilitator.

4. Data analysis

(1) Conduct content analysis on the results of review literature and in-dept interview (2) Data for demographic variables were analyzed using descriptive statistical methods; frequencies and percentages. Variables and components of effectiveness of supporting for international students were analyzed using descriptive statistics; mean, standard deviation (SD). Exploratory Factor Analysis (EFA). To conduct content analysis on the results of Focus Group Discussion to obtain the results of objective 2.

Results

(1) The effectiveness of supporting guidelines for international students in Xian universities under Shaanxi province there were 5 components consist of: departmental professional support, professional development and learning, life and work support, resources management quality support and emotional information and materials support.

The information obtained from the interviews, According to the information obtained from the interview, there were 24 variables in total. Regarding the recognition degree of key informants for different variables, the researchers selected variables with a recognition degree $\geq 50\%$, and finally reached 24 variables. Combining the literature review and interviews with key informants the researchers and selected 36 effective variables after repeated comparisons. and selected 40 variables. The researchers summed up a total of 40 variables based on the literature and expert interviews, based on them as a five-point subscale questionnaire.

Table 4-1 Demographic data of samples by general information

Demographic Information	Frequency	Percentage
1. Gender		
1.1 Female	160	43.243
1.2 Male	210	56.757
Total	370	100%
2. Age range		
2.1 lower than 20 years old	77	2.37%

2.2 20-30 years old	246	63.05%
2.3 30-40 years old	54	11.53%
2.5 40-50 years old	81	24.07%
2.2 Current Students	8	2.37%
Total	370	100%
3. Graduation		
2.1 Graduated Students	141	69.9%
2.2 Current Students	229	30.1%
Total	370	100%

Normality test results : Descriptive statistics questionnaire data analysis results

The above table shows the results of the frequency analysis, Description and analysis of basic information of respondents, 56.75% of the sample was male, most of the samples were Graduated Students, with a total of 69.9%, From 63.05% of the most sample in ages 20-30 years old.

No.	Mean	Std. Deviation	Skewness	Kurtosis	Level
Q1	3.570	1.018	.049	-1.140	high
Q2	3.530	1.141	-.056	-1.408	high
Q3	3.440	1.083	.123	-1.260	high
Q4	3.520	1.097	-.066	-1.307	high
Q5	3.530	1.112	.015	-1.348	high
Q6	3.560	1.118	.003	-1.370	high
Q7	3.540	1.131	-.065	-1.384	high
Q8	3.510	1.080	.018	-1.268	high
Q9	3.460	1.095	.159	-1.286	high
Q10	3.470	1.180	.050	-1.494	high
Q11	3.710	1.077	-.189	-1.261	high
Q12	3.450	1.049	.087	-1.180	high
Q13	3.480	1.083	.068	-1.270	high
Q14	3.590	1.108	-.156	-1.311	high
Q15	3.420	1.092	.057	-1.301	high
Q16	3.540	1.109	.001	-1.342	high
Q17	3.430	1.070	.110	-1.231	high
Q18	3.340	1.128	.229	-1.332	moderate
Q19	3.540	1.113	-.009	-1.354	high
Q20	3.500	1.109	.035	-1.340	high
Q21	3.380	1.142	.144	-1.398	moderate
Q22	3.310	1.134	.296	-1.313	moderate
Q23	3.490	1.080	-.050	-1.269	high
Q24	3.490	1.145	.042	-1.421	high
Q25	3.550	1.013	.017	-1.110	high
Q26	3.480	1.152	.013	-1.437	high

No.	Mean	Std.Deviation	Skewness	Kurtosis	Level
Q27	3.630	1.116	-.153	-1.339	high
Q28	3.400	1.101	.045	-1.331	moderate
Q29	3.710	1.063	-.271	-1.164	high
Q30	3.654	1.108	-.267	-1.265	high
Q31	3.554	1.098	-.021	-1.318	high
Q32	3.421	1.121	.064	-1.369	high
Q33	3.316	1.082	.068	-1.340	moderate
Q34	3.510	1.077	.011	-1.262	high
Q35	3.410	1.111	.101	-1.336	high
Q36	3.521	1.109	.037	-1.338	high

93

In statistics, normality tests were used to determine if a data set is well-modeled by a normal distribution and to compute how likely it is for a random variable underlying the data set to be normally distributed. More precisely, the tests were a form of model selection, and can be interpreted several ways, depending on one's interpretations of probability. The questionnaire data analysis results: variable analysis. The researchers analysed the arithmetic mean (\bar{x}) and the standard deviation (S.D), comparing the derived arithmetic mean with the criterion based on the best criterion. The results show that the arithmetic mean, standard deviation and level of each method variable were the components of effectiveness for international students of Xian universities under Shaanxi province.

as can be seen from Table 4.4, 36 questions were generally about arithmetic, and the mean value (Mean) is between 3.316-3.710, indicating that respondents have opinions on variable values at this level. The mean value of arithmetic is from moderate to high, and the standard deviation (S.D) is between 1.013-1.142. It indicates that respondents' views on variables were quite different. Indicating that all researchers had a relatively consistent acceptance degree of the project. The minimum value Skewness is between 0.001 -0.267, indicating that there is no extreme value. The minimum value Kurtosis is between -1.110-1.408 indicating that there is no extreme value. Table 4.5 Data analysis results of the third part of the questionnaire: Kaiser Meyer Olkin and Bartlett test

KMO and Bartlett		
KMO price		0.972
Bartlett Sphelicity test	Approximate california	26433.082
	<i>df</i>	3321
	<i>p price</i>	0.000

Factor analysis and exploration of quantitative data can be condensed into several aspects (factors), each aspect (factors) and the corresponding relationship. KMO is 0.972, greater than 0.6, which meets the premise requirements of factor analysis, and means that the data can be used for factor analysis research. And the data passed the Bartlett sphericity test ($p < 0.05$), indicating that the study data were suitable for factor analysis.

Exploratory factor analysis

In order to verify the structural validity of the questionnaire on the sense of professional support of the faculties of international students in universities, exploratory factor analysis was used to test the questions. The KMO value was used to determine the validity, the commonality value was used to exclude the unreasonable items, the variance explained value was used to indicate the level of information extraction, and the factor loading coefficient was used to measure the relationship between factors (dimensions) and The factor loading coefficient is used to measure the correspondence between factors (dimensions) and items. Indicating that the study data were suitable for factor analysis. Follow the Table 4.6 Variance interpretation rate

Table 4.6 Variance interpretation rate

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2.199	6.108	6.108	2.199	6.108	6.108
2	1.962	5.450	11.558	1.962	5.450	11.558
3	1.895	5.265	16.823	1.895	5.265	16.823
4	1.763	4.896	21.719	1.763	4.896	21.719
5	1.659	4.609	26.328	1.659	4.609	26.328
6	1.619	4.497	30.825			
7	1.497	4.158	34.983			
8	1.453	4.037	39.020			
9	1.366	3.795	42.814			
10	1.343	3.730	46.545			
11	1.254	3.484	50.029			
12	1.149	3.192	53.221			
13	1.117	3.103	56.324			
14	1.084	3.012	59.336			

The above table analyses the situation of factor extraction and the information amount of factor extraction. It can be seen from the above table: A total of 5 factors were extracted from factor analysis, and the variance interpretation rates of these 14 factors after rotation were 39.265% , 50.180 % 56.675 % 60.745 % , 62.693 % , 59.336 % , respectively. The interpretation rate of cumulative variance before rotation is 59.336%.

Exploratory factor analysis was used for management. It can be summarized as follows. The components of effectiveness of supporting guideline for international students in Xian universities under Shaanxi province.



Figure 4-1 explained that components of effectiveness of student affairs administration in effectiveness for international students of Xian universities under Shaanxi province.

(2) the guideline to improve effectiveness for international students in Xian universities under Shaanxi province. There were 19 sub-guideline including 4 guiding for departmental professional support, 5 guiding for the professional development and learning, 3 guiding for the life and work support, 5 guiding for the organization support. And 2 guiding for the emotional information and materials support.

Step 3 to propose effectiveness of supporting guideline for international students in Xian universities under Shaanxi province.

The effectiveness of supporting guideline for international students in Xian universities under Shaanxi province. Through qualitative research, quantitative research and factor analysis, the researchers obtained the effectiveness of supporting guideline for international students in Xian universities under Shaanxi province. A total of 9 experts participated in the panel's five sections. Finally, the relevant content is summarized, and There were 19 sub-guideline to improve The effectiveness of supporting guideline for international students in Xian universities under Shaanxi province, There were 5 components including 4 guiding for departmental professional support components, 5 guiding for the Professional development and learning components, 3 guiding for the life and work support components, 5 guiding for the organization support components. And 2 guiding for the Emotional information and materials support components.

Components 1: The guideline Departmental professional support

(1) Establish Effective teaching practice of the program to achieve the cultivation objectives well.

(2) to solve cross-cultural practical problems. Must have the cross-cultural communication ability. Action should be coordinated in an all-round way. An departments give full play to their advantages, take active actions, coordinate and coordinate. jointly Promote the daily affairs management of foreign students. and constantly move towards standard. Comprehensively grasp the daily management of foreign students in China.

(3) Pay attention to timely adjustment of personnel training programs.

(4) Establish Effective promotion of teaching reform.

Components 2: The guideline Professional development and learning

(1) Establish Effective classrooms and basic learning facilities provided by the faculty were able to meet my learning needs.

(2) Pay attention to professional courses offered to helpful for further study or future employment.

(3) to promote cross-cultural study methods and skills for international students.

(4) to help foreign students adapt to the Chinese education management system and better complete their studies. The main contents include regular class management. style of study. style of class examination. Community management, and annual evaluation of excellence and so on.

(5) Establish Effective training program of the department is able to achieve the training objectives well.

Components 3: The guideline for Life and work support

(1) Establish a comprehensive sense of international education management and lead the development of foreign sanders' education in China. participation should be full participation. whether they were heads of colleges, teachers. managers or foreign students, they were all foreign students and participants in education management. Ideological understanding should be comprehensive and systematic.

(2) To grasp the national and regional policies and the development strategy of the institutions themselves. Track and close contact with foreign students.

(3) Pay attention to the process of communication and improve communication efficiency.

Components 4: The guideline for Resources management quality support

(1) Uphold the noble ethics of teachers.

(2) Promote teachers' professional development.

(3) keep the structure of teachers reasonable.

(4) Pay attention to support services provided by the library/resource room were convenient and efficient in terms of document delivery and seminar organization.

(5) Establish a Resources management quality support teaching and learning environment and atmosphere, equipment and facilities of the Faculty.

Components 5: The guideline for Emotional information and materials support

(1) Promote the physical and mental health of foreign students and ensure the smooth development of their study and life abroad. The main contents were safety education, anti-drug AIDS prevention education, and mental health education. In addition we should regularly carry out research on the ideological status of foreign students, timely and accurate grasp of the ideological trends of foreign students, in order to give timely and positive guidance.

(2) Pay attention to ways of presentation, static and dynamic. Static management, including license management, accommodation management and other routine affairs management. Dynamic management includes emergency and emergency management, students' individual needs and other special affairs related to foreign affairs management.

Conclusions

Through content analysis. After data collection, content analysis will be conducted to analyze the collected data. From the perspective of research objectives, the main findings were as follows: -

(1) the effectiveness of supporting guidelines for international students in Xian universities under Shaanxi province there were 5 components consist of: departmental professional support, professional development and learning, life and work support, resources management quality support and emotional information and materials support.

(2) the guideline to improve effectiveness for international students in Xian universities under Shaanxi province. There were 19 sub-guideline including 4 guiding for departmental professional support, 5 guiding for the professional development and learning, 3 guiding for the life and work support, 5 guiding for the organization support. And 2 guiding for the emotional information and materials support.

Discussion

Based on the research objectives, the discussion was presented as follows:

Discussion

The effectiveness of supporting guideline for international students of Xian universities under Shaanxi province.

1. The components of effectiveness of supporting guideline for international students in Xian universities under Shaanxi province there were 5 components as follows: Departmental professional support, Professional development and learning, Life and work support, Resources management quality support and Emotional information and materials support. The major findings were revealed as such because in university management, student affairs management was a concept corresponding to effectiveness of supporting for international students, logistics management, teaching management and administrative management. It refers to the special organization of student affairs managers in colleges and universities, according to national laws, policies and personal training objectives. Under the guidance of the concept of student affairs management, we should use relevant professional knowledge and

skills, rationally allocate resources, and guide, manage and serve students' non- academic activities and extracurricular activities. It indirectly realizes the function of education and promotes the comprehensive and healthy development of students, student affairs management mainly consists of six parts: management subject, management object, management content, management tools, management concept and management objectives. Establish a comprehensive sense of international education management. participation should be full participation. whether they were heads of colleges, teachers. managers or foreign students, they were all foreign students and participants in education management. Ideological understanding should be comprehensive and systematic. To grasp the national and regional policies and the development strategy of the institutions themselves. Track and close contact with foreign students. To solve cross-cultural practical problems. must have the cross-cultural communication ability. Action should be coordinated in an all-round way. An departments give full play to their advantages, take active actions, coordinate and coordinate. jointly Promote the daily affairs management of foreign students. and constantly move towards standard. Comprehensively grasp the daily management of foreign students in China. The goal of study in china education was to cultivate a large umber of high quality students who know about china and friend about china. in the process of studying in china, it has been repeatedly emphasized "Tell china's stories well. and make the voice of china be heard. so in the daily management of foreign students, it was very important to highlight the guidance of cultural and ideological education, Help foreign students adapt to the new environment as soon as possible and alleviate the negative impact of cultural differences. The main contents were entrance education, Chinese culture curriculum education, important nodes cultural activities organization, cultural exhibition and performance. In higher education institutions, China's university departments have generally consisted of "departments" and "teaching and research laboratories". Colleges and universities rely heavily on it for their academic organization. It was found that faculties and departments include the following elements: (1) colleges, academic departments and teaching and research laboratories make up faculties and departments; (2) they were grassroots academic organizations within universities; (3) they were based on disciplinary knowledge; and (4) they were responsible for teaching, research, and social services. A specialization was a form of teaching organization and management of a university to teach subject knowledge. On the basis of the previous analysis and summarizing the studies of different scholars. International students were provided with departmental professional support by the organization or its personnel in relation to their professional learning and development, according to the study: Departmental professional support was defined as: "instrumental support", "emotional support" and "information support" provided by the departmental organization or its personnel to international students. In the study, the department provides "instrumental support", "emotional support", and "information support" to international students. In other words, international students will encounter different problems and challenges in the process of professional learning and development, and the relevant personnel in the faculty organization need to provide assistance to international students in different places. This program aims to improve

the educational experience and professional development of international students. Professional support for international students was different from departmental support in that it focuses on professional development and learning. It does not include support for living and financial matters. In addition, although departmental professional support focuses on professional learning, it was not limited to professional learning or studies, but also includes support that directly or indirectly promotes professional learning and future learning and development. The concepts of Organizational Support Theory (OST) were introduced by (Eisenberger Aoyama R.,2016). An organization's contribution to meeting an individual's socio-emotional needs was known as organizational support. According to McMillin (1997), organizational support should include material and psychosocial support as well as individual well-being. A domestic scholar, such as Ye (2017), believes that organizational support refers to the support provided by the organization to individuals so they can succeed in their work, the concern of the organization for the interests of individuals, and the appreciation of individuals' values. Numerous studies have been conducted on the dimensions and structures of organizational support at home and abroad. The results of this study were consistent with the theory of the model of the mechanism of the factors influencing international students' professional support in the faculty

(1) the demand side of professional support for international students to the supply side. International students represent the demand side of the professional support of the faculty, and individual factors correspond to the demand side of the professional support of the faculty. From the perspective of international students, international students. As cross-cultural learners, they have multiple identities such as students and cross-culturalists, and they have different learning characteristics from local students. They have different learning characteristics from local students and need different professional support from local students. They need different support from local students.

(2) the supply side to the supply side, the faculty was the supply side of professional support for international students, and the personnel and environmental factors correspond to the supply side of faculty professional support. The professional support provided or presented by the faculty to international students comes from the teachers of the major courses, peers of the same major and the organization of the faculty, and the way of presentation, the degree of support and the kind of support were determined by the faculty. The way the support was presented, the degree of support, and the kind of support were determined by the faculty on the supply side. The professional support provided to international students by the supply side affects the objective performance of the professional support of international students' faculties, i.e. the level of support was determined by the supply of professional support provided by faculties to international students.

(3) faculty professional support to international students' sense of faculty professional support. The sense of faculty professional support of international students was a direct reflection of the level of faculty professional support of international students, and the level of faculty professional support of international students influences the sense of faculty professional support of international students. Generally speaking, the better the level of international students' departmental professional support, the better the departmental

professional support, and the better the international students' perception and evaluation of the departmental professional support.

(4) The adjustment of new demand and supply from the departmental professional support of international students in China. The sense of departmental professional support of international students reflects the level and demand of international students for the professional support of the institution, and was the feedback of international students' feeling for the existing departmental professional support. The faculty will clarify the real and specific needs of international students for professional support based on their sense of professional support, and adjust the supply of professional support according to the needs of international students for professional support. The faculty will make adjustments to the supply side of professional support to meet the needs of international students, so as to achieve the goal of improving the sense of professional support of international students. By improving the sense of professional support for international students, the quality and experience of professional learning of international students will be improved, and the overall satisfaction of international students will be improved.

2. The guideline to improve effectiveness of supporting guideline for international students of Xian universities under Shaanxi province. Through qualitative research, quantitative research and factor analysis, the researchers obtained the guideline to improve effectiveness of supporting guideline for international students of Xian universities under Shaanxi province. A total of seven experts participated in the panel's five sections. Finally, the relevant content was summarized, and There were 19 sub-guideline to improve effectiveness of supporting guideline for international students of Xian universities under Shaanxi province, The major findings were revealed as such because every guideline can be improve effectiveness of student affairs administration in effectiveness for international students of Xian universities under Shaanxi province such as ; **Departmental professional support** (1) Establish Effective teaching practice of the program to achieve the cultivation objectives well. (2) to solve cross-cultural practical problems. Must have the cross-cultural communication ability. Action should be coordinated in an all-round way. An departments give full play to their advantages, take active actions, coordinate and coordinate. jointly Promote the daily affairs management of foreign students. and constantly move towards standard. Comprehensively grasp the daily management of foreign students in China. (3) Pay attention to timely adjustment of personnel training programs. (4) Establish Effective promotion of teaching reform; The guideline **Professional development and learning** (1) Establish Effective classrooms and basic learning facilities provided by the faculty were able to meet my learning needs. (2) Pay attention to professional courses offered to helpful for further study or future employment. (3) to promote cross-cultural study methods and skills for international students. (4) to help foreign students adapt to the Chinese education management system and better complete their studies. The main contents include regular class management. style of study. style of class examination. Community management, and annual evaluation of excellence and so on. (5) Establish Effective training program of the department was able to achieve the training objectives well. The guideline for **Life and work support** (1) Establish a comprehensive sense

of international education management and lead the development of foreign students' education in China. participation should be full participation. whether they were heads of colleges, teachers, managers or foreign students, they were all foreign students and participants in education management. Ideological understanding should be comprehensive and systematic. (2) To grasp the national and regional policies and the development strategy of the institutions themselves. Track and close contact with foreign students. (3) Pay attention to the process of communication and improve communication efficiency; The guideline for **Resources management quality support** (1) Uphold the noble ethics of teachers. (2) Promote teachers' professional development. (3) keep the structure of teachers reasonable. (4) Pay attention to support services provided by the library/resource room were convenient and efficient in terms of document delivery and seminar organization. (5) Establish a Resources management quality support teaching and learning environment and atmosphere, equipment and facilities of the Faculty; The guideline for **Emotional information and materials support** (1) Promote the physical and mental health of foreign students and ensure the smooth development of their study and life abroad. The main contents were safety education, anti-drug AIDS prevention education, and mental health education. In addition we should regularly carry out research on the ideological status of foreign students, timely and accurate grasp of the ideological trends of foreign students, in order to give timely and positive guidance. (2) Pay attention to ways of presentation, static and dynamic. Static management, including license management, accommodation management and other routine affairs management. Dynamic management includes emergency and emergency management, students' individual needs and other special affairs related to foreign affairs management.

The results of this study were consistent with the theory of the Push and Pull Theory heavily influences literature on international study abroad education. Push and Pull Theory is an important theory for studying migration and population flows, since international students were often viewed as short-term migrants. It was regarded as one of the most important theories of population movement and migration, and many scholars have contributed significantly to its development (Lee, 1966). A push-pull theory states that in a market economy, people were free to move, and the reason people move and migrants migrate was to improve their living conditions. In these circumstances, factors that improve the living conditions of migrants in the inflowing places serve as the pull force of the mobile population, while unfavorable socio-economic conditions in the outflowing places serve as the push force. Most scholars have been discussed when discussing the relevant factors influencing international students' movement or destination choices. When choosing their destination countries, international students were subject to both "push" from their home countries and "pull" from their host countries. As an example, Arif. (2022) found that factors such as geographical distance, cost of living, and official language have a significant impact on international student mobility. "Talented People" was a concept that was proposed by the British Royal Society in the 1960s regarding the possible impact of international student mobility on host and origin countries. Brain Drain Theory, proposed by the Royal Society in the 1960s, argues that the inflow of international

students provides a powerful impetus to the economic development of the host country and that it was a major factor in the development of the host country. The human capital incentive effect and the network effect may be able to reverse the negative effects of brain drain, stimulating the economic development of the outgoing country.

Recommendations

Recommendation for policy formulation

a) Challenges to the professional support of the faculties of international students in China in the context of "One Belt, One Road. The pressure of increasing demand for professional support from the faculties of international students coming to China. The university will promote the cooperation and mutual learning of education, promote the people-to-people exchanges, and carry out a wider, higher and deeper level of humanistic exchanges to achieve common development.

b) to plan of international education for international students in faculties and departments was not yet perfect, and the Quality Standards for International Students in Higher Education (for Trial Implementation) issued by the Ministry of Education in 2018 points out that the cultivation objectives and graduation requirements of international students and local students of the same school and major should be consistent, and the language level of international students, the level of their disciplines and majors, their knowledge and understanding of China, and their intercultural and global competence should be considered. international students' intercultural and global competency.

c) Specialized courses and specialized teaching materials were difficult to meet the learning needs of international students. The scientific structure of the professional courses for international students can be further improved. The curriculum structure of different disciplines and majors was different, and many departments do not flexibly change the structure of professional courses according to the characteristics of the majors and the goals of international students, so that they cannot teach students according to their abilities. Secondly, the teaching materials of specialized courses were the carriers of professional knowledge and an important guarantee for the quality of international students' professional learning,

d) The faculties neglect the cultivation of individual learning ability of international students, the faculty does not show enough attention to the professional learning ability of international students, and does not set up relevant courses to assist international students, nor does the relevant department carry out activities to help international students improve their learning ability. Secondly, the departments and teachers of the faculty seldom pay attention to the study motivation of international students. The faculty members and teaching assistants provide any support other than verbal encouragement. The lack of Chinese language ability was one of the major problems and difficulties for international students' poor professional learning, and most faculties and departments have not set up targeted Chinese language support programs for international students according to their professional characteristics.

Recommendation for practical application

1. Improving the professional support network of faculties and departments for international students in China in the context of "One Belt, One Road, Refine the instrumental professional support for international students

a) Formulate professional training programs that meet the learning characteristics of international students. The professional training program should assist the faculty to cultivate high-end application-oriented professional talents required for the construction of "Belt and Road", which were oriented to social practice and serve the national strategy.

b) Improve the construction of the curriculum system of international students

Faculties need to deepen the curriculum reform and optimize the professional curriculum for international students according to the "Belt and Road" initiative and actual needs. the construction of "One Belt, One Road" requires a large number of professional skills. the faculties should not only build the professional degree program system for international students, but also set up some high-quality professional elective courses with Chinese cultural characteristics and meet the learning interests of international students, so as to enrich the content and system of the professional courses for international students.

c) Improve the quality of teaching for international students. The "One Belt, One Road" initiative pushes us to comprehensively review and improve the quality of professional education for international students with a broader international perspective." First of all, teachers of professional courses should improve teaching methods and establish open classrooms.

d) Create a favorable professional learning environment and atmosphere. The department should create a good professional learning environment and atmosphere. First of all, learning facilities and environment were the basic material for students to the department should regularly check and update the environment and facilities of classrooms and basic learning facilities, laboratories and studios, and organize and update the materials and books in the college library to make the support services such as literature delivery and lectures more convenient and efficient.

e) Enriching intercultural professional learning support for international students. The departments should enrich the intercultural professional learning support for international students. Firstly, departments can set up transitional professional course electives, lectures or seminars according to the professional knowledge base of international students. Many international students were unable to understand the teaching contents of professional courses quickly due to their limited language ability and weak basic knowledge. For the similar situation, faculties can set some simple and basic professional elective courses or lecture series for international students to choose according to their needs.

2. The results of quantitative analysis show that international students from countries and regions along the "Belt and Road" were less satisfied with the instrumental professional support. The faculties should focus on stimulating the potential of international students from countries and regions along the Belt and Road. The individual ability and characteristics of

international students were important factors influencing their professional support in the faculty, and it was necessary to improve the satisfaction of international students with the professional support in the faculty. The faculty needs to strengthen the cultivation of international students' personal willpower, study habits and professional Chinese ability, innovate the professional cultivation mode of international students, and enhance the cross-cultural professional learning adaptation of international students.

a) Develop professional study support activities and cultivate good study habits of international students. The faculty should pay attention to the cultivation of study habits, strategies and willpower of international students from countries and regions along the "Belt and Road" to provide them with internal motivation for their study in China. Good study habits and willpower can help international students to study more successfully, and the faculty can provide international students with guidance to improve study management ability, study skills for professional courses (reading, listening, note-taking, examination skills, writing assistance), library, self-help classroom, etc. through various activities such as elective courses, lectures, seminars and peer support programs.

b) Enrich language support programs to improve the Chinese language ability of international students. The faculty should focus on improving the oral expression, reading comprehension and academic writing skills of international students from countries and regions along the "Belt and Road". The faculties should focus on improving the oral expression, reading comprehension and academic writing skills of international students from countries and regions along the "Belt and Road" to enhance their comprehensive Chinese language ability. The requirements for Chinese language ability of international students were different for different levels and different majors. The professional Chinese language support programs set by departments should be related to the core knowledge and skills of the majors, and the support should be given in a focused and selective way, instead of being all-inclusive.

c) Innovate the professional training mode of international students and improve the quality of professional talents cultivation. The faculty can develop interdisciplinary curriculum and teaching mode based on their own professional characteristics and advantages, and cultivate talents from various perspectives. By strengthening the intersection and integration of different disciplines, faculties can develop interdisciplinary professional curriculum and teaching mode based on their own professional characteristics and advantages, and try to cultivate talents from various perspectives and try the "foreign language 10" professional talents cultivation mode.

Recommendation for Further Research

There were further in-depth research contents, as follows:

1. Research on the effectiveness of student affairs administration for international students of Xian universities under Shaanxi province, further expand the sample size, in order to more accurately understand the department's using management and education
2. Research and development for student affairs administration for international students of Xian universities under Shaanxi province, should be applied in were to use and test

the efficiency after the completion of the operation. Testing the effectiveness of student affairs administration for international students of Xian universities under Shaanxi province.

3. Study other management variables that can be applied to student affairs administration for international students.

4. Carry out comparative research for different provinces and cities, repeatedly compare the same type of universities, and verify and analyze similar research topics, so as to find out the optimal scheme.

5. Research to solve, construction and put forward certain optimization and perfect the strategy of constructing effectiveness of student affairs administration for international students of Xian universities under Shaanxi province.

Reference

- Aoyama R. (2016). "One belt, one road": China's new global strategy. *Journal of Contemporary East Asia Studies*, 5(2): 3-22.
- Arif I. (2022). Educational attainment, corruption, and migration: An empirical analysis from a gravity model. *Economic Modelling*, 110: 105802.
- Clarke M. (2016). "One belt, one road" and China's emerging Afghanistan dilemma. *Australian Journal of International Affairs*, 2016, 70(5): 563-579.
- Ching Y, Renes S L, McMurrow S, (2017). et al. Challenges facing Chinese international students studying in the United States. *Educational Research and Reviews*, 12(8): 473-482.
- Deterding, N. M., & Waters, M. C. (2021). Flexible coding of in-depth interviews: A twenty-first-century approach. *Sociological methods & research*, 50(2), 708-739.
- Eisenberger R, Stinglhamber F. (2016). *Perceived organizational support: Fostering enthusiastic and productive employees*. American Psychological Association.
- Huang W Z, Yu L, Zhang S. (2015) *Research on the novel information and communication technology talent training mode under the One Belt and One Road methodology International Conference on Education, Management and Information Technology*. Atlantis Press: 316-320.
- Kai J. A. (2009). critical analysis of accountability in higher education: Its relevance to evaluation of higher education. *Chinese Education & Society*, 2009, 42(2): 39-51.
- Liu H Y, Tang Y K, Chen X L (2017). The determinants of Chinese outward FDI in countries along "One Belt One Road". *Emerging Markets Finance and Trade*, 1374-1387.
- Li J, Xue E. (2021) *Policy Analysis of "One Belt and One Road" Initiatives in China's Basic Education System*. "One Belt and One Road" and China's Education Development. Springer, Singapore: 77-91.
- McMillan R C. (1997). *Customer satisfaction and organizational support for service providers*. University of Florida,.

- Ogunniran M. (2020). The opening-up of education in the new era: Communist Party of China (CCP) and the Central Committee. *Educational Philosophy and Theory*, 52(8): 1-7.
- Jiang Q, Yuen M, Horta H. Factors influencing life satisfaction of international students in Mainland China. *International Journal for the Advancement of Counselling*, 2020, 42: 393-413.
- Russell M. (2005). Marketing education: A review of service quality perceptions among international students. *International Journal of Contemporary Hospitality Management*.
- Ye X, Li L, Tan X. (2017). Organizational support: Mechanisms to affect perceived overqualification on turnover intentions: a study of Chinese repatriates in multinational enterprises. *Employee Relations*.