



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

**BY
LINA DENG**

**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT
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Abstract

The purpose of this study is to understand the motivation of foreign students who have studied abroad and their attitude towards Chinese national image, Chinese universities, and Chinese scholarships. The research was conducted with ASEAN students at Chengdu University from 2016-2022 time periods by 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 researcher used descriptive statistics, inferential statistics, and content analysis, to explain the data from questionnaires and interviews obtained. Based on the results of questionnaires and interviews, it could be concluded that ASEAN students had a positive impression of China's national image and believed that Chinese universities had a high reputation in countries along with the "Belt and Road". The findings also revealed 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.

(Total 233 pages)

Keywords: One Belt One Road, ASEAN Students, Scholarship Management,
 Chinese Higher Education

Student's signature..... Dissertation Advisor's signature.....

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Abbreviations

Abbreviations	Meaning
OBOR	One Belt One Road
HKGCC	Hong Kong Chamber of Commerce
NSRF	New Silk Road Fund
AIIB	Asian Infrastructure Investment Bank
ARWU	Academic Ranking of World Universities
CWCU	Center for World-Class Universities
CSC	Chinese Scholarship Council
TRA	The Theory of reasoned action
TPB	The Theory of Planned Behavior
CCP	Chinese Communist Party



Chapter 1

Introduction

1.1 Background of the Study

Education is based on globalization or connecting the whole world for education. Globalization intensively connects the whole world as a result of the advancement in communication. Especially in the past 20 years, there have been significant changes in the world. The step into the world in the globalization intensive, affecting all sectors of society, making progress. A culture of interdependence and the same standards throughout the world are beneficial for enhancing the quality of products and services. This includes their impact on the education sector, which is also an important part of human generation and knowledge production, causing the exchange of knowledge between each other to occur widely so the development of knowledge can be done quickly and easily (Kriengsak, 2017).

In recent years, with the significant progress made in China's reform and opening-up, the international status and influence have been continuously enhanced, 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. Facing particular challenges in delivering on these projects (HM Treasury/ Infrastructure UK, 2010; Infrastructure and Projects Authority, 2017), China focuses on the development stage, environment, and condition changes in their country and promotes the formation of a new development pattern. Chinese universities realize the benefits of the project by moving the asset into operational use (Turner & Müller, 2017; Winch, 2014; Winch & Leiringer, 2016; Winch et al., 2022; Zerjav, 2021; Zerjav et al., 2018). This requires Chinese universities to actively enhance international exchanges in education, improve the quality of education for international students coming to China, complete the internationalization of the school governance system and education and teaching, and

comprehensively upgrade the internationalization level and cross-cultural literacy of all students based on local schools, and promote the new pattern of internationalization of education. Improving the quality of training of international students coming to China cannot only help the "double-class" construction of Chinese universities and enhance the international level of higher education but also support China's development strategy and serve the overall situation of China's diplomacy. The General Programme for the Construction of World-Class Universities and First-Class Disciplines, issued by the State Council in 2015, clearly sets out the need to improve the international competitiveness of Chinese universities and to enhance their attractiveness to outstanding foreign teachers and high-level international students (Liu & Deng, 2021).

In terms of macro-diplomatic strategy, One Belt and One Road (OBOR), or the 21st century Silk Road, was proposed by President Xi Jinping in China when he was on an ASEAN tour in Indonesia in 2013. The goals of the tour were to show Soft Power to connect with neighboring countries without being a threat to any country along with building stability and ensuring that the trade routes by land and sea, China and other countries will bring glory back to China as in the past.

This strategy is very important for the implementation of foreign economic policy. Stability, as well as the geography of China in the 21st century, can truly become a world-class power, which the Chinese government must change the traditional economy through the production of export-oriented labor. Foreign investments that were attracted by cheap labor had already gone. It is important to maintain China's long-term growth to maintain economic and political stability. Therefore, the emergence of this OBOR strategy is very important to the Chinese government.

OBOR can be called the Marshall Plan of the 21st century in China. China provides funding with a large infrastructure investment plan in Asia for partner countries of China. The plan is similar to the United States Marshall's plan to revitalize Europe after World War II. The Chinese government set up an Asian Infrastructure Investment Bank or AIIB to be used as a source of funds for OBOR and the New Silk Road Fund

(NSRF), which is the financial instrument of this strategy in China. Two potential strategies are planned for economic growth". The first is the "One Belt and One Road" strategy (OBOR) and another one is the new Silk Road strategy which is adopted by the People's Republic of China to develop the connection of transportation and logistics between 60 countries, which have combined national income, accounting for approximately 50 percent of the world's national income.

The OBOR Initiative will enable China to participate more actively in the restructuring of the Asia-Pacific economy and global governance structure, not only to meet China's domestic economic development needs but also to win the support of neighboring and other countries in the region, there is no doubt that the Belt and Road Initiative is of great significance to the development of ASEAN. As a long-term goal of ASEAN's development, the ASEAN Community will build the three pillars of the ASEAN Economic Community, the ASEAN Political-Security Community, and the ASEAN Socio-Cultural Community, as envisaged in the 2003 and 2005 ASEAN Summits. In 2015, ASEAN officially announced the establishment of the ASEAN Economic Community and issued the "ASEAN Economic Community Blueprint 2025" aimed at creating a deeply integrated, highly cohesive ASEAN Economic Community to enhance its competitive advantage in the global value chain. ASEAN has been China's third-largest trading partner since 2010, while China is ASEAN's largest trading partner.

In China-ASEAN relations under the One Belt and One Road Initiative, China envisions a strategic interface with ASEAN to achieve common prosperity. China hopes to persuade ASEAN to respect China's norms and practices through in-depth cooperation and to feel China's sincerity in cooperation. China is ready to work with ASEAN to examine bilateral relations from a strategic and long-term perspective, expand consensus and cooperation, build the 21st century Maritime Silk Road, and build a closer China-ASEAN Destiny Community. This is really good news for ASEAN (Zhao, 2019).

At the same time, the Belt and Road Initiative is a watershed in the international development of higher education in China. Before the One Belt and One Road Initiative

was put forward, the internationalization of higher education in China had gone through more than one hundred years, but the history of the past hundred years was mainly to learn from developed countries and developed higher education systems as the main goal and direction. From the earliest Qing government sent young children to study in the United States in 1872, to study in Russia, Japan, Europe, the United States, and so on, the internationalization of China's higher education global learning, not only with their weak national strength, the failure of the war, the national self-confidence is frustrated but also with the development of modern higher education in China started late, the world's major countries firmly grasp the international voice of higher education (Liu, 2020).

The "One Belt and One Road" initiative has greatly accelerated the process of internationalization of higher education in China. On the one hand, the "Belt and Road" initiative to "I" as the main goal, to reconstruct the community of human destiny (which also includes the community of human higher education fate) as the core goal, advocate multilateral diplomacy, promote the formation of a win-win pattern of co-construction and common business sharing, in which higher education for the "people's hearts and minds" series of initiatives, greatly enhance national self-confidence, build a new international discourse system of higher education, effectively changed the recent century mainly to learn from the West of the international development of higher education thinking path. This brings historic opportunities for the internationalization of higher education in China, on the other hand, the One Belt and One Road Initiative are based on "pass", which covers the interconnection of higher education fields in many countries and regions, and greatly accelerates the process of internationalization of higher education in China, and has accelerated the process of internationalization of higher education in China, and has increased the number of large-scale, quality-promoting and promoting the internationalization of higher education in China to enter a high-speed development stage.

Education is one of the cornerstones to improving people's quality of life which leads to change in society as a whole for the better. It is not surprising that all

organizations at the global, national, and local levels, see the importance and support of education in the world. The United Nations has made education one of the goals for sustainable development. Through the decades, education problems are on a much better level.

There is evidence from many studies that education and economic growth are closely related in terms of education quantity and education quality (e.g. Hanushek & Wossmann, 2007; Sala-i-Martin, Doppelhofer, & Miller, 2004). In terms of education quantity, countries; that have a high rate of economic growth, are countries with a high population. Likewise, countries with high educational quality as measured by international standardized test scores are also economies of rapid growth (Hanushek & Wossmann, 2007). In addition, the research of Hanushek and Wossmann, 2007 additional information that the quality of education has a greater impact on economic development than education volume.

Most of the external dilemmas of studying abroad are economic problems, taking into account the current state of the economic cycle of each country, and also depending on how economically each country is optimistic about the value of China's currency. Many countries think that the cost of studying in China is relatively low, and some countries, especially students from Southeast Asia, think that the cost of studying in China is relatively high. Therefore, the Chinese government is aware of the importance of bringing foreigners to study in China and enrolling in higher education in China, and the establishment of Chinese government scholarships to attract outstanding foreign young students can bring economic prosperity to China and promote good relations with other countries, while scholarship students can also spread out with Chinese culture everywhere.

The number of students from ASEAN countries visiting China has grown from about 50,000 in 2010 to more than 80,000 in 2016, and more and more Southeast Asian students are choosing to "dream about China". For example, every student at the Royal Private Wang Klai-Kangwon School in Thailand chooses a foreign language as a

compulsory course, of which about 40% choose Chinese. These students can all have a common wish: to learn Chinese well, and apply for scholarships to study in China.

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

To meet this demand, China has been increasing its investment in government scholarships in recent years, tilting toward neighboring countries along the Belt and Road. At present, China is forming a national, local, and university three-level scholarship network, other such as Confucius Institute scholarships, scholarships for Chinese provincial and municipal governments for poor families in Southeast Asia to study in China to build a "dream space." Guizhou, Guangxi, and other places have set up special scholarships for ASEAN students and provided them with a good learning and living environment. Since 2008, more than 20 students from Wangai Gagnon School have realized the Dream of Studying in China through Confucius Institute Scholarships, and the same dream story has been played out in Laos, Cambodia, Myanmar, and other countries.

It is worth mentioning that the number of international students who come to China to choose to study for academic courses is increasing. In 2013, China-ASEAN cooperation moved from the "Golden Decade" to the "Diamond Decade". China-ASEAN economic and trade cooperation has made rapid progress, and the demand for talents shows a trend of diversification and high-end. Especially with the "Belt and Road" construction, Yawan high-speed rail, and other large projects to promote the level of industrialization of ASEAN countries, but also to create more new jobs. According to the Ministry of Education, nearly 210,000 people have received an academic

education in China since 2016, an increase of 13.62 percent year on year, breaking the pattern of Chinese language learning, with the largest number of subjects being Western medicine, engineering, economy, and management. The representative of the Malaysian Students' Association believes that with the rise of China's economic status, it is trending to study economic and trade-related majors in China (Tian, 2017).

The design of the 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. Scholarships have a linear impact on the expansion of the size of international students, and more non-linear effects on the improvement of the quality of international student enrollment. That is, a country can achieve rapid expansion of enrollment by substantially increasing the number of scholarships for international students, but the increase in scholarships does not necessarily improve the quality of international student enrollment.

The design and adjustment of the scholarship system of systematic science form an effective transmission mechanism of scholarship to the target student source (high-quality international students), to form a positive correlation between the scholarship and the quality of international student enrollment.

At present, there is no scientific research conclusion on whether the scholarship for Chinese students promotes the improvement of the quality of international student enrollment.

On the one hand, some scholars believe that the financial support for international student scholarships may improve the possibility of outstanding students coming to China to study, and thus improve the quality of international student enrollment. Scholarships are often regarded as the second most important factor in international students' choice of destination countries and are important for improving

the quality of international student enrollment.

The choice of path-dependent on scholarships by international students in China has significant regional and country characteristics, especially between countries and regions along the One Belt and One Road and non-Belt and Road. For countries and regions along the One Belt and One Road, Chinese government scholarships play a crucial leading role for international students coming to China, such as scholarships for bilateral country programs established in 2015 and scholarships for the Silk Road government in 2016. In addition, the Ministry of Education has launched the Silk Road Study Promotion Program, the Silk Road Cooperative School Promotion Program, the Silk Road Teacher Training Promotion Program, and the Silk Road Talent Joint Training Promotion Program. The increasing investment of scholarships for international students in countries and regions along the One Belt and One Road has created an imbalance in the opportunities for different countries to study in China (Liu & Chen, 2018).

According to data from 2018 years, there were 63,041 students awarded scholarships to the Chinese government, accounting for 12% of the total number of international students 12.81%, which shows that the Chinese Ministry of Education has been a great success in introducing the Chinese Government Scholarship system since the 1950s. Due to the introduction of a large number of foreign students through Chinese government scholarships, the satisfaction of various countries with China's academic performance will inevitably vary, directly or indirectly affecting China's educational development. The students who give scholarships to the Chinese government have a certain special status, they have a positive effect on the expansion of the scale of international students, and they shoulder the mission of national strategic development and the responsibility of enhancing the country's soft power.

The Chinese Government Scholarship, referred to as "CSC", was established by the Chinese Government to enhance mutual understanding and friendship between the Chinese people and the peoples of the world, and to develop exchanges and cooperation between China and other countries in various fields for many years. The scholarship

supports outstanding students, teachers, and scholars from all over the world to study in Chinese universities, and the project is entrusted by the Ministry of Education of China to the National Study Abroad Fund Management Committee to be responsible for the admission and management of Chinese government scholarships. At present, 289 Chinese universities have undertaken the training of Chinese government scholarships, covering science, agronomy, medicine, economics, law, management, education, history, literature, philosophy, art, etc.

Chinese government scholarships can be divided into eight categories, such as bilateral projects, China's independent enrollment program, the Great Wall scholarship program, the China-EU student exchange program, the China-AUN scholarship program, the Pacific Islands Forum project, the World Meteorological Organization project, and the Chinese government's marine scholarship program. Various scholarship programs are established and funded according to the different sources of the Chinese deployment government and students themselves, each with unique conditions. Chinese government scholarships are only available to non-Chinese applicants, the most obvious feature of which is that some scholarship programs can be applied to the doctoral degree level, and there are no restrictions on studying in colleges, majors, and languages.

Living expenses and comprehensive medical insurance. What we have in common is that all types of scholarship programs limit the age of learners, and different scholarship programs and degree levels have different age requirements for applicants. Applications are usually made from early January to early April. There are two types of application methods for scholarships for students, Type A to apply through the Chinese Embassy in your country, and Type B is available directly to Chinese universities (Suksagunphan, 2019).

At present, China wants to become a world power, strengthening the soft power of education is an urgent task of the national government, and the cause of international promotion of the Chinese language based on Chinese government scholarships can effectively enhance soft power. The soft power of educational diplomacy is mainly

embodied in talent resources, cultural values, language, and culture international promotion, which makes the Chinese government scholarship is an important means and way for China to expand the soft power of education at present, and can also explain to the world the fundamental, comprehensive, long-term and irreplaceable role of Chinese folk culture in invisible ways, can expand the influence of Chinese education and plays a unique role in foreign communication and soft power diplomacy.

It can be seen that in the context of China's One Belt and One Road Initiative, the internationalization of China's university education will certainly develop rapidly, and at the same time, the rapid globalization of university education will also greatly enhance China's image. Among them, students living and studying in China will become an important part of other countries' image of China. The perception of China's national image and that of Chinese universities by these international students is likely to have a positive impact on China's international image in the future.

Living in China is a learning culture. The way of life in China broadens foreign student horizons, together with the visibility of trade opportunities from the OBOR policy of the Chinese government, resulting in new business initiatives. Therefore, scholarships to foreign students will create more opportunities for trade with countries on the OBOR route. Of course, China will change significantly in the next few years. The One Belt and One Road initiative policy will make China a land full of commercial opportunities for many countries. For this reason, the researchers are interested in studying strategies to "manage" scholarships for foreign students studying in Chengdu under the "One Belt and One Road" initiative.

For these reasons, the Chinese government strongly supports students from countries along the One Belt and One Road to study in China, and in addition to actively establishing cooperation mechanisms with universities along the route, the Chinese government has provided a variety of scholarships to attract foreign students. On the one hand, these scholarships provide international students with learning opportunities, on the other hand, they become an intermediary to promote China's positive national image

and the good impression of Chinese universities. It should be noted, however, that if China's scholarship policy does not achieve its original purpose, it will have the opposite effect.

The research results of Punpatchanat (2020) found that the service recipient did not receive adequate information on the education management program and that there was a disconnection between the sponsor and the scholarship recipient, the lack of scholarship announcement, the delay of the Scholarships, and there is no cooperation between the staff and the scholarship recipient. This may have a negative impact on China's international image, in order to avoid this negative impact, the management of scholarships, and the management of international students is a very important means. A good management strategy can not only ensure the normal and smooth operation of China's scholarship policy but also promote the image of Chinese students, Chinese universities, good attitude, and perception to promote more international students to study in China.

In line with the growing interest in science and technology among students, the Chinese government realized that to be aware of the aforementioned educational management strategy plan. The government has to change the idea of investing in education from the idea that such investments are consumer expenditures to investments, as well as building essential social infrastructure. Investing in funding at all levels of education must be taken into account, whether the cost of a student's education or the cost of the instructor's salary. This can be seen from the ratio of the national budget for education increasing from 1% in 1998 to 3% in 2000. In addition, the government has set up an educational development fund to benefit both students and project personnel.

At present, Chinese schools for international students' education management use the school, college two-level management system, the school set up an international education college, international exchange and cooperation office, and other similar institutions, mainly responsible for international student enrollment, day-to-day management, registration of students and other related services, while teaching by the

Education Department, graduate schools, international education colleges and related professional departments jointly responsible for dormitory management by the school logistics department unified arrangements, security, and stability by the school security department. Such an organizational structure will bring two problems: First, at the school level, the management of international students is neither a school organ nor a secondary college, the status is embarrassing, and the relevant functional departments and secondary colleges are not affiliated, the education management of international students lack unified organizational coordination, management is loose and inefficient; Second, there are many management problems for international students, students in the school life study to face several departments, for them to bring great inconvenience (You, 2017).

Scholarship management is a special and complicated part of college student management. Although different institutions have different cultures, management models, and institutional settings, the composition, business processes, and business activities of their functional domains are broadly the same similarities (Zhou, 2005).

Therefore, this study 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, to improve the implementation of the Chinese government's scholarship policy and the exchange strategy of international students.

1.2 Objectives of the Study

1.2.1 To discover the current situation of ASEAN students along the One Belt and One Road, including awareness of China's national image, assessment of Chinese universities, evaluation of scholarship programs, motivation for their choice of universities, attitude towards universities, and scholarships.

1.2.2 To analyze the impact of scholarships on the motivation and expectation of ASEAN students to study abroad in countries along the One Belt and One Road.

1.2.3 To optimize the strategic management of Chengdu universities' ASEAN scholarships for international students under the One Belt and One Road.

1.3 Research Questions

1.3.1 What is the perception of China's national image about ASEAN students along the One Belt and One Road? How do they evaluate Chinese universities and Chinese scholarship programs, and what are their attitudes towards Chinese universities and scholarships? What factors influence the motivation of ASEAN students to choose their schools along the One Belt and One Road?

1.3.2 What is the impact of the scholarship program on the motivation and expectation of ASEAN students to study abroad?

1.3.3 How to optimize the scholarship management strategy of Chengdu universities for ASEAN students under the One Belt and One Road

1.4 Research Framework

This research is designed to be a Research and Development that the results will get the strategic plan to manage the scholarships for foreign students who come to study in Chengdu under the "One Belt and One Road". The research framework is shown in the following Figure 1.1.

This research is designed to be research and development that the result will get a strategic plan to manage the scholarships for foreign students who come to study in Chengdu under the "One Belt and One Road". The framework shows as follows:

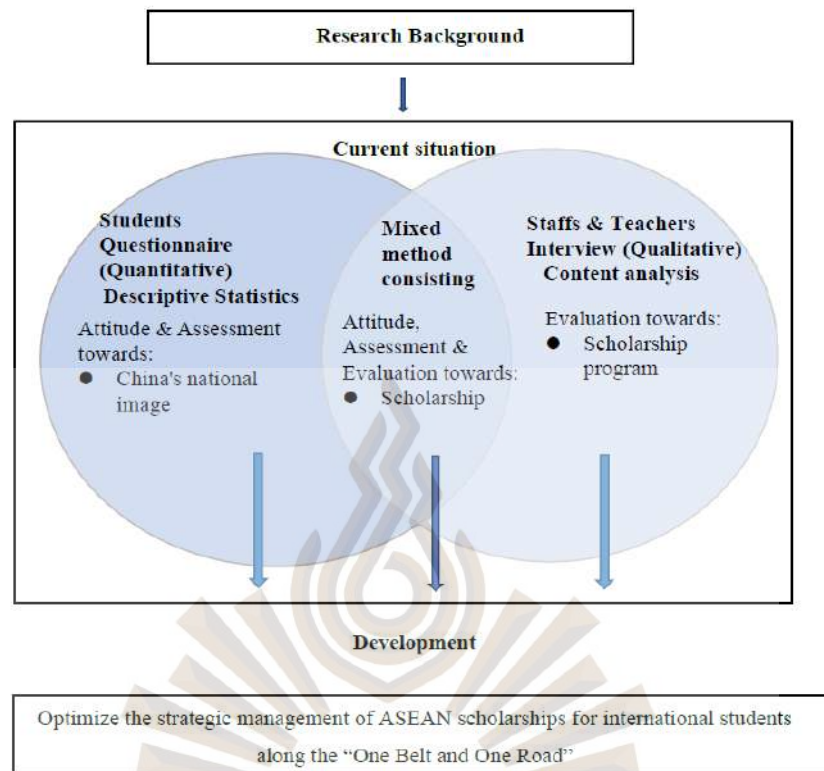


Figure 1.1 Research Background

1.5 Scope of Research

The population of this study is ASEAN foreign students who study in Chengdu, China. The sample will be drawn from 220 of the population. Stakeholders are teachers and staff that are associated with the ASEAN foreign student scholarships, and they will be drawn, 10 teachers and staff of Chengdu university. The material for data collection is questionnaires and interviews.

1.6 Definition of Terms

One Belt and One Road” Initiative: The One Belt and One Road Initiative (BRI, or B&R), known in Chinese and formerly in English as One Belt One Road (Chinese: 一带一路) or OBOR for short, is a global infrastructure development strategy adopted by the Chinese government in 2013 to invest in nearly 70 countries and international organizations. It is considered a centerpiece of Chinese Communist Party general secretary and Chinese leader Xi Jinping's foreign policy, who originally announced the strategy as the "Silk Road Economic Belt" during an official visit to Kazakhstan in September 2013.

Foreign Student: In this paper, mainly refers to ASEAN students who study in Chengdu, China. The recipient country often closely links the policy of foreign students with diplomatic strategy and national interests and accepts and forms specific values for the sending country of international students. From the beginning, foreign student education has been linked to the international political system, ideology, values, customs, cultural traditions, and living styles. In the course of the appropriate environment, international students will unknowingly be inspired by the culture of the receiving country, accept or identify with new values, establish a new outlook on life and world view, and have feelings for the receiving country, a tendency that will manifest itself in political positions. Most Foreign students return home, with their knowledge, and ability to play a direct or indirect friendly role to the receiving country (Song, 2013).

Scholarship: Scholarships refer to financial support (tuition, living expenses, etc.) for certain eligible students. The scholarship program is one of the important contents of China's education system and is an important part of school education management, student reward, and punishment. The earliest scholarships were only financial incentives given by groups or individuals to those who excelled in their studies. With the comprehensive and in-depth development of education, the meaning and scope

of scholarships have been expanded. Scholarships can now come from countries, governments at all levels, schools, group organizations, or individuals. The purpose of scholarships is to guide and motivate students to strive for progress, study hard, develop in an all-around way, and strive to become talented. Anbo (2010) emphasizes the guiding, motivating, and nurturing functions of scholarships in moral education.

Strategy Management: mainly refers to the strategic management of scholarships. In management, incentives are widely used, and project managers will set some inducing factors to stimulate the individual needs of specific objects, to enhance their motivation to work and consciously act. For colleges and universities, scholarship programs are a powerful means to play an external stimulus role, which can significantly mobilize students' motivation and enthusiasm for learning.

Five variables: were used in the research, which are Motivation, Expectation, National Image, University Assessment, and Evaluation of Scholarship.

Motivation: is the action that stimulates and sustains the organism and will lead the action to the psychological tendency or internal drive of a particular goal. It belongs to the psychological state in the psychological phenomenon. Motivation is the inner driving force that determines a person's thoughts and behaviors. The internal condition of the engine is demand, which is aroused to produce the driving force. Psychology holds that motivation is the direct cause of people's actions or interests in a particular way and that both internal drives and external triggers can stimulate the engine.

Expectation: It refers to the expectation of foreign students on the impact of their future development after studying in China.

National image: is the appearance of a country to the outside world and is the embodiment of a country's soft power. The "national image" has both an objective side and a subjective side. National image refers to a country's values, national ideas, policies,

public goods, and the world's contribution. A good national image is the core component of the country's "soft power" and the driving force to enhance the country's international competitiveness. A good national image means greater credibility, greater acceptance, and a broader space for international cooperation and development.

University Assessment: At present, the more well-known way to evaluate universities is through the world's university rankings. These universities were named one of the most high-profile universities in the world for their open and transparent form of survey. In the research, students to the university assessment indicators reduced to ranking, teaching, national image (refers to the country of study), learning costs, and future development of these major parts.

Evaluation of Scholarship: The scholarships are established for international students from different sources of funding. The main purpose of the scholarship is to attract more outstanding foreign students to study for degrees in China, not only to promote cultural exchanges between China and other countries but also to improve the level of higher education and cultural influence in China.

1.7 Limitations of the study

The limitation of this study is that the ASEAN students who are the research sample are all from Chengdu University, the sample size is small, it can only represent the scholarship situation in Chengdu, the representative group is relatively small, and future researchers can expand the sample range of the study and compare the scholarship policies in different parts of China.

On the other hand, since the background of this study was the "Belt and Road" policy, the researcher had to conduct the research under the guidance of state policies. The researcher would esteem the customs and culture of origin of international students,

so and no religious and political issues were involved in the research.

Furthermore, the limited research does exist tends to highlight the manager's perspectives rather than the voices and experiences of the students.



Chapter 2

Literature Review

In the second chapter, theoretical concepts and conceptual models will be discussed in details. First, it expounds on the concept of universities, scholarships, and the overall situation of foreign students studying in China. This section will also include the Chinese government's policy on scholarships and policy support for upgrading universities. Second, the attitude of international students towards Chinese universities and Chinese scholarships, their motivation to study in China, and the motivation to choose a school are included. In this section, the macro impact of China's national image on international students is also discussed. Third, rational behavior theory, planned behavior theory, and Push-Pull theory explain the attitude and behavior of foreign students. Finally, combined with other related research, the theoretical framework of the whole research is formed.

2.1 University

2.1.1 University Assessment

In this study, universities refer to institutions of higher learning that provide academic education. At present, the more well-known way to assess universities is through the world's university rankings. QS World University Rankings, World University Academic Rankings (ARWU), US News World University Rankings (US News), and Thames Higher Education World University Rankings are considered to be the four most influential rankings in the world at present. They were named one of the most high-profile universities in the world for their open and transparent form of survey.

Among them, QS World University Rankings is an annual world university ranking published by the educational organization Quacquarelli Symonds. QS World University Rankings is the second oldest global university ranking. The four lists assess universities by:

1) QS World University Rankings

Table 2.1 QS World University Rankings

Ranking Indicator	Weight
Academic Reputation	40%
Employer Reputation	10%
Faculty/Student Ratio	20%
Citations per faculty	20%
International Faculty Ratio	5%
International Student Ratio	5%

The Academic Ranking of World Universities (ARWU) was first published in June 2003 by the Center for World-Class Universities (CWCU), Graduate School of Education (formerly the Institute of Higher Education) of Shanghai Jiao Tong University, China, and updated on an annual basis. Since 2009 the Academic Ranking of World Universities (ARWU) has been published and copyrighted by Shanghai Ranking Consultancy. Shanghai Ranking Consultancy is a fully independent organization on higher education intelligence and is not legally subordinated to any universities or government agencies.

2) The Academic Ranking of World Universities (ARWU)

Table 2.2 The Academic Ranking of World Universities

Ranking Indicator
Number of alumni and staff winning Nobel Prizes and Fields Medals
Number of highly cited researchers selected by Clarivate Analytics
Number of articles published in journals of Nature and Science
Number of articles indexed in Science Citation Index
Expanded and Social Sciences Citation Index
Per capita performance of a university

3) US News

The U.S. News rankings, based on schools' academic research and reputation, allow students to compare universities around the world.

Table 2.3 US News

Ranking Indicator	Weight
Global research reputation	12.5%
Regional research reputation	12.5%
Publications	10%
Books	2.5%
Conferences	2.5%
Normalized citation impact	10%
Total citations	7.5%
Number of publications that are among the 10% most cited	12.5%
Percentage of total publications that are among the 10% most cited	10%

Table 2.3 US News (Continued)

Ranking Indicator	Weight
International collaboration – relative to the country	5%
International collaboration	5%
Number of highly cited papers that are among the top 1% most cited in their respective field.	5%
Percentage of total publications that are among the top 1% of most highly cited papers.	5%

4) THE

THE has been providing trusted performance data on universities for students and their families, university academics, university leaders, governments, and industry, since 2004.

Table 2.4 THE

Ranking Indicator	Weight
Teaching (the learning environment)	30%
<ul style="list-style-type: none"> • Reputation survey 	15%
<ul style="list-style-type: none"> • Staff-to-student ratio 	4.5%
<ul style="list-style-type: none"> • Doctorate-to-bachelor's ratio 	2.25%
<ul style="list-style-type: none"> • Doctorates-awarded-to-academic-staff ratio 	6%
<ul style="list-style-type: none"> • Institutional income 	2.25%
Research (volume, income, and reputation)	30%
<ul style="list-style-type: none"> • Reputation survey 	18%
<ul style="list-style-type: none"> • Research income 	6%

Table 2.4 THE (Continued)

Ranking indicator	Weight
<ul style="list-style-type: none"> • Research productivity 	6%
Citations (research influence)	30%
<ul style="list-style-type: none"> • The proportion of international students 	2.5%
The proportion of international staff	2.5%
International collaboration	2.5%
Industry income (knowledge transfer)	2.5%

Judging from the weight ratio of the rankings of several world universities rankings above, the academic evaluation of universities is mainly based on two factors, one is an academic contribution, the other is teaching, teaching refers to the whole learning environment. For the international student, they pay more attention to the part of teaching. In particular, on the U.S. News website, a checklist is available for students studying abroad. The first item on the list is the area of research provided by the school. For students who choose China as a destination for studying abroad, projects with Chinese cultural characteristics of the Chinese language must be a major attraction in China. This was also confirmed in studies of Bingzhao and Shuiyun Liu (2020). In addition, China is also one of the world's largest graduates of science and technology engineering. The second item on the list is "How welcoming a country is to international students". Experts say students should consider a country's immigration policies and how it receives international students. This content will be explained in detail in the country image section that follows. By foreign students' perception of China's national image, they investigate the specific influence they have had on choosing China as a country to study abroad. The third is the cost of tuition fees; the cost of living is an important factor that international students must consider. The study's discussion of scholarships will further discuss the cost of living. The last point is job opportunities, which are also carefully investigated by international students in the questionnaire section of this study.

According to this section of the data, students to the university assessment indicators reduced to ranking, teaching, national image (refers to the country of study), learning costs, and future development of these major parts.

2.1.2 University Behavior

In addition to students' assessment of the university, the behavior of the university in the course of development is called university behavior. The behavior of a university is the concrete embodiment of the idea of running a university, and it is also the result of the adjustment of multi-force. Specifically, the government has the supply of educational resources, the university behavior must abide by the government logic, to occupy the advantage in the fierce market competition, the university behavior must abide by the market logic, from the value foundation of the university establishment, the primary purpose of the establishment of the university is to cultivate talents, therefore, the university behavior must also abide by the education logic. In short, as a complex social organization, the behavior of universities is governed by the three logics of government, market, and education (Chen, 2020).

Government logic. This is mainly reflected in the supply and demand aspects of resources. Such as project funds, land, and other development resources.

Market logic. Student resources and reputation have become the main factors in the key competition of university studies in the university market. As Burton R. Clark said that the conditions for the prestige and status of an institution come from competition in the market and that the success and no of competition are the determining factors of the school's survival.

Educating people's logic. The activity of educating people is the starting point and the fundamental purpose of all the behavior of the university. If there are other values behind the behavior of the university, then it can be done by other organizations, not just the university.

According to the logic of the above three kinds of universities, behavior led to some universities, in the development of universities, to comply with these three logics and contrary to the original intention of education. In the establishment of a scholarship program, school administrators also need to consider these three kinds of logic, to set up a good university that does not blindly follow, does not blindly conform to the non-utilitarian.

2.1.3 National Image

The international students mentioned above will also affect their willingness to study abroad, so the national image is an important issue to discuss. To understand the meaning of "national image", we must understand the important concept of "image". In psychological theory, image is the overall impression of something or a person formed in the brain by various sensory organs such as sight, hearing, touch, and taste. In the theory of communication, an image is the product of the process of information transmission. The objectivity of the national image lies in the fact that the "state" is an entity consisting of thousands of tangible substances and the phenomenon of objective existence. The subjectivity of "national image" is reflected in the general public impression of a country; their value judgment of national initiatives is often derived from the influence of the mass media, but also based on the public's perception (Fan, 2013). Nagashima's research, in 1970, characterizes the image of the state as: "The memory, evaluation, and stereotype of a particular country's products by consumers, which is shaped by the country's representative commodities, political and economic backgrounds, and historical traditions, the overall national image." According to the Johansson and Thornelli studies: "The stereotype of a country is a fixed impression and stereotype of the people of one country (or part of the population) of another country or the products they produce." Therefore, the "national image" has both an objective side and a subjective side. National image refers to country's values, national ideas, policies, public goods, and the world's contribution. A good national image is the core component of the country's "soft power" and the driving force to enhance the country's international competitiveness. A good national image means greater credibility, greater acceptance, and a broader space for international cooperation and development.

The image of the country is the present, it will be influenced by the past, but it can also create a better future. "Because the image of the state is perceived, condoned, modified, reinforced or subverted in its dissemination." Therefore, a country's image will affect whether the country in international politics and world economic activities have an advantage, but also enhance or hinder the country's overall national strength (Ni, 2013).

From the above scholars' point of view, the national image is the appearance of a country to the outside world and is the embodiment of a country's soft power. As a result, many scholars have put forward the concept of a national brand. In 1996, the scholar Simon Anholt became the first scholar in the world to propose the concept of a national brand and began to assist countries around the world in formulating brand strategies.

For this paragraph, the scholar Ni Sixiong verifies the overall image of the country according to seven indicators. The seven indicators are 1) National Brand Index (NBI), 2) CBI National Brand Index (CBI), 3) Corruption perception index (CPI), 4) Global Competitiveness Index (GCI), 5) Interbrand, BrandZ, and 6) Media Change Factors.

The National Brands Index was developed by the scholar Simon in 2005 to measure the image of the country, generally covering the following six areas:

- 1) Export trade
- 2) The government's ability to govern
- 3) Cultural history and heritage
- 4) The quality of the people
- 5) Sightseeing and tourism
- 6) Investment and immigration



Figure 2.1 National Brands Index

Source: Simon, 2005

The National Brands Index is a research method from Future Brands, and its five main areas are:

- 1) Sightseeing tours
- 2) Favorable investment
- 3) Cultural heritage
- 4) Quality of life
- 5) Value system

The corrupted perception index reflects the level of political corruption in each country.

The global competitiveness index is a reflection of a country's global competitiveness. It is measured mainly based on GDP per capita in each country. This data is calculated based on pre-established indicators, including several institutions,

innovation, infrastructure, the complexity of trade, market size, technological capabilities, financial market development, labor market adequacy, adequacy of the goods market, higher education and training, health education knowledge, macroeconomic environment, and other common indicators.

Both InterBrand and BrandZ refer to how many well-known companies have moved into the country. The more brands there are, the more developed the industry leadership represents the country and the higher its visibility.

Media factors can reflect a country's external performance, as well as foreign publicawareness and recognition of the country, so media factors are an important indicator of whether a country can successfully become a brand country.

Yifan Guan believes that in the process of international educational exchanges, international students act as "cultural messengers", on the one hand, they can become the audience of the host country's public diplomacy, thereby bringing the host country's culture and values back to their home countries and deepening their cultural understanding of the host country; Foreign student diplomacy has its unique advantages over general public diplomacy and government diplomacy because the role of foreign student diplomacy is more lasting, cheaper and more emotional.

By this part of the theory, in this study, the international students' cognition of China's international image is mainly selected in terms of indicators:

- 1) National governance capacity and national integrity index
- 2) History, culture, and heritage
- 3) Quality of life and sightseeing
- 4) National quality and investment immigration

2.1.4 Living Expenses for International Students

The cost of studying abroad refers to the various expenses paid directly by individuals or families to receive a study abroad education, as well as the opportunity cost during their studies. In addition to the high tuition fees, the direct personal costs include daily expenses, accommodation, transportation, communications, examination and training fees, intermediary fees, etc. (Wang, Q. & Wang, M., 2013). According to the Malaysian Study in China website, the tuition fees of Chinese institutions can be divided into four main categories according to the differences between colleges as follows.

Prep: 7,600-13,800 Yuan per year

Liberal arts: 14,000-26,000 Yuan per year

Science, Engineering, Agriculture: 15,400-33,800 Yuan per year; Medicine, Sports, Art: 21,000-52,000 Yuan per year.

In addition, the registration fee is between 400 Yuan to 800 Yuan, accommodation and food according to different levels of urban consumption, about 1,500 Yuan – 4,000 Yuan a month. According to the above information, an international student's annual study in China is about 50,000 Yuan.

The cost of education is an important factor affecting the flow of international students. When students with limited economic conditions choose the destination country of study, the cost of education is one of the important factors that students consider. Tuition fees in China are lower than in developed European and American countries such as the United States, Britain, and Australia, and living prices and consumption levels are generally lower than in some developed countries, and sending is also an important factor in attracting students from neighboring countries to study in China. ASEAN countries, except Singapore and Brunei, are middle or low-income countries, and the cost of studying abroad is an important consideration when developing plans to study abroad.

According to the per capita income of ASEAN countries in 2018, Malaysia is about 78,673 Yuan, Indonesia is about 27,258 Yuan, Thailand is about 50,918 Yuan, the Philippines is about 22,386 Yuan, and Vietnam is about 17,948 Yuan. It can be seen that the cost of studying in China is a little high for most ASEAN students, according to this study for the Chinese government or Chinese university scholarship research is very necessary, and scholarship policy to a large extent can play a role in encouraging international students to study in China.

2.2 Scholarship

China's scholarships for international students coming to China began in 1950 and have been in place for decades to this year. The main purpose of the scholarship is to attract more outstanding foreign students to study for degrees in China, not only to promote cultural exchanges between China and other countries but also to improve the level of higher education and cultural influence in China.

At present, the scholarships established for international students in China can be divided into Chinese government scholarships, local government scholarships, university scholarships, enterprise scholarships, etc. from different sources of funding. Among the many types of scholarships above, Chinese government scholarships are more than other kinds of scholarships for international students, regardless of the degree of coverage, award amount, or form of award. Chinese government scholarships can be divided into undergraduate scholarships, master's scholarships, doctoral scholarships, Chinese further education scholarships, general further education scholarships, and advanced education scholarships by student category. In addition, the project is divided into the Great Wall Scholarship, Scholarship for Outstanding Students, Winner Scholarship, and Short-Term Study Program for Foreign Chinese Teachers, and Chinese Culture Research Project. Among them, the average annual growth rate of Asian scholarship students is 15%, which is the main source of foreign education in China.

The university's bursary will only hand out the grant upon delivery of “learning performance” at the end of the term. When they arrive at the university, they need to pay tuition ahead.

2.2.1 Chinese Government Scholarships

The Chinese government awards began in the 1950s when the Ministry of Education was responsible for providing them to the outside world, and commissioned the Chinese Scholarship Council, or CSC, to manage the enrollment and day-to-day affairs of foreign students who are awarded Chinese government scholarships to study in China.

Chinese government scholarships can be divided into three categories according to the majors as follows:

The first category includes Philosophy, Economics, Law, Pedagogy, Literature<besides arts>, History, Management,

The second category includes: Science, Engineering, and Agronomy;

The third categories include Arts and Medicine.

Chinese government scholarships play several main roles:

First, improve the quality of students and promote the internationalization of higher education in China. This is the direct purpose of the Chinese government's scholarship setting. Numerous studies on the influencing factors of international students coming to China point out that scholarship is an important factor. In addition to paying attention to the teaching level of the study destination, international students are also concerned about the living conditions during their study abroad, generous scholarships can reduce the pressure of life of outstanding international students to study in China, attract talents from all over the world to study in China, thereby expanding the

volume of China's foreign education, improve the level of China's foreign education.

Second, adjust the size of international students in different regions, and balanced professional distribution. In addition to promoting the overseas students coming to China, Chinese government scholarships also play a balanced role in the microstructure. Scholarship policy to a certain area of foreign students or a professional direction tilt can promote this region or these professional students to China to increase, to achieve the adjustment of the internal structure of foreign students to China. In the early stage of China's foreign education, the distribution of majors is extremely uneven; most of the students coming to China are Chinese language majors. In the past year, through the structural adjustment of scholarships, the proportion of students majoring in the Chinese language has decreased, while the proportion of students in engineering, economics, management, and other majors in China has continuously increased. After the Belt and Road strategy was put forward in 2013, scholarship policies began to tilt toward countries along the Belt and Road. There has been a significant increase in the number of Chinese students.

Third, international student education can show the comprehensive strength of the country, and to serve the country's long-term development. The scale, level, and specification of international student education can show a country's comprehensive national strength to some extents. The development of international student education has become an important part of the global strategy. Scholarship grants to students from target countries will help to gain more support in the international situation, and the experience of studying in China will enable foreign students to better understand Chinese culture and develop a sense of closeness to Chinese culture, thus making it available to China in the field of international public opinion better promote China and strengthen its soft power.

2.2.2 Other types of Scholarships

1) Scholarships for various ministries of the Chinese government

To support the construction of Confucius Institutes, cooperate with the teaching of Confucius Institutes overseas, further promote the international promotion and dissemination of Chinese culture, and train qualified Chinese teachers and Chinese language talents, the Confucius Institute headquarters began to set up a scholarship for chemical sub-colleges in 2009 to support foreign students, scholars, and Chinese teachers to study in Chinese institutions of higher learning. From 2009 to the end of 2014, Confucius Institute Scholarships supported nearly 25,000 international students from 150 countries. Confucius Institute Scholarships are offered only to two categories of students, one is students who come to China to study Chinese and the other is students who come to China to study Chinese international education. The content of the scholarship is set by reference to the grant content of the Chinese government scholarship.

2) Local Government Scholarships

To attract high-quality international students to China and expand the scale of international students coming to China, nearly 20 provincial local governments and municipalities directly under the Central Government have set up scholarships for provincial governments and municipalities directly under the Central Government to study in China based on the increasing investment in studying in China, to attract high-quality students and support the development of international student education in China.

3) Scholarships to Chinese Universities

To adapt to the boom of studying in China and attract more high-quality students to China, many Chinese universities have also set up school scholarships according to their own school's professional and teacher situation, such as Jiangsu University, Huazhong Normal University, etc., have set up different levels of scholarship funding standards for international students coming to China. For foreign students to set up various forms of scholarships, the main purpose is: First, to improve the attractiveness of colleges and universities to China's outstanding students, through scholarships to encourage outstanding international students to study harder; second, to improve the level of running a university, and the quality of education and international influence.

4) Corporate Scholarships

With the expansion of China's international trade and foreign investment, Chinese and foreign enterprises have a growing demand for students who understand Chinese and Chinese culture. To meet the needs of enterprise development, many Chinese and foreign enterprises have set up scholarships to encourage students to study in China.

5) China / AUN Scholarship Program

China/AUN Scholarship is a full scholarship program provided for ASEAN member countries by the Ministry of Education of P. R. China (hereinafter referred to as MOE). MOE entrusts China Scholarship Council (hereinafter referred to as CSC) to manage the recruitment and carry out the routine management of this scholarship program.

Introduction of AUN scholarship

I. Supporting Categories, Duration, and Instruction Language

1) Supporting Category: This scholarship only supports graduate students.

2) Duration: This scholarship supports master's students for no more than 3 academic years or doctoral students for no more than 4 academic years. It covers the major study and Chinese language study.

3) Instruction Language: Scholarship students can register for either the Chinese-taught program or the English-taught program if applicable. Program Search (by visiting <http://www.csc.edu.cn/laihua> or <http://www.campuschina.org>) can help them find the program and university they are interested in.

II. Scholarship Coverage

The AUN Program provides a full scholarship that covers, tuition waiver, accommodation, stipend, and comprehensive medical insurance.

III. Where and When to Apply

Where to Apply: You should apply to the ASEAN University Network (AUN) Secretariat.

When to Apply: You need to apply between early January and early April. Please consult the ASEAN University Network (AUN) Secretariat for the specific deadline for each year.

IV. Eligibility

1) Applicants must be a citizen of an ASEAN member country and be in good health.

2) The requirements for applicants' degrees and ages are that applicants must: be a bachelor's degree holder under the age of 35 when applying for the master's programs; be a master's degree holder under the age of 40 when applying for the doctoral

programs.

V. Application Procedure

Step 1 - Apply to the AUN Secretariat for the CGS opportunity.

Step 2 - Apply to your target university for the Pre-Admission Letter once recommended by the dispatching authorities as an eligible candidate.

Step 3 - Complete the online application procedure at CGS Information System (Visit <http://www.csc.edu.cn/laihua> or <http://www.campuschina.org> and click "Application Online" to log in), submit online the completed Application Form for the Chinese Government Scholarship, and print a hard copy. Please consult the AUN Secretariat for Instructions on the CGS Information System and Agency Number.

Step 4 - Submit all your application documents to the AUN Secretariat before the deadline.

Note: Only applications of recommended candidates from the AUN Secretariat will be considered. No other applications or individual applications directly sent to CSC will be considered. Candidates holding the Pre-Admission Letter will be placed in the host university; those without the Pre-Admission Letter should accept CSC's placement of university.

VI. Application Documents (in duplicate)

1) Application Form for Chinese Government Scholarship (written in Chinese or English);

2) Notarized highest diploma; Prospective diploma recipients must submit an official document issued by their current school to prove their current student status or expected graduation date. Documents in languages other than Chinese or English must be attached with notarized Chinese or English translations.

3) Academic transcripts (written in Chinese or English); Transcripts in languages other than Chinese or English must be attached with notarized Chinese or English translations.

4) A Study Plan or Research Proposal (written in Chinese or English); This should be a minimum of 800 words.

5) Two Recommendation Letters (written in Chinese or English); Applicants for the graduate programs or the senior scholar programs must submit two recommendation letters signed by a professor or an associate professor.

6) Foreigner Physical Examination Form (photocopy), (written in English, can be downloaded from <http://www.csc.edu.cn/laihua> or <http://www.campuschina.org>). The physical examinations must cover all of the items listed in the Foreigner Physical Examination Form. Incomplete forms or forms without the signature of the attending physician, the official stamp of the hospital, or a sealed photograph of the applicant are considered invalid. Please carefully plan your physical examination schedule as the result is valid for only 6 months.

7) The copy of the Pre-Admission Letter from the designated Chinese university (if available);

8) The copy of a valid HSK Certificate (if available).

Note: All documents should be bound together in the top left corner in the order of 6.1 to 6.8.

You should submit TWO sets of bound documents.

No application documents will be returned.

VII. Placement & Scholarship Confirmation

1) Application documents of recommended candidates from the AUN Secretariat will be considered by CSC for eligibility and qualification. Ineligible or incomplete applications will not be considered.

2) Qualified applications will be sent to universities for placement. Based on various factors, such as the different scholarship funding requirements of every country, the host university's teaching capacity, study length, and applicants' criteria, CSC reserves the right to make necessary adjustments/changes to the candidate's host university, a field of study, supporting categories and duration of the scholarship. Applications enclosed with the Pre-Admission Letter will be sent to the universities that

issued that Letter for placement confirmation.

3) After placement confirmation by Chinese universities, scholarship recipients will get Chinese government scholarships to study in China with approval by CSC. Each scholarship recipient will be granted no more than one scholarship.

4) CSC reviews the placement results, approves the List of Scholarship Recipients, and sends the admission documents to the AUN Secretariat before July 31. The AUN Secretariat will send the admission documents (List of Scholarship Recipients and Visa Application Form for Study in China (JW201) to the scholarship recipients.

5) Scholarship recipients shall not change their host university, the field of study, or the duration of study unless they give up the grant.

6) Scholarship will not be reserved if the scholarship recipient cannot register before the registration deadline.

As seen from the aforementioned information, the Chinese Government attaches great importance to international students and has set up a variety of scholarship programs for this purpose. Scholarship programs have been set up by other governments and universities for international development and under national development policies. As a result of the implementation of the Belt and Road Policy, the Chinese government attaches great importance to international students from countries related to the Belt and Road. For ASEAN countries that fall within the Belt and Road policy, special ASEAN scholarships have been established.

2.2.3 International Students in China

According to the website of the Ministry of Education of China, to promote the further development of studying in China, the Ministry of Education has formulated the Study in China Plan, which proposes that by 2020, China will become the largest destination country for studying abroad in Asia, with an estimated 500,000 foreign students studying in mainland universities and primary and secondary schools, including 150,000 international students with higher education. In promoting talent exchanges

between China and ASEAN countries, president Xi called on China to establish a China-ASEAN Student Association and carry out a wide variety of youth-friendly exchanges, with the two sides aiming to expand the number of international students to 100,000 by 2020.

2.3 Motivation

The word "motivation" derives from the Latin word "Mover" and means "push". Motivation is the action that stimulates and sustains the organism and will lead the action to the psychological tendency or internal drive of a particular goal. Motivation belongs to the psychological state in the psychological phenomenon. R. Wood worth argues in his book, "Dynamic Psychology" that motivation is the inner driving force that determines a person's thoughts and behaviors. The internal condition of the engine is demand, which is aroused to produce the driving force. Psychology holds that motivation is the direct cause of people's actions or interests in a particular way and that both internal drives and external triggers can stimulate the engine.

2.3.1 Motivation to Study Abroad

"Study Abroad" means that all kinds of education are received by countries other than home countries and can be short-term or long-term (from several weeks to a few years).

The motivation to study abroad can therefore be considered to be the most direct reason for students to learn across borders. Zhang Lingzhi introduced the learning motivation part pointed out: that the so-called learning motivation, refers to directly promoting a person's learning activities of internal motivation. Its content mainly includes knowledge values, learning interests, learning ability, achievement attribution four aspects, and learning motivation functions including: the excitation function, pointing function, and adjustment function. According to the above two explanations of

motivation, motivation plays an important role in the study of international students.

In Yang Chunjie's 2018 survey of the motivations of ASEAN students at Guangxi University, 52% of international students chose the "full fit" in the "I am interested in China" question, 41% chose "basic fit", only 5% said "uncertain" and 2% said "basically not", and no international student chose "completely non-conformity". In addition to having a strong internal learning motivation, most international students also have strong external motivation, in this survey, "32%" of international students in the "my parents asked me to study in China" in the topic selected "fully meet", 35% of international students chose "basic consent." In addition, 52% of international students in the "I want to find a job related to Chinese later" in the topic that "fully meet" their situation, 31% of international students think "basically in line" with their situation. As for whether 'Chinese universities are more likely to apply' to encourage international students to study in China, only 8% of international students think they 'fully fit' their situation, and 43% of international students feel uncertain.

2.3.2 Maslow's Hierarchy of Needs

Maslow's hierarchy of needs is a motivational theory in psychology comprising a five-tier model of human needs, often depicted as hierarchical levels within a pyramid. From the bottom of the hierarchy upwards, the needs are: physiological (food and clothing), safety (job security), love and belonging needs (friendship), esteem, and self-actualization.

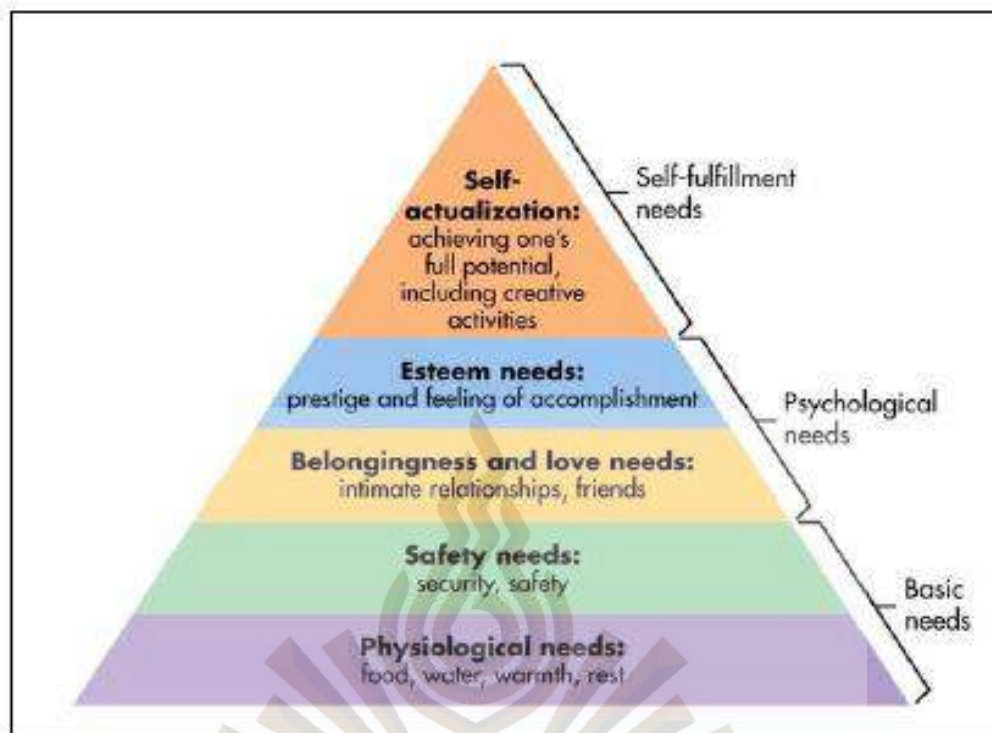


Figure 2.2 Maslow's Hierarchy of Needs

Source: Maslow, 1954

Maslow (1943, 1954) stated that people are motivated to achieve certain needs and that some needs take precedence over others. People's most basic need is for physical survival, and this will be the first thing that motivates their behavior. Once that level is fulfilled the next level up is what motivates people, and so on.

1) **Physiological needs** - these are biological requirements for human survival, e.g. air, food, drink, shelter, clothing, warmth, sex, and sleep. If these needs are not satisfied the human body cannot function optimally. Maslow considered physiological needs were the most important as all the other needs would become secondary until these needs were met.

2) **Safety needs** - Once an individual's physiological needs are satisfied, the needs for security and safety become salient. People want to experience order, predictability, and control in their lives. These needs can be fulfilled by the family and society (e.g. police, schools, business, and medical care). For example, emotional

security, financial security (e.g. employment, social welfare), law and order, freedom from fear, social stability, property, health, and wellbeing (e.g. safety against accidents and injury).

3) Love and belongingness needs - after physiological and safety needs have been fulfilled; the third level of human needs is social and involves feelings of belongingness. The need for interpersonal relationships motivates behavior. Examples include friendship, intimacy, trust, acceptance, receiving and giving affection, and love affiliation in being part of a group (family, friends, and work).

4) Esteem needs are the fourth level in Maslow's hierarchy - which Maslow classified into two categories: (i) esteem for oneself (dignity, achievement, mastery, independence) and (ii) the desire for reputation or respect from others (e.g., status, prestige). Maslow indicated that the need for respect or reputation is most important for children and adolescents and precedes real self-esteem or dignity.

5) Self-actualization needs are the highest level in Maslow's hierarchy and refer to the realization of a person's potential, self-fulfillment, seeking personal growth, and peak experiences. Maslow (1943) describes this level as the desire to accomplish everything that one can, to become the most that one can be. Individuals may perceive or focus on this need very specifically. For example, one individual may have a strong desire to become an ideal parent. In another, the desire may be expressed economically, academically, or athletically. For others, it may be expressed creatively, in paintings, pictures, or inventions.

The theory suggests that to some extent, students' lack of motivation may be due to the inadequate satisfaction of certain missing needs. Such poverty in the family makes food and clothing unmet, parental divorce makes the need for belonging and love cannot be satisfied, and teachers are too harsh, harsh reprimand and criticize students so that the need for security and respect is not met. The opportunities brought forth by the scholarship widened the aspirational window of low-income students (Ray, 2006), and meet the needs of supporting tuition fees, and provides strong incentives for international students to learn and exert higher effort during studying abroad (Laajaj, 2022).

Scholarships are a common demand of students studying abroad. In China, almost of universities will give foreign students scholarship, which is better to promote cultural exchange or attract more foreign students. A scholarship is an extraordinary scholarship that could solve foreign students' material or spiritual needs. The needs will motivate more students to choose to study a major or language in China.

This theory is mainly used to help explain why student studies, why he or she chooses to study abroad, and for what purpose he or she chooses a particular major with scholarships. The students are motivated to achieve certain needs by studying, and their needs motivate their behavior. The motivation of the questionnaire in this study will be based in part on this theory.

In conclusion, the research uses Maslow's needs theory to study the relationship between motivation and scholarship.

2.3.3 The motivation for Choosing One Program

Based on the contents of this section, once researchers have a good understanding of motivation, this study can assume that motivation is a key reason why a person does something specific. Motivations for choosing a particular program can be divided into four layers. The first layer is why people choose to study abroad, which is mainly explained by Maslow's needs level theory, which mainly analyzes students' attitudes, the second layer is why China is chosen as a destination for studying abroad, which combines China's national image with China's support policy for international students, and the third layer is why a university is chosen, which part of the university in this chapter forms a questionnaire, which aspects of the university will attract students, and will be measured in the measured indicators. The fourth tier is why a project is chosen, which in turn will combine Maslow's hierarchy of needs theory to study motivations for choosing a particular profession based on individual interests and goals.

Therefore, scholarship policy for international students provided a strong attraction for them to learn and simultaneously fulfilled international students' needs and ex-ante motivational effect of the scholarship.

2.3.4 Elaboration Likelihood Model

The elaboration Likelihood Model was developed by Richard E. Petty and John T. Cacioppo in the 1980s. Persuasion is very much associated with our daily life. Persuasion occurs when readers, listeners, or viewers learn a message from what they read, listen or watch. The Elaboration Likelihood Model (ELM) explains how persuasion message works in changing the attitude of the reader or viewer. Persuasion is referred to as the action by which, convincing or causing someone to do something through reasoning or argument. The Elaboration Likelihood model proposes that every message is undergoing the process of persuasion in two different ways. They are called the Central route and peripheral route. Both of them are effective persuasion techniques, but each of them has its guiding techniques to make them more operative.

Central Route

The process of persuasion through the Central route is straight to the point and complete. The central route needs a thoughtful consideration of the arguments contained in the message. It requires more involvement on the part of the reader or viewer. The receiver of the message carefully analyzes the message and thinks of it from every possible angle. When the receiver processes the message through the central route, his active participation is vital also his motivation and ability to think. In simple it can be said that the receiver should care about the message and subject matter. The central route is strong. A person who is distracted or having some problem with understanding the message may not be able to do the central processing. The disadvantage of this technique is that, if the receiver is not directly affected by the message, he or she will ignore it.

Peripheral Route

The peripheral route is weak and the involvement of the receiver will be below. The message sent through the peripheral route is not analyzed cognitively. Here the receiver of the message is not sure whether to agree with the message or disagree. The person may not be able to elaborate on the message extensively, so in the end, he will be persuaded by factors which are nothing to do with the message. And this is where packing, marketing, advertising, and PR do their job. Sometimes people may not be in a position to think about the message carefully so they will look around for the next best option to be persuaded.

The role of the Elaboration Likelihood Model in this study is as detailed as possible after understanding the attitudes of the students. By the different attitudes of students to determine which path to promote the university should choose, if it is a high degree of involvement of students, the university's reputation, the development after completion of their studies may be the focus of their consideration, on the contrary, for low-involvement students, delicious local food, fascinating local culture may become an attraction to them. Therefore, this study also introduces this theory as the theoretical basis of the practical application part.

2.4 Attitude

Attitude, is a kind of psychological state produced when the subject reacts to an object. We evaluate or react to something about someone anytime, anywhere, and those comments or reactions are an attitude. Attitude has a guiding and dynamic influence on people's responses, and becomes a certain tendency for people to act. Attitude has a complex and intrinsic psychological structure, including cognitive, emotional, and intentional factors. Among them, cognitive factors are the basis for people to understand and judge things. Attitude helps define how an individual perceives him/herself in a certain situation. Trying to explain someone's attitude is the same way as trying to explain someone's behaviors. Accordingly, a person's thoughts, feelings, and behaviors

are transactions with one's physical and social surroundings in those directions of influence flow both ways.

Those attitudes are influenced by our social world, and vice versa. The attitude has been reviewed as a complex combination of thoughts, emotions, and behaviors of an individual which includes three components: 1) Affect (emotion and feeling) -- the emotional reaction that people have toward the attitude object; 2) Cognition (thought or belief) -- people's thought, beliefs, and attributes we associate with an object; and 3) Behavior (an action) -- the experiences we have done or the experiences regarding an attitude object; it has an impact on our decisions, guide our behavior, and influence what we selectively remember. While attitudes come in different forms, and are similar to most things that are learned or influenced through our experiences, they can be measured, evaluated, and changed.

2.4.1 Attitude towards University and Scholarship

This section's attitude towards universities and scholarships referred to students' attitudes towards universities and scholarships. In the previous section, the researchers explained in detail what attitudes are and how they are defined. Students' attitudes towards universities and scholarships refer to whether an international student likes a university and wants a scholarship. It also refers to an international student's love of the university and his or her recognition of a scholarship. According to previous research, most international students' attitudes toward universities change mainly after they enter the university, some will move in a positive direction, and some may experience negative feelings towards the university because they do not meet expectations. Most students are more likely to be attracted to scholarships, and Wen Juan's research shows that international students need not only tuition waivers, but also life support, especially accommodation. Therefore, this study will also carry out further research on this part.

2.4.2 Theory of Reasoned Action

The theory of reasoned action (TRA) was first proposed by American scholars Fishbein and Ajzen to understand behavior and predict results. They believed that behavioral intention is determined by two factors: the individual's attitude towards behavior and subjective norms. The attitude refers to the individual's evaluation of the psychological level of favorable/non-favorable feelings of specific behaviors; subjective norms are the emotional expressions of the individual's support/opposition to the individual's specific behaviors by the surrounding people (family, friends, relatives, colleagues, etc.). It can be used for explaining the relationship between attitude and behavior, and predicting individual behavior based on pre-existing attitudes and behavioral intentions (Zhang, Hong, & Zhou, 2020).

2.4.3 The Planned Behavior Theory

The Theory of Planned Behavior (TPB) started as the Theory of Reasoned Action in 1980 to predict an individual's intention to engage in a behavior at a specific time and place. The theory was intended to explain all behaviors over which people have the ability to exert self-control. The key component of this model is behavioral intent; behavioral intentions are influenced by the attitude about the likelihood that the behavior will have the expected outcome and the subjective evaluation of the risks and benefits of that outcome.

Two of these are different from rational behavior theory.

Perceived power - This refers to the perceived presence of factors that may facilitate or impede the performance of a behavior; the perceived power contributes to a person's perceived behavioral control over each of those factors.

Perceived behavioral control - refers to a person's perception of the ease or difficulty of performing the behavior of interest. Perceived behavioral control varies across situations and actions, which results in a person having varying perceptions of behavioral.

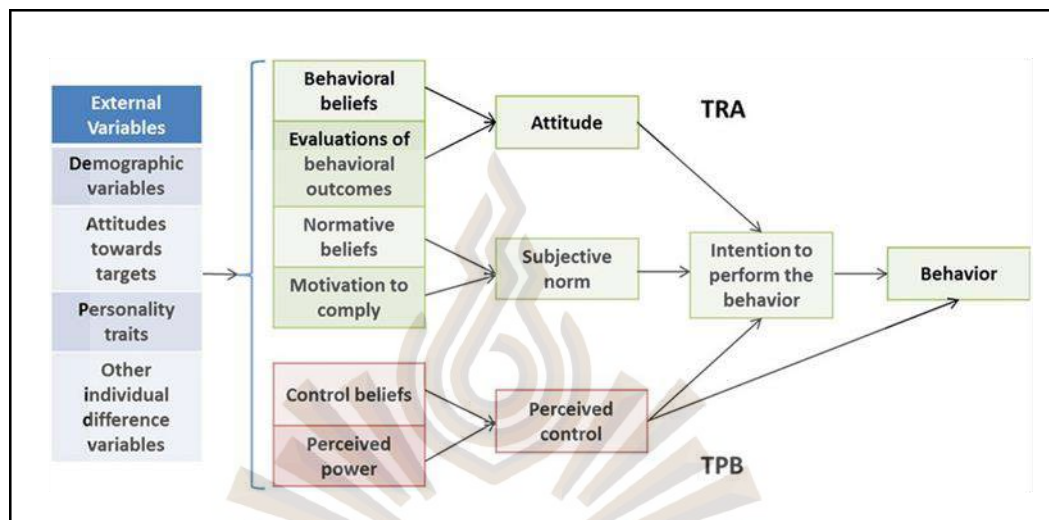


Figure 2.3 Theory of reasoned action & The planned behavior theory

Source: Azjen, 1985

Economists believe that, in general, the starting point of human behavior decision-making is their own economic benefits; they compare costs and benefits, under certain conditions, as far as possible to maximize their net income. For the international students themselves, the benefits of studying abroad are self-evident, including direct economic and non-economic benefits. Among them, the economic benefits are mainly reflected in career development, overseas study experience plays a positive role in personal career development, concentrated in foreign language advantages and international vision, such as familiar with the international market trade rules; mastering the world's leading management technology, with stronger innovation ability.

Therefore, after understanding the relationship between attitude and behavior, these two theories can support the theoretical logical framework of this study, and also provide the basis for the questionnaire in this study.

2.5 Push-Pull Theory

Push-Pull Theory is an important theoretical basis for studying global population mobility, which was first proposed by the American scholar Bogue, who attributed the inherent factors of population mobility to improving living conditions, and the favorable factors of inflow became "pull" and the disadvantage of outflow was "push", which was formed by the combination of these two forces. Evertt Lee points out based on Bagne's theory that "push" and "pull" are both "push" and "pull" effects, and that "intermediate barriers" are added as the third factor affecting population movements, including linguistic and cultural differences, material barriers, distance barriers and the value judgment of immigrants on these obstacles, and points out that the push and pull factors in push-pull theory are infinite and adaptable to different individuals.

Cummings, one of the first scholars to apply the Push-Pull theory to the study of international student mobility, points out that the factors that promote the flow of international students include not only push and pull factors, but also other factors, such as the unstable political environment in the country where the students are studying, the institutionalized policy of studying abroad, the high economic level of the inflow countries, the love of the Chinese and culture, the economic development potential of the inflowing countries, the volume of trade between the countries that flow out of the country, the total number of immigrants from both countries, the level of foreign languages of the foreign students into the international reputation of national universities, etc. Altbach attributes international mobility to a combination of push and pull, in which the push factor encourages students to leave their country and the pull factor facilitates the flow of international students into the country. In his view, the flow of international students is a combination of the thrust of leaving the country and the pull factor of the flow into the country. Tian Ling, a scholar, thinks that there is both thrust and pull in the outflow and inflow of international students. Compared with other theories, the Push-Pull theory is more inclusive and practical in explaining the behavior and reasons for studying abroad, and can also be incorporated into abstract, non-quantifiable factors such as personal interests, motivation to study, etc. Therefore, we

should use a more comprehensive perspective to see the international students to China to learn the driving force and analyze the driving force structure. Not only can they accommodate specific and measurable factors such as education policy, employment opportunities, living conditions, etc., but the mobility of international students is influenced by both internal and external factors, internally and externally, including family, competence, subjective aspirations and ideas, and external factors include political, economic, cultural, educational, and social factors.

Cubillo divides the factors influencing the mobility of international students into four categories: 1) personal reasons (personal promotion, advice from those around them, nationalism, etc.); 2) national image (cultural similarity, social and academic prestige, socio-economic level, etc.) and urban image (city size, cost of living, safety, environment, etc.); 3) image of institutions (reputation of institutions, quality of professors, international recognition, communication, campus settings, etc.); 4) image of the curriculum (international recognition, future employer recognition, suitability, etc.); professionalism, fees, etc.).

The international students' attitude towards scholarship is positive. They have a great interest in scholarships, which is the pull factor. Numerous studies on the influence factors of international students coming to China point out that scholarship is a more important factor.

From the above analysis, the questionnaire survey of this study will investigate the attitude of students, behavior intention motivation, and mainly to push-pull theory as a support, the international students choose the university considerations are mainly divided into driving factors and pull factors, in which the addition of rational behavior theory, planning behavior theory and Maslow demand theory to explore the extent to which the scholarship program can more effectively attract international students and improve the management of scholarship programs.

In summary, this research uses the Push-Pull theory to study the relationship among motivation, university, and scholarship.

2.6 Management Theory

According to the theory of enterprise management, behavior management theory applies to the management of students in universities. Management theories began to include more people-oriented methods. Human behavior and satisfying the interpersonal needs of employees became more central to management. A manager practicing Behavioral Management Theory might motivate teamwork by fostering a collaborative atmosphere.

There are two major theories that make up Behavioral Management Theory:

Human Relations Theory

Human Relations Theory considers the organization as a social entity. This theory recognizes that money alone is not enough to satisfy students. Morale is considered to be integral to employee performance. The major weakness of this theory is that it makes several assumptions about behavior.

Behavioral Science Theory

Behavioral Science Theory combines elements of psychology, sociology, and anthropology to provide a scientific basis. It examines why students are motivated by specific factors, such as social needs, conflicts, and self-actualization. This theory recognizes individuality and the need for managers to be sociable.

For the interview questions of teachers and staff, these management theories will be based on the main understanding of whether teachers and staff in the physical and psychological satisfaction of students' needs, whether to create a good and harmonious

learning atmosphere.

2.6.1 Strategy Development

2.6.1.1 Developing Strategy for Scholarship Management

Strategy can be defined as “The direction an organization takes intending to achieve future success.” A strategy is a way of describing how you are going to get things done. The strategy sets out how an organization intends to employ its resources, including the skills and knowledge of its people as well as financial and material assets, in order to achieve its mission or overall objectives and its vision.

Strategy development is the process of researching and identifying strategic options, selecting the most promising, and deciding how resources will be allocated across the organization to achieve objectives. Strategy development addresses the increasingly valuable roles the modeling and analysis play in the strategy development of the organization. Contemporary strategy development is a multi-activity process, which requires input from a variety of people within the organization who come from different backgrounds and disciplines (Hodgkinson et al., 2005; Stenfors, 2007). It is well established in the literature (Bennet & Bennet, 2004; Eisenhardt, 1989; Grant, 2003; Stacey, 1995; SubbaNarasimha, 2001) that constant change in the external environment and evolving organizational structures make strategic development an increasingly complex process. Developing strategies is a way to focus your efforts and figure out how you're going to get things done. By doing so, the researchers can achieve the following advantages:

Taking advantage of resources and emerging opportunities

Responding effectively to resistance and barriers

More efficient use of time, energy, and resources

Key questions to be considered include: the key questions an organization needs

to ask in connection with its future, including:

Step 1:

What are we in? Or what should we be in? (Mission)

Where do we want to be? (Vision)

How are we doing? What is going well? What is not so successful?

Step 2:

How did we get to this point? What went well? What went wrong?

How can we improve our position?

What options are open to us?

Step 3:

What might hinder us from getting there?

What do we need to do to get there?

What should we not do?

The university's scholarship management strategy can be improved by answering these questions.

This research formulated the strategy by environmental scanning. Environmental scanning is the process of gathering, organizing, and analyzing information in 3 dimensions, as follows.

Taking advantage of resources and emerging opportunities

Responding effectively to resistance and barriers

More efficient use of time, energy, and resources

2.6.1.2 Strategy formulation

Strategy formulation is the process of establishing goals and determining the proper plan of action to achieve those goals. An organization uses strategy formulation to plan for success and make improvements to workplace strategies as needed. Strategy formulation is essential for achieving and measuring the attainability of goals. After creating strategies, an organization typically educates its employees so they know the organization's purpose, workplace objectives, and goals. This research will state strategy formulation for Chengdu University in 4 parts as follow:

(1) Develop a strategic goal, vision, and mission.

The research will show that the goal, vision, and mission of the scholarship management program at Chengdu University is the most opinions as a way for friendly people to understand China to promote Chinese culture to accept all around the world. The goals are to: Attract more internationally qualified students from targeting countries in stronger fields; Facilitate the internationalization and improve the international popularity of the university; Motivate the students to study harder and improve the quality of students to achieve more academic performance; Promote Chinese cultural transmission, and develop friendly for cooperative relations between China and foreign, thus the goal, vision, and mission should be presented as followings.

Table 2.5 Chengdu University Goal for Scholarship Strategy Management

Chengdu University Goal for Scholarship Strategy Management	
Goal	To promote students' understanding of China and improve the quality of education for international students coming to China, which could improve the internationalization of schools and improve the quality of students' learning. To complete the internationalization of the school governance system and education and teaching.

Table 2.5 Chengdu University Goal for Scholarship Strategy Management (Continued)

Chengdu University Goal for Scholarship Strategy Management	
Vision	Actively enhance international exchanges in education, comprehensively upgrade the internationalization level and cross-cultural literacy of all students based on local schools, and promote the new pattern of internationalization of education.
Mission	The establishment of Chinese government scholarships to attract outstanding foreign young students can bring economic prosperity to China and promote good relations with other countries, while scholarship students can also spread out with Chinese culture everywhere.

(2) Define strategic objectives for scholarship management

The Chinese government has given policy and objectives in the management of scholarships to higher education institutions on 3 issues as follows.

First; to improve the quality of students and promote the internationalization of higher education in China. The scholarship is an important factor from numerous studies on the influencing factors of international students coming to China.

Second; to adjust the size of international students in different regions, and balanced professional distribution.

Third; to show the comprehensive strength of the country, and to serve the country's long-term development. The scale, level, and specification of international student education can show a country's comprehensive national strength to some extent.

(3) Modern Management for Chengdu scholarship management

(3.1) The committee should be impartial and should be experts in process of the program and monitor to ensure the use of the scholarship.

(3.2) The sources of scholarships should be broadened;

types of the scholarship are more subdivision and discrimination according to the different and complex level

(3.3) Personnel need to work out in line with the university's system and have a dedicated and clear understanding of the various types of scholarships.

(3.4) The details of scholarship management should optimize. Scholarship evaluation, scholarship management, a procedure for applying for a scholarship, scholarship payment procedure, and conditions clearly should be widely disseminated

(4) Strategy for Chengdu scholarship management

(4.1) Promote the internationalization of higher education for ASEAN students by the following actions.

Increasing the scholarship for ASEAN students should be in the required field with the development of the scholarship recipient's country and under the Chinese government's scholarship objectives. To show the comprehensive strength of the country, the scale, level, and specification of international student education can show a country's comprehensive national strength to some extent.

Taking Cultural Advantages; the surveying showed the relationship between Chinese National Image and motivation to encourage ASEAN students to study at Chengdu University.

Regional Advantages; the ASEAN developing countries are a huge need for education which will allow the Chinese government to expand more scholarships.

Cost Advantage; the majority of scholarship recipients come from low-income families.

(4.2) Optimization of scholarship management methods.

Developing a strategic plan for scholarship management is the strategy planning for scholarship management should bring a supervisory mechanism to establish strategic planning and listening to all stakeholders. As part of the strategic planning, 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 operation process that is more logical than 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.

Optimization of scholarship assessment management methods is to 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.

Follow-up management and post-evaluation of scholarships is to follow-up management and post-evaluation allow us to check our progress towards achieving the goals and assess whether any changes in the environment necessitate 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, to remain relevant to the impact of changes in the operating environment. Such a plan when closely monitored, also allows us to react to unforeseen situations and anticipate foreseeable changes. In addition, follow-up management and post-evaluation feedback of scholarships must also be analyzed, and these feedbacks, if appropriate, should also be factored into the management design and implementation in the immediate term and the goal-setting process over the longer term.

2.6.2 The Strategy of Recruitment International Students

Increase the Scholarship

In addition, with the increase of investment in education, governments at all levels to increase the intensity of scholarship support for international students. At the first China-ASEAN Education Ministers' Meeting held in Guiyang in 2010, the Chinese government pledged to provide 10,000 scholarships per year for ASEAN students for 10 consecutive years, with a total of 100,000 ASEAN students. To adapt to the development of China's education and help international students come to China to better complete their studies, in 2015, the Ministry of Finance and the Ministry of Education decided to raise the standard of Chinese government scholarship grants for overseas students coming to China and to raise the minimum standard of financial assistance. In addition, various places have also increased the intensity of scholarship support for ASEAN students, in China's ASEAN student education is more concentrated in the southwest provinces and regions, the investment in scholarships in China is particularly obvious, many provincial and municipal governments and institutions of higher learning have ASEAN special scholarships for study abroad, forming a national, provincial (autonomous region), colleges and universities trinity of international student scholarship system.

Take Cultural Advantages

In recent years, with the continuous promotion of China's "going out" strategy, China's economic and trade ties with the world have gradually strengthened, making "Chinese pop" a world trend, China, as a native speaker of Chinese, the development of ASEAN's educational output has a unique "natural advantage." Southeast Asia is the most concentrated area of overseas Chinese in China, cultural exchanges with Southeast Asian countries in the southwest provinces and regions are long-standing, and many local ethnic minorities and some ethnic groups in ASEAN even have the same roots. Therefore, the promotion and application of Chinese are more intrinsically needed than in other countries and regions in the world.

The deep heritage of Chinese traditional culture makes Chinese a carrier of culture more and more popular in the world. At present, there are more than 100 Chinese-speaking universities in Southeast Asia, and more than 2500 primary and secondary schools, many countries have gradually formed from kindergartens, primary schools, and secondary schools to universities with more perfect Chinese education systems, in Indonesia, Malaysia, Thailand, and other places, Chinese have entered the national education system, has become a primary and secondary school curriculum.

In addition, China's Chinese language training institutions in ASEAN have also increased rapidly, and the form of commercial existence has become an important part of China's education services exports. According to the National Tourism Administration of Thailand, nearly 300,000 Chinese tourists visited Thailand in 2013, local government agencies, airports, hotels, travel agencies, and other talents who speak Chinese are increasingly in demand, and Chinese language teaching and examinations have opened up new career paths for Thai students. In Vietnam, Chinese became the "first foreign language" in colleges and universities. However, the problem is that the number of Chinese teachers in ASEAN is growing slowly and there is a serious gap in the demand for Chinese language education. According to the 2009 statistics data, there were 90,000 fewer Chinese teachers in Malaysia than the actual demand, the gap in Chinese teachers in Indonesia was 100,000, and the demand for Chinese teachers in neighboring countries such as Thailand and Vietnam was very urgent. There are usually two ways to address this gap, one is to bring in overseas Chinese language training institutions or Chinese trainers, and the other is to send international students to China to study Chinese through cross-border consumption, that is, to enrich the strength of Chinese teachers in China upon return. Compared with the previous one, the latter approach is more common in the current ASEAN Chinese language education.

In addition, in addition to the Chinese language major, Chinese philosophy, Chinese medicine, Chinese history, Chinese architecture, and so on as China's unique disciplines, on the one hand, bearing China's thousands of years of historical and cultural heritage, is an important channel for the world to understand China; In addition, China's

space technology, optoelectronics technology, nuclear energy technology, and other high-tech fields also ranked among the world's advanced ranks, in the ASEAN countries the overall level of science and technology is not high, but also constitute China's educational services trade advantages.

Regional Advantages

In addition, China and ASEAN countries belong to the East Asian cultural circle, and historically China, as the core country of the East Asian cultural circle, has a great cultural attraction to the neighboring countries.

This is evidenced by Professor Xibin Qi's research, which points out, for example, that Canada is the only country that can attract large numbers of international students from the United States because of its geographical proximity. Behind the location, advantages are often economic and cultural factors at work, as neighboring countries and regions often have more economic, and trade and investment exchanges, and these activities can often deepen the interdependence of the two sides, so that mutual understanding of their respective languages, laws, policies, behavior habits and so on become necessary. At the same time, because neighboring countries and regions often have different degrees of exchange activities in history, there is a certain understanding of each other's culture, so international students in the host country will face fewer cultural adaptability problems. In addition, the space distance is relatively close, the traffic is convenient and fast, but also the location advantage of the component factors. Because of the geographical proximity between China and ASEAN countries, especially the southwest provinces of Guangxi and Yunnan, which have close relations with ASEAN countries in culture, customs, and so on, these regions have become a bridgehead for China's trade in ASEAN educational services. It is worth mentioning that regional economic integration has also provided a new impetus for China's trade in ASEAN education services. Regional economic integration will bring regional economic ties closer together, weaken the restrictive role of national borders, and enhance the sense of identity among regional members, which will also provide opportunities for China to develop the education of international students in ASEAN

countries.

Cost Advantage

This has been discussed in the section on the cost of studying abroad.

2.7 Related Study

Yichuan, Shangyun, Wei, and Kaichun (2008) of Yunnan Normal University adopted an empirical quantitative questionnaire survey in the article "Empirical Study of Chinese Learning Attitudes and Motivations of Southeast Asian Students", and the method of multiple regression analysis concluded that the top 4 most important factors influencing the Chinese language study achievement of Southeast Asian students were: learning hard, attitude towards learning Chinese, attitude towards their national identity and motivation of parental support.

Yurong (2006) of Xiamen University puts forward that it is necessary to recognize the rational motivation of Chinese students to study in order to obtain better employment and personal development opportunities, and not to ignore the emotional and cultural factors contained in the special status of Chinese students. On this basis, the article also puts forward "the duality of reason and emotion" to make a more comprehensive and accurate interpretation of the motivation of Chinese students to study in China. In his article "Reason and Emotion: Interpretation of the Motivation of Chinese Students from Southeast Asia to Study in China"

Liufang and Jing (2014) investigated and analyzed the learning of Chinese by Southeast Asian students in the article "Study on the characteristics of Chinese acquisition of Southeast Asian students - take Liuzhou Urban Vocational College as an example", and because of the results of the survey, they believe that in order to carry

out Chinese education for Southeast Asian students in higher vocational colleges, we should make full use of cultural differences and strengthen students' learning motivation.

Kaohsiung (2017) in the "South Asian Students in China Learning Status Survey" article, used Dali University as an example, investigated the study autonomy of international students from South Asian countries, learning burden, learning interests, learning motivation, and the degree of emphasis on learning five latitudes of learning status. The results reflect the overall situation of students studying in China in some South Asian countries, and provide some enlightenment and reference for the education and management of international students.

Minghuan (2009) of Xiamen University, based on questionnaires and interview survey data, analyzed the main reasons for Southeast Asian Chinese youths to choose to study at Xiamen University, and examined the main objective factors affecting their choice of school. The survey found that Xiamen University's relationship with overseas Chinese in Southeast Asia and Xiamen's excellent climate environment is of great attraction to Southeast Asian Chinese youth. The three main ways for Southeast Asian Chinese teenagers to get to know Xiamen University before coming to Xiamen are friend introduction, parent arrangement, and online inquiry. The policy of foreign university diplomas in the host country of Chinese youth in Southeast Asia and the social and cultural atmosphere of the local country are the external factors restricting their choice of school.

Gholamia (2019) analyzed that universities are at the forefront of developing future human capital, but require new strategic approaches to succeed. Upon confirmation of the proposed model, the results revealed a six-factor structure, which was assessed by knowledge acquisition and application, student relationship management technology, knowledge diffusion, student orientation, student relationship management results, and employee's involvement.

Petrova and Smokotin (2015) studied that the corporate culture is considered its new criterion. The corporate culture is aimed toward shaping the professional and the person who is relevant to the modern knowledge society. The corporate culture of the Research University provides not only competitiveness for professionals but also its spiritual and moral characteristics. engaged scholarship is broader in application than action research

Eden and Huxham, (2006) because the latter is “clinical” addressing one organization's problems, rather than a broader problem shared by a whole sector (Van de Ven, 2007), and design science (van Aken, 2004) which is more focused in the implementation of a particular design solution to an organizational problem (Oliva, 2019).

The study of Le Kang, Feng, and Ha (2017) mentioned that international students in academic programs pay more attention to the level of colleges and universities. Non-academic programs are more focused on language studying Chinese culture experience than the level of college or university.

Yun (2013) findings suggested Chinese government to keep striving to improve the quality of China's higher education in order to future develop international education in China. China's dramatic economic growth and increasingly improved research capacity are the main determinants of international student in flows.

Wei, Ran, and Lai (2018)'s research findings showed that scholarship policy, educational cooperation policy, and the policy of mutual recognition of higher education degrees are important educational policy factors to promote the inflow of foreign students to China.

About the research of Weilian, Yan, Li, and Han (2019), it analyzed the types of emergencies in the new situation from the perspective of the causes of emergencies

through literature analysis and case investigation methods, and it combines with actual cases, analyzes the types of emergencies from different factors involving the factors of natural calamity, man-made disasters epidemic prevention, campus life, cultural difference, society, public order and politics, college teaching management, individual factors of foreign students, installation safety and so on.

Deng (2019) studied on the Education for International Students in China under the Background of “the Belt and Road”, referred that China’s universities should strengthen the construction of professional courses and related teaching, focus on enhancing the quality of specific courses, and realize all-round reform from teaching materials, teaching styles and teaching device, teaching organization form, so as to accomplish the international transformation.

Zhang and Wang (2019)’s study showed that the influence factors from their home countries play a greater role in boosting international students' going back homes, whereas the push-pull factors differ significantly in aspects of the regions coming from and their academic degrees. Hence, their proficiency in Chinese and Chinese culture reduces the impact of the pull forces of international students going back home.

Laajaj (2020) explored the ex-ante motivational effect on students’ human capital accumulation that originate from the introduction of a nationwide scholarship, which created unprecedented opportunities for social mobility and provided strong incentives for them to learn and exert higher effort.

Ma (2022) suggested that the education policy for international students should be properly adjusted in step with the change of the logic, specifically, by improving the multi-center and three-dimensional education management system, furthering the reform of enrollment and cultivation, promoting the standardized operation of the education policy, and upgrading the cross-cultural convergence management, to facilitate an orderly development of the education for international students.

Cheng and Liu (2022)'s research showed that it is necessary to promote international students' study in China to establish a correct value orientation; to strengthen the formulation and optimization of strategic planning of differentiated development of education for international students in China, and build a multi-subject coordination mechanism; to improve the ability of resource integration and utilization, and build the brand of "studying in China" by relying on the guidance of preponderant and characteristic disciplines.

Huang and Liu (2014) suggested that the international students' management model is gradually giving way to the convergence education management model. To Establish a target for an international perspective, the integration of Chinese and foreign, local action and Chinese characteristics is a praiseworthy attempt to carry out convergence education management between the Chinese students and international students in Chinese universities.

Huang and Luo (2022) referred that the international students' management should insist on promoting work from units to the entire area, improve the admission mechanism and reviews for international students in China; insist on improving quality and raising the efficiency of international students' cultivation in China; consistently adhered to innovation on the right track and optimize the modernization level of the management system and governance ability of international students in China.

Yue and Mengyuan (2022) found that the implementation of the Belt and Road initiative (BRI) has significantly expanded the scale of international students coming to China from countries along BRI, and the promotion effect is more prominent in neighboring countries and low-income countries.

Zhang and Duan (2021) stated that The Belt and Road initiative had played a positive role in promoting the in-depth cooperation between China and the countries along the Belt and Road. Universities should fully respect the religious beliefs and

eating habits of different countries and provide different catering services for foreign students. Teachers should actively improve the teaching mode according to the characteristics of foreign students. To effectively link up the daily management of international students, different functional departments should clarify their respective responsibilities, and formulate special regulations and rules specifically for the daily management of international students to be suitable for the actual needs of international students.



Chapter 3

Methodology

This chapter clarifies this study's methodology, including population, samples, sampling techniques, research instruments, measurement of variables, data analysis, and data presentation procedures. The details are described as follows.

3.1 Research Methodology

This study was designed to be research and development which was aimed to generate a strategy for better scholarship management. Normally the researchers in education fields applied a research and development (R&D) method to develop and validate their educational products. This method has been tremendously applied by education practitioners and pedagogues in designing their models of educational products. (Sri Gustiani, 2019) The research and development method in this research was planned to do in the following 3 steps:

The first step was a preliminary study through literature and the needs of the students who got the scholarships.

The second step was to do the survey quantitative data using questionnaire and also collect the qualitative data by using in-depth interviews the interviewees of ten teachers and ten relevant staff members, and the contents of the survey are concerned with strategy for scholarship management development planning.

And the third step was the development and validation of strategy for better scholarship management (Febriana, 2016, p. 80; Hidayah, 2018, p. 183).

For the survey, the researcher used exploratory research was defined as research used to investigate a problem that was not clearly defined. It was conducted to have a better understanding of the existing problem but did not provide conclusive results (Stabbins, 2019, p. 3).

A researcher identifies the problem was addressed by carrying out multiple methods to answer the questions. Once the data had been obtained, the researcher continued this study through descriptive quantitative investigation.

In the research, the instrument of quantitative method was a questionnaire with 220 samples. The researcher got the data collection from the response to questionnaire. The questionnaire was divided into five parts: motivation studied by Maslow's Hierarchy of needs, push-pull theory, university assessment, scholarship and expectation). The quantitative research materials were analyzed using Statistic Package for Social Science (SPSS) statistical software to conduct statistical analysis of relevant problem studies. Correlation analysis used Pearson Correlation to calculate inter-correlation among these five variables whether they impact on each other or not.

Qualitative methods were used to further study the subject in detail and find out if the information was true or not. The qualitative survey used in-depth interviews and the interviewees were ten teachers and relevant staff members. In addition, in order to investigate the implementation of the scholarship program, the researcher did the content analysis with ATLAS software to encode and sort respondents' answers. Content analysis was a research tool used to determine the concepts within qualitative data from interviews, and open-ended questions to analyze the text using content analysis, text had to be coded, or broken down, into manageable code categories for analysis.

Quality and quantity are positively correlated. A Mixed-methods research is the type of research in which a researcher or team of researchers combines elements of qualitative and quantitative research approaches (e.g., the use of qualitative and

quantitative viewpoints, data collection, analysis, and inference techniques) for the broad purposes of breadth and depth of understanding and corroboration (Jennifer, 2013). The quantitative survey use questionnaire distributes to the students which were random to be the sample point and the questionnaire of this study will be processed online. The target group for research was international students from ASEAN countries, with qualifications ranging from bachelor degrees to master degrees. The qualitative survey used in-depth interviews, and the interviewees were ten teachers and staff members. In addition, in order to investigate the implementation of the scholarship program. Ten teachers and relevant staff members were interviewed face-to-face by researcher, through open-ended questions to obtain scholarship project evaluations from different perspectives. The in-depth interview in this study was used to obtain interview materials from homogeneous interviewees. The reliability and validity of interview research were constructed in the interview and coding process.

Qualitative research is the basic premise of quantitative research, and quantitative research is the further deepening of qualitative research. Before quantitative research, the researcher determined the nature of the phenomenon to be studied with the help of qualitative research.

In this research, qualitative research was at a higher level based on quantitative analysis. In the process of quantitative research, the researcher used qualitative research to determine the quantitative limit of qualitative change and the causes of qualitative change.

3.2 Population and Samples

Population

The population of this study were ASEAN students who got scholarships of Chengdu University; the total number was 515 persons (Chengdu University, 2021).

Sample

The sample were drawn from the population and the sample size of this study had been calculated based on Krejcie and Morgan (1970) who suggested that 220 participants would be appropriate for constructing validity and reliability at a 95 percent of confidence level with an error of 5 percent.

3.3 Sampling Techniques

In this study, international students from ASEAN were selected as the participants. The sampling method was stratified sampling; Stratified sampling involves dividing the population into homogenous groups which is called strata, and each strata contained subjects with similar characteristics.

This study used nations to be strata and the sample size of this study had been calculated based on Krejcie and Morgan (1970), as suggested that 5 participants would be appropriate for construct validity and reliability at 95 percent of confidence level with error of 5 percent. The 5 participants were from Thailand and China, who were 3 Thai associate professors and 2 Chinese professors. They examined the IOC to get the content validity. The stratified sampling was based on nationality and samples were taken according to the proportion number of each country. The sample number of each country was shown in the table 3.1. Three ASEAN member countries do not have international students studying at Chengdu University and were not representative, so they were not included in the sample range.

Table 3.1 International students from ASEAN countries of Chengdu University

Nation	Student Number	Ratio	Ratio of Samples	Samples Number
1.Philippines	1	0.19%	0.43	1
2.Laos	100	19.42%	42.13	43
3.Malaysia	47	9.13%	19.80	20
4.Myanmar	4	0.78%	1.69	2
5.Thailand	214	41.55%	91.17	91
6.Indonesia	76	14.76%	32.03	32
7.Vietnam	73	14.17%	30.76	31
Total	515	100.00%	220	220

Table 3.2 The teacher and staff working with foreign students

Position	Dean	Vice Dean	Teacher	Staff
Number	1	2	6	1
Total	10 persons (Chengdu University)			

As for teachers and staff, the researcher would take an interview with open-ended questions. In the research, there were only the scholarship project-related participants, who would be chosen as the interviewees. They were dean, vice dean, teacher and staff, and then they would undergo a face-to-face interview by the researcher.

3.4 Research Instruments

The researcher collected data based on 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 which was designed for collecting data from teachers and staff. Another form of interview was

a group interview, sometimes called a focused group interview; focused groups usually consist of 6 to 12 members. "Focus group participants should be more or less homogeneous, and in general, they understand each other". The focus group interview was appropriate to solve specific topics when the research was involved. A focused group used open-ended questions to generate qualitative narrative data. This allowed interviewees to engage in deeper conversations and choose their own language. This helped researchers understand people's understanding of the situation.

3.4.1 First Instrument (Questionnaire)

A questionnaire for this research was provided to collect data from the students on scholarship management and consists 5 parts with 50 questions as follows:

Part 1: Screening questions to see if the experimenters are from ASEAN countries and whether they know about Chinese scholarships.

Part 2: Demographics. Learn about the age, gender, international and educational qualifications of the experimenters. In addition, the experimenter's Chinese degree, subject preferences, and family annual income to understand, can better analyze the different groups of concerns about studying abroad.

Part 3: This part uses Maslow's Hierarchy of Needs theory and mainly starts from the motivation to study abroad, based on Maslow's demand level theory, from five levels to understand the respondents' motivation to study in China.

Part 4: Mainly based on Push-Pull theory, combined with China's national image perception, university evaluation, and attitude towards scholarships to conclude the experimenters.

Part 5: A brief understanding of the experimenter's future plans.

The online questionnaire was provided by the Chinese online survey service platform, "WJX." "WJX" is a professional online questionnaire survey, evaluation, and voting platform. It has been widely used by many companies and individuals and is currently the most commonly used online questionnaire platform in China. Details of

questionnaires are described at Tables 3.3.

Table 3.3 Questionnaire for students

Part	Categories	Questions
Part 1	Screening question	<ol style="list-style-type: none"> 1. Are you a student from an ASEAN country? 2. Do you know of any Chinese scholarships?
Part 2	Demographic data	<ol style="list-style-type: none"> 1. Which country do you come from? 2. What's your age range? 3. What degree you are learning now? BA\MA\PHD 4. What's your gender? F/M 5. What's your family's annual income? 6. What is your Chinese language level? 7. How long have you been in China? 8. Do you own a scholarship? 9. What's your favorite subject?

Table 3.3 Questionnaire for students (Continued)

Part	Categories	Questions
Part 3	Maslow's Hierarchy of Needs	Questions in each stage
	Safety needs	<p>1. The social environment in China is very safe.</p> <p>2. Chinese universities are friendly to foreign students.</p> <p>The management policy of international students in Chinese universities is very sound.</p>
	Belongingness and love need	<p>1. I have friends or family in China.</p> <p>2. I like to make friends with the Chinese. Chinese is friendly.</p>
	Esteem needs	<p>1. Studying abroad makes it easier for me to find a job.</p> <p>2. I am proud of my experience of studying abroad in China.</p> <p>3. My parents and friends are very supportive of my experience of studying in China.</p>

Table 3.3 Questionnaire for students (Continued)

Part	Categories	Questions
	Self-actualization	1. Studying in China can improve my ownability. 2. I hope my Chinese can be said to be as good as the locals. 3. I believe that studying abroad in China can enrich my life.
Part 4	Push-Pull factors	Questions in each factor
	1. National image	1. National governance capacity and national integrity index - China's government is strong. - China's security is very good. - The Chinese government is friendly to other countries. 2. History, culture, and heritage - I think Chinese culture is very interesting. - China has a lot of historical and cultural heritage. 3. Quality of life and sightseeing - Chinese lifestyle is more laid-back - I yearn to live in China - The quality of life in Chinese is very High 4. National quality and investment immigration

Table 3.3 Questionnaire for students (Continued)

Part	Categories	Questions
		<ul style="list-style-type: none"> - The quality of the Chinese is very high -China's foreign policy is friendly -In China, there is a legal way to learn and work
	2. University Assessment	<p>1. Ranking</p> <ul style="list-style-type: none"> - University rankings are an important factor in my consideration of choosing a university. - Some Chinese universities have high international rankings. - My family or friends also know the rankings of some Chinese universities. <p>2. Teaching</p> <ul style="list-style-type: none"> - I value a university teaching environment very much. - My family or friends also know the rankings of some Chinese universities. <p>3. Teaching</p> <ul style="list-style-type: none"> - I value a university teaching environment very much. - The teaching environment (teaching facilities, teachers, campus activities) in Chinese universities is very good. - The teaching methods of Chinese universities appeal to. <p>4. Learning cost</p> <ul style="list-style-type: none"> - I can accept tuition from the Chinese universities.

Table 3.3 Questionnaire for students (Continued)

Part	Categories	Questions
		<ul style="list-style-type: none"> - The cost of living to study in China is relatively low. - The Chinese university system is reasonable
		<p>5. Future development</p> <ul style="list-style-type: none"> -The experience of studying at a Chinese university is recognized around the world. - Studying in China can increase my future job opportunities. - Majors studying in China can be improved in more professional areas.
	<p>3. Evaluation of Scholarship</p>	<ol style="list-style-type: none"> 1. I'm interested in Chinese scholarships. 2. I have tried to apply for a scholarship to China. 3. I think the scholarship application process in China is simple and convenient. 4. If I qualify, I will definitely apply for a scholarship to China.

Table 3.3 Questionnaire for students (Continued)

Part	Categories	Questions
		5. The number of scholarships in China is very reasonable. (Tuition, living expenses, etc.)
		6. There are many professional options for Chinese scholarship programs.
		7. The majors of China's scholarship program are more attractive than those of other countries.
		8. China's scholarship policy is well implemented.
		9. If a university offers a scholarship, I will apply to the university.
	4. Evaluation of Scholarship	<p>1. If a major is offered a scholarship, I will apply for it.</p> <p>2. If a region is covered by a Chinese scholarship, I will apply to a university in that area.</p> <p>3. If my favorite major has a scholarship program, I will definitely apply.</p>
Part 5	Expectation	<p>1. In the future, I want to stay in China to continue my studies or work.</p> <p>2. After learning knowledge, I want to return home to build my motherland.</p> <p>3. I hope to go to other countries other than China for further study and experience.</p>

3.4.2 Interview Structure for Teachers and Staff

In preparing and reviewing the question, the researchers considered a variety of effective exploration methods; that is, how to "stimulate the informant to provide more information" (Bernard, 2016, p. 215). For semi-structured interviews, during this study, the researcher tried to use each of the probes listed. Sometimes these seemed to ensure more detailed information about the topic under discussion. At other times, the interviewee was just waiting for the next question. It should be noted that "it is actually impossible to specify these in advance because they depend on how the participants answer the main questions" (Merriam, 1998). The researcher prepared a general list of interview questions in advance to elicit a series of answers from the participants. The purpose of the interview guide is to provide a variety of topics that participants can address, which may lead to signs of scholarship management.

The qualitative survey used in-depth interview and the interviewees were ten teachers and relevant staff members. In addition, in order to investigate the implementation of the scholarship program the ten teachers and staff members would be interviewed face-to-face by the researcher, through open-ended questions to obtain scholarship project evaluations from different perspectives.

Table 3.4 Interview for Teachers and Staff

Item	
Part 1	Current responsibilities
1	You are part of a scholarship management program, what are your responsibilities?
2	How well do you recognize this scholarship management?
3	What do you think supports the work of the scholarship program management?
4	What opportunities did you identify and what issues needed to be addressed in the course of executing the project?
Part 2	Modern Management
5	In the past, do you think scholarship management achieves the target/objective or not? If it doesn't meet, why not?
6	What are the current and future objectives of scholarship management?
7	What your suggestions are for managing the scholarship programs?
Part 3	Strategic Development
8	What are the goals, vision, and mission of the scholarship management program in this university?
9	Have you ever participated in developing a strategy team? What does your responsibility?
10	What are your suggestions for developing a strategic plan for scholarship programs?

3.4.3 Focus Group

Focus group interview members usually consist of 6 to 12 members. Focus group participants should be more or less homogeneous, and in general, they understand each other. Robson (1993) pointed out that Bernard (1995) believed that the focus group interview was appropriate to solve specific topics when the research was involved. Focus groups used open-ended questions to generate qualitative narrative data. This allows interviewees to engage in deeper conversations and choose their own language. This helped researchers understand people's understanding of the situation. Qualitative data also includes observation data such as body language and facial expressions.

For this study, it was necessary to use focus group interviews. The researcher invited 7 experts to take part in the focus group. They were 3 Thai associate professors and 4 Chinese professors who are the deans of the college of foreign language and culture from 4 Chinese universities. First of all, this research was to study scholarship management, involving teacher groups, and staff concerned scholarship.

The members of the focus group engaged in deeper conversations to understand the actual situation. They thought these elements are closely related to each other, which are national image, university assessment, evaluation of scholarship, motivation, and expectation. Clarifying the relationship between these variables was conducive to studying the strategy of scholarship management at Chengdu University under one Belt and one Road.

3.5 Reliability and Validity of the Instrument

The researcher was to analyze content validity (IOC) and reliability (Cronbach's coefficient alpha) of questionnaire described as follows:

3.5.1 Checks for Reliability

Cronbach's coefficient alpha was used to test internal consistency. 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).

$$R_{11} = \frac{k}{k-1} \times \left\{ 1 - \frac{\sum S_i}{S_i} \right\}$$

R_{11} : Reliability.

k : Total Test Item

$\sum S_i$: Total variance score for each item.

S_i : Variance score

N : Item total

Table 3.5 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	

3.5.2 Check for Validity

In this research, an Index of Item Objectives Congruence (IOC) was used to analyze content validity through the judgment of the expert validators. Five experts constituted three Thai experts and two Chinese experts in this study. Every expert was at least a bilingual person and they all majored in education. The scorings of five experts were calculated for mean value. The mean values of scorings of all items were between 0.6 and 1.0, and the mean score from expert judgment would be calculated by using the following formula.

$$IOC = \frac{\sum R}{N}$$

IOC: means the congruence between the scale's objectives and the items.

$\sum R$: means the total scores of the agreement of judges in each item.

N: means the total number of judges.

According to Brown (1996, as cited in 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.

The Item Objective Congruence (IOC) Index is used as for screening the item quality. In each item, the experts were asked to determine the content validity score:

- 1) The score = 1, if the expert is sure that this item really measures the attribute.
- 2) The score = -1, if the expert is sure that this item does not measure the attribute.
- 3) The score = 0, if the expert is not sure that the item does measure or does not measure the expected attribute.

The results are in the following Table 3.6.

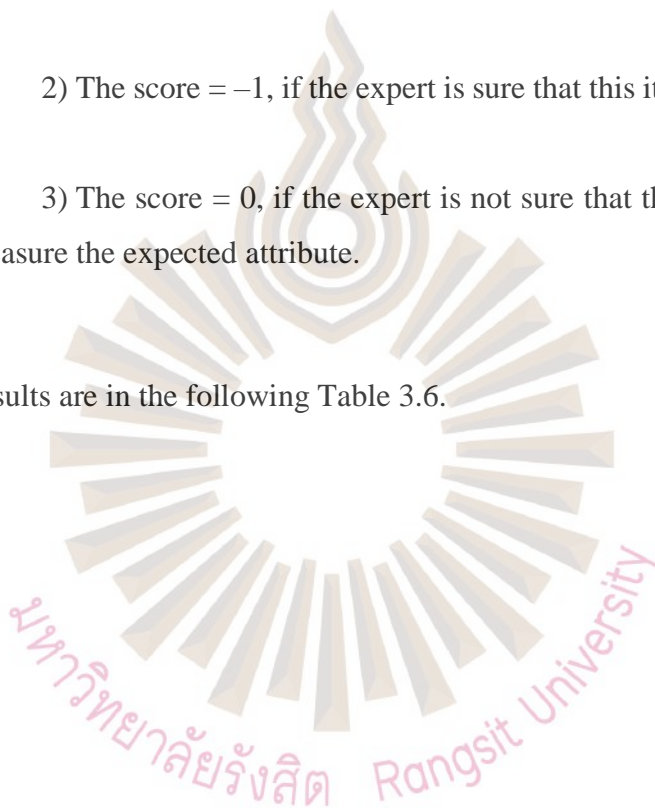


Table 3.6 The Analysis of Item Objective Congruence (IOC) Index of the Questionnaire (Part 3, 4 and 5)

	Item	Expert Decision			IOC	Pass	Revise
		+1	0	-1			
		Part 3	Maslow's Hierarchy of Needs Instructions: This section investigates your motivation to study abroad based on Maslow's needs theory, and choose from strongly disagree (1 point) to strongly agree (5 points) according to your actual situation. 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree				
12. Physiological needs							
1	There are many delicious foods in China.	4	1		0.80	√	
2	China has a beautiful environment and many attractions	3	2		0.60	√	
3	China's eating habits are not very different from my home country.	3	1	1	0.40		×
4	I like the climate of China.	4	1		0.80	√	

Table 3.6 The Analysis of Item Objective Congruence (IOC) Index of the Questionnaire (Part 3, 4 and 5) (Continued)

Item		Expert Decision			IOC	Pass	Revise
		+1	0	-1			
13. Safety needs							
1	The social environment in China is very safe.	4	1		0.80	√	
2	Chinese universities are friendly to foreign students.	4	1		0.80	√	
3	The management policy of international students in Chinese universities is very sound.	3	2		0.60	√	
14. Belongingness and love need Strongly agree							
1	I have friends or family in China.	4	1		0.80	√	
2	I like to make friends with Chinese.	4	1		0.80	√	
3	Chinese is friendly.	4	1		0.80	√	
15. Esteem needs							
1	Studying abroad makes it easier for me to find a job.	3	2		0.60	√	
2	I am proud of my experience of studying abroad in Chin.	4	1		0.80	√	
3	My parents and friends are very supportive of my experience of studying in China.	3	2		0.60	√	

Table 3.6 The Analysis of Item Objective Congruence (IOC) Index of the Questionnaire (Part 3, 4 and 5) (Continued)

Item		Expert Decision			IOC	Pass	Revise
		+1	0	-1			
16. Self-actualization							
1	Studying in China can improve my own ability.	4	1		0.80	√	
2	I hope my Chinese can be said to be as good as the locals.	4	1		0.80	√	
3	I believe that studying abroad in China can enrich my life.	4	1		0.80	√	
Part 4	Push-Pull factors Instructions: This section is mainly based on Push-Pull theory, combined with ASEAN students on China's national image perception, university evaluation, scholarship attitude survey, according to your actual situation, from strongly disagree (1 point) to strongly agree (5 points) to choose.						

Table 3.6 The Analysis of Item Objective Congruence (IOC) Index of the Questionnaire (Part 3, 4 and 5) (Continued)

Item		Expert Decision			IOC	Pass	Revise
		+1	0	-1			
1) Nation Image							
17. Self-actualization							
1	China's government is strong.	3	1	1	0.40		×
2	China's security is very good.	3	1	1	0.40		×
3	The Chinese government is friendly to other countries.	3	1	1	0.40		×
18. History, culture and heritage							
1	I'm interested in Chinese history.	5			1.00	√	
2	I think Chinese culture is very interesting.	5			1.00	√	
3	China has a lot of historical and cultural heritage.	5			1.00	√	
19. Quality of life and sightseeing							
1	Chinese lifestyle is more laid-back.	5			1.00	√	
2	I yearn to live in China.	4	1		0.80	√	
3	The quality of life in Chinese is very high.	5			1.00	√	

Table 3.6 The Analysis of Item Objective Congruence (IOC) Index of the Questionnaire (Part 3, 4 and 5) (Continued)

Item		Expert Decision			IOC	Pass	Revise
		+1	0	-1			
20. National quality and investment immigration							
1	The quality of the Chinese is very high.	4	1		1.00	√	
2	China's foreign policy is friendly.	5			1.00	√	
3	In China, there is a legal way to learn and work.	4	1		0.80	√	
2) University Assessment							
21. Ranking							
1	University rankings are an important factor in my consideration of choosing a university.	5			1.00	√	
2	Some Chinese universities have high international rankings.	4	1		0.80	√	
3	My family or friends also know the rankings of some Chinese universities.	5			1.00	√	

Table 3.6 The Analysis of Item Objective Congruence (IOC) Index of the Questionnaire (Part 3,4 and 5) (Continued)

Item		Expert Decision			IOC	Pass	Revise
		+1	0	-1			
22. Teaching							
1	I value a university teaching environment very much.	5			1.00	√	
2	The teaching environment (teaching facilities, teachers, campus activities) in Chinese universities is very good.	4	1		0.80	√	
3	The teaching methods of Chinese universities appeal to me.	4	1		0.80	√	
23. Learning cost							
1	I can accept tuition from Chinese universities.	5			1.00	√	
2	The cost of living to study in China is relatively low.	3	2		0.60	√	
3	The Chinese university system is reasonable.	4	1		0.80	√	
24. Future development							
1	The experience of studying at a Chinese university is recognized around the world.	5			1.00	√	

Table 3.6 The Analysis of Item Objective Congruence (IOC) Index of the Questionnaire (Part 3,4 and 5) (Continued)

Item		Expert Decision			IOC	Pass	Revise
		+1	0	-1			
2	Studying in China can increase my future job opportunities.	5			1.00	√	
3	Majors studying in China can be improved in more professional areas.	4	1		0.80	√	
3) Evaluation of Scholarship							
25. Scholarship							
1	I'm interested in Chinese scholarships.	5			1.00	√	
2	I have tried to apply for a scholarship to China.	5			1.00	√	
3	I think the scholarship application process in China is simple and convenient.	5			1.00	√	
4	If I qualify, I will definitely apply for a scholarship to China.	5			1.00	√	
5	The number of scholarships in China is very reasonable. (Tuition, living expenses, etc.)	5			1.00	√	
6	There are many professional options for Chinese scholarship programs.	5			1.00	√	

Table 3.6 The Analysis of Item Objective Congruence (IOC) Index of the Questionnaire (Part 3,4 and 5) (Continued)

Item		Expert Decision			IOC	Pass	Revise
		+1	0	-1			
7	The majors of China's scholarship program are more attractive than those of other countries.	5			1.00	√	
8	China's scholarship policy is well implemented.	5			1.00	√	
9	If a university offers a scholarship, I will apply to the university.	5			1.00	√	
10	If a major is offered with a scholarship, I will apply for it.	5			1.00	√	
11	If a region is covered by a Chinese scholarship, I will apply to a university in that area.	5			1.00	√	
12	If my favorite major has a scholarship program, I will definitely apply.	5			1.00	√	

Table 3.6 The Analysis of Item Objective Congruence (IOC) Index of the Questionnaire (Part 3,4 and 5) (Continued)

Item		Expert Decision			IOC	Pass	Revise
		+1	0	-1			
Part 5	Expectation Instructions: This section focuses on your future development plans, and depending on your situation, choose from strongly disagree(1 point) to strongly agree (5 points).						
	1 In the future, I want to stay in China to continue my studies or work.	5			1.00		
	2 After learning knowledge, I want to return home to build my motherland.	5			1.00		
	3 I hope to go to other countries other than China for further study and experience.	5			1.00		

About the IOC, there were scores of 4 points is lower than 0.6. They were “China’s eating habits are not very different from my home country.”, “China’s government is strong, China’s security is very good, and The Chinese government is friendly to other countries”. These items were still put into the questionnaire because of the significant relationships among their needs to go abroad. According to Maslow’s needs theory, the needs for a safe environment, delicious foods and comfortable policy will motivate foreignstudents’ actual deeds to study abroad in a great measure. These students’ motivation of going abroad would need these related needs to ensure the successful completion of their studies in China.

3.6 Data Analysis

Quantitative research materials were analyzed using Statistic Package for Social Sciences (SPSS) statistical software to conduct statistical analysis of relevant problem studies. For qualitative research, context and grounded theory were used to encode the data and find out the research conclusion. The data collation and analysis of qualitative research is based on the research questions, systematically and systematically sorting the various raw data obtained, and then re-presenting the data in a gradually concentrated and condensed manner. The ultimate purpose was to explain the meaning of the data according to the research question and research framework.

3.6.1 Descriptive Statistics

For descriptive statistics, the mean and standard deviation will be calculated. The interpretation scores of the Likert five-point scale are shown in.

Table 3.7 Likert Scale Calculation (Interpretation)

Level of Agreement	Score	Meaning	Scoring Range
Strongly agree	5.0	Strongly agree	5.00-4.21
Agree	4.0	Agree	4.20-3.41
Somewhat agree	3.0	Neutral	3.40-2.61
Disagree	2.0	Disagree	2.60-1.81
Strongly disagree	1.0	Strongly disagree	1.80-1.00

3.6.2 Inferential Statistics

Inferential statistics test observed data for study the impact of independent variables on dependent variables. The independent variables in this study included National Image, University Assessment, and Evaluation Scholarship while the dependent variable is Motivation which was measured from Maslow's Hierarchy of Needs and Expectations:

1) Correlation analysis in this study used Pearson Correlation to calculate inter-correlation between those five variables.

2) Regression analysis in this study used Multiple Regression to study the impact of independent variables on dependent variables, and constructed the model which separated into two models. Model 1 described the impact of independent variables on motivation and Model 2 described the impact of independent variables on expectation.

3.6.3 Content Analysis

The objective of the interviews in this study used to collect data about the strategic management of Chengdu universities' ASEAN scholarships for international students under the Belt and Road. The researchers will analyze them based on specific answers using content analysis. The content analysis mainly used ATLAS software as an analysis tool to encode and sort respondents' answers. The content analysis is a research tool used to determine the concepts within qualitative data from the interview and open-ended questions, to analyze the text using content analysis, the text must be coded, or broken down, into manageable code categories for analysis (Bryman, 2004, p 542). Once the text is coded into code categories, the codes can then be further categorized into "code categories" to summarize data even further. In this research, a content analysis was used as conceptual analysis, and they are steps for conducting a conceptual content analysis as follows:

1) Decide the level of analysis: word, word sense, phrase, sentence, themes.

2) Decide how many concepts to code for: develop a pre-defined or interactive set of categories or concepts (Bryman, 2004).

3) Decide whether to code for the existence or frequency of a concept. The decision changes the coding process.

4) Decide to distinguish among concepts, a researcher can begin developing rules for the translation of the text into codes. This will keep the coding process organized and consistent. The researcher can code for exactly what he/she wants to code. Validity of the coding process is ensured when the researcher is consistent and coherent in their codes, meaning that they follow their translation rules. In content analysis, obeying the translation rules is equivalent to validity.

5) Analyze the results: Draw conclusions and generalizations where possible to overcome these shortcomings of classical quantitative content analysis by applying a systematic, theory-guided approach to text analysis using a category system (Mayring, 2002)

Table 3.8 Summary of the Research Analysis Process

Research selected	Instrument	Data collected	Data analyses
Quantitative research	Questionnaire: Demographic	Response to questionnaire	SPSS: Means, Standard deviation
	Questionnaire -Motivation (Maslow's Hierarchy of Needs) -Push-Pull factors -University Assessment - Scholarship - Expectation	Response to questionnaire	SPSS: Correlation & Regression Analysis
Qualitative research	Interview: Semi-structured interviews	Interviewee answer	Content Analysis (ATLAS)
Qualitative research (Validation Strategy)	Focus Group Scripts	Focus group members' conclusion	Content Analysis

Chapter 4

Analytical Result

This chapter presents the data analyzed from the questionnaire and interview; it is completed by a sample of 332 respondents meeting our targeting requirement. Also, the sample size was randomly screened according to the number of stratification samples, and the results of 220 questionnaires were retained. The data were collected in Mid-October 2021. In November, 10 respondents were interviewed and interview data collected. The final results were divided into two parts of findings, which were derived from statistical data and interview data. The statistical data findings were divided into descriptive analysis, inferential analysis and the interview data analyzed by content analysis.

4.1 Statistics Findings

4.1.1 Findings from Descriptive Analysis

Part 1: Demographics

Part 2: Maslow's Hierarchy of Needs to study motivation

Part 3: Push-Pull factors

Part 4: Expectations

Part 1: Demographics

This part shows the demographic data of samples, including (1) nationality as shown in Figure 4.1, (2) age, as shown in Figure 4.2, (3) level of education, as shown in Figure 4.3, (4) sex, as shown in Figure 4.4, and (5) Annual household income, as shown in Figure 4.5, (6) Chinese water, as shown in Figure 4.6 (7) Time spent living in China,

as shown in Figure 4.7 (8) Whether there is a scholarship, as shown in Figure 4.8 (9) Favorite subject category, as shown in Figure 4.9.

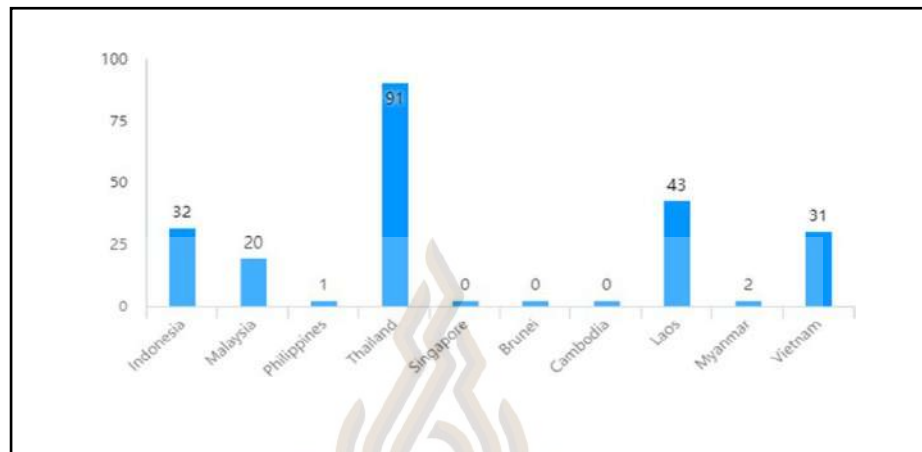


Figure 4.1 Nationality of sample

From Figure 4.1, the numbers of ASEAN students participating in this survey are as follows; 32 Indonesian students, 20 Malaysian students and 1 Philippines student, 91 Thai students, 43 Lao students, 2 Myanmar students, 31 Vietnamese students. As for Singapore, Brunei, and Cambodia, since Chengdu University does not have international students from these three countries (Chengdu University Education Office, 2020), there are no respondents from these three countries in the survey.

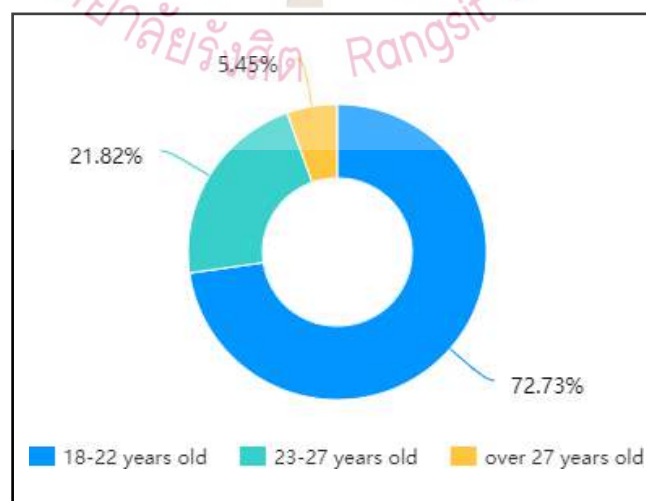


Figure 4.2 Age of samples

According to Figure 4.2, out of 220 respondents, 72.73% of people are between the ages of 18-22, and 21.82% are aged 23-27 years, 5.45 % are over the age of 27. Overall, the respondents in this study were young and most were at the stage of academic education.

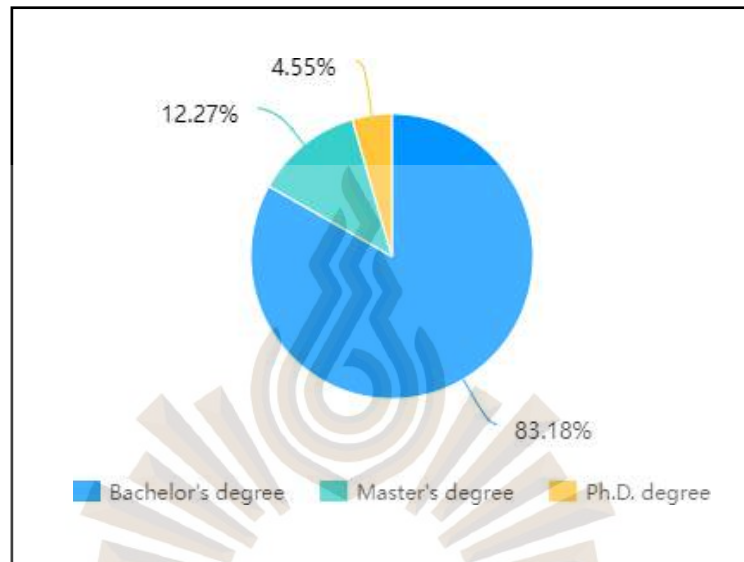


Figure 4.3 Level of education of the respondents

Figure 4.3 is the level of education of the respondents, the majority of the respondents are in the bachelor's degree stage 83.18%, in addition, 12.27% of the respondents were in the master's degree and only 4.55% were in the Ph.D. degree.

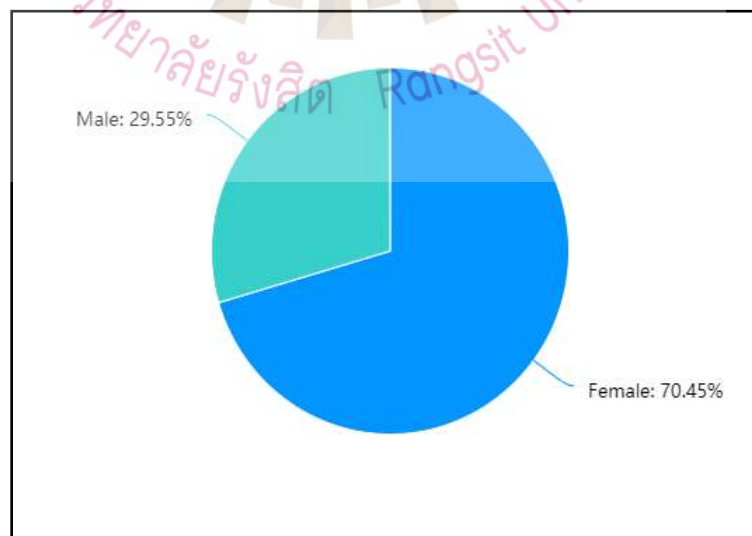


Figure 4.4 Gender of the respondents

Figure 4.4 shows the gender of the respondents, with 70.45% of the respondents being women and another 29.55% male according to the data collected in the questionnaire.

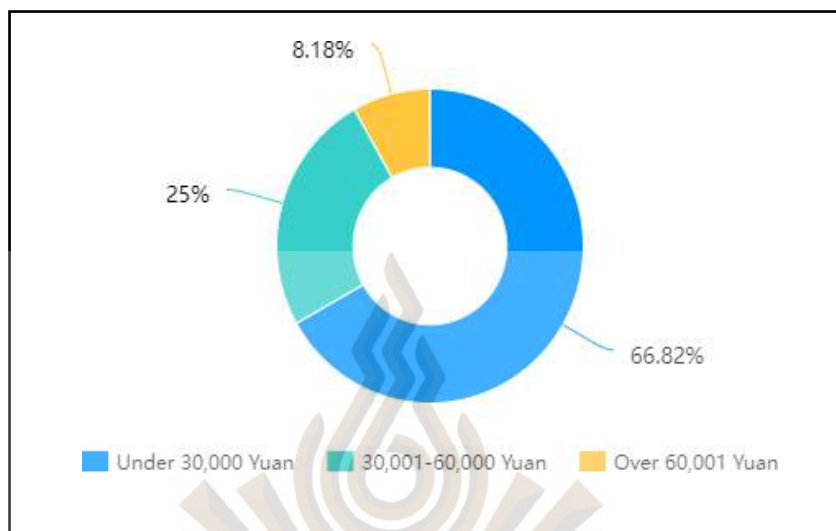


Figure 4.5 Annual household income level of the respondents

Figure 4.5 Showing the annual household income level of the respondents, it can be seen that 66.82 % of the respondents had an annual household income of less than 30,000 yuan, 25 % of respondents, with an annual household income of 30,001-60,000 yuan between, 8.18% of respondents had an annual household income greater than 60,001 yuan.

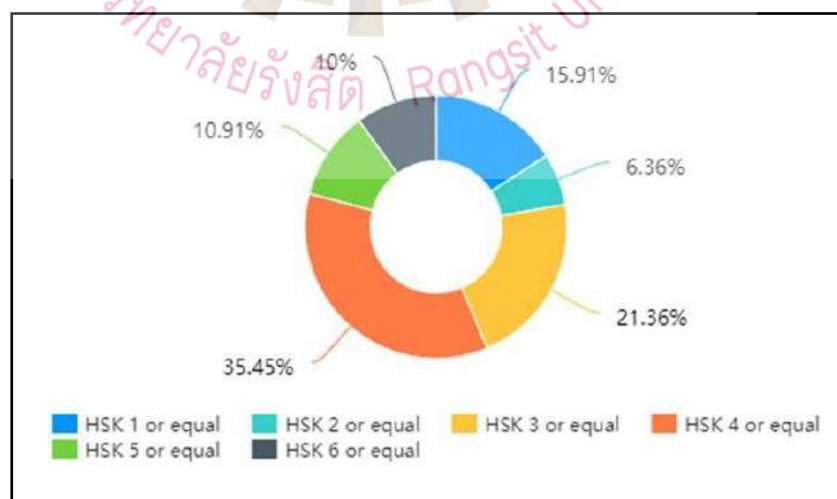


Figure 4.6 Chinese language levels of respondents

Figure 4.6 is the Chinese language level of respondents, according to this graph, the Chinese level of 220 respondents is as follows: HSK4 or equal (35.45%), HSK3 or equal (21.36%), HSK1 or equal (15.91%), HSK5 or equal (10.91%), HSK6 or equal (10%), HSK2 or equal (6.36%). In general, ASEAN students at Chengdu University have a relatively high level of Chinese and can understand or read the Chinese used in their daily learning lives.

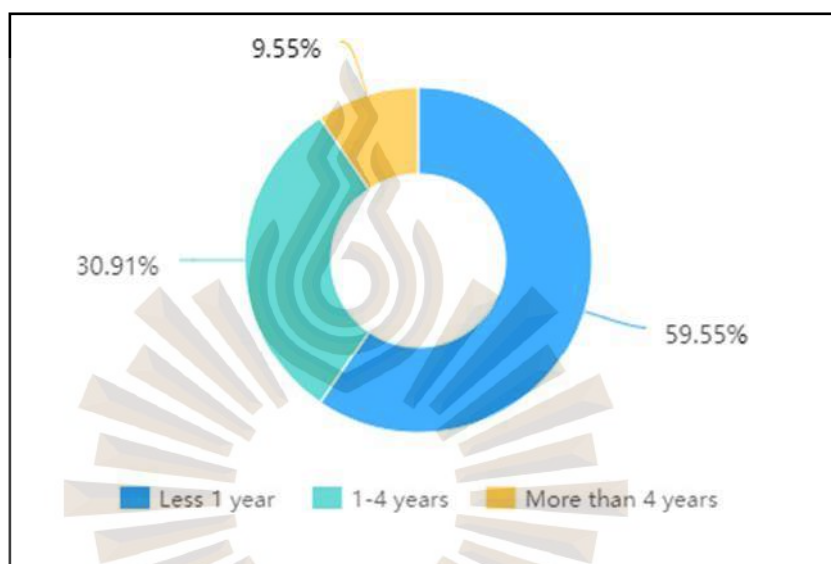


Figure 4.7 Respondents' time in China

Figure 4.7 Survey respondents' time in China is shown that 59.55% of respondents have been in China for less than one year, and 30.91% of respondents have been in China for less than one year. In 4 years, only 9.55 percent of respondents have lived in China for more than 4 years.

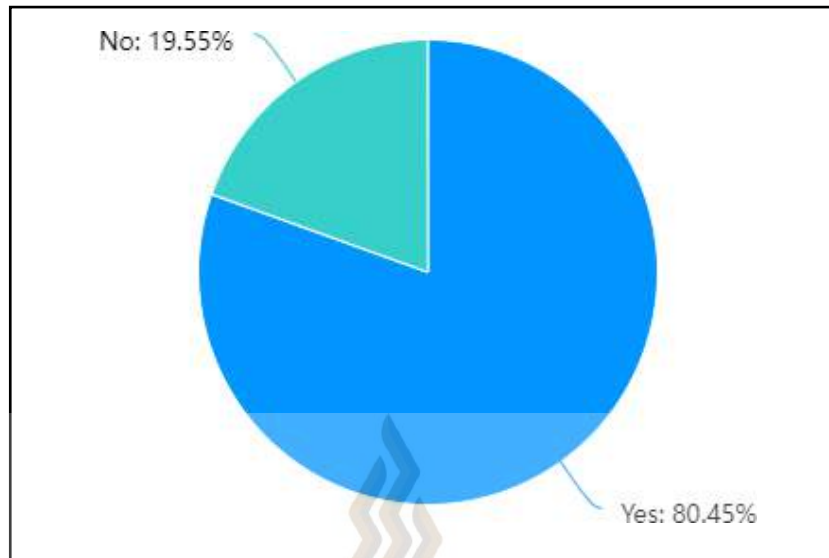


Figure 4.8 Whether respondents have scholarships

Figure 4.8 Survey respondents on whether they have scholarships, the survey found that the majority of respondents have scholarships (80.45%) and a small percentage of respondents do not have scholarships (19.55%).

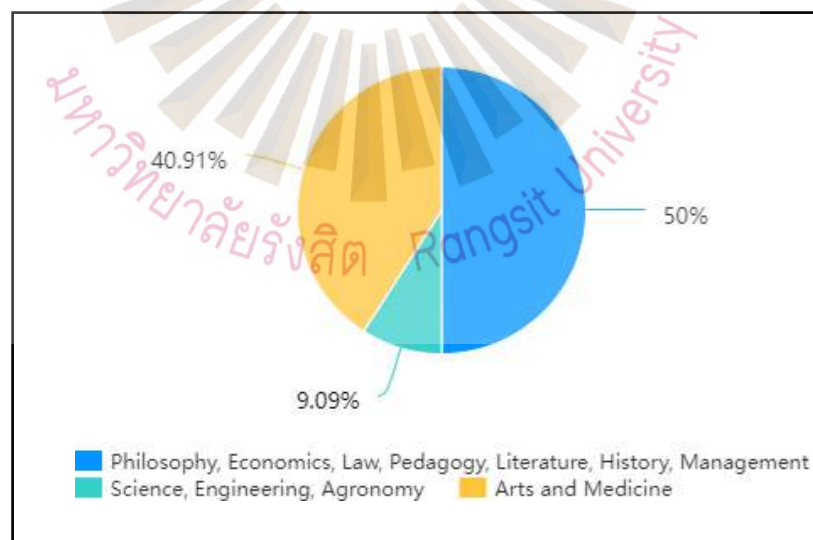


Figure 4.9 Categories of Subjects

Figure 4.9 shows the categories of subjects that respondents like (by Chinese standards), half of the respondents like philosophy, economics, law, (50%), and 40.91% like art and medicine, 9.09% the respondents like science and engineering.

Part 2: Maslow's Hierarchy of Needs to Study Motivation

This section surveys respondents' motivation to study abroad based on Maslow's needs theory, and lets them choose from strongly disagree (1 point) to strongly agree (5 points) according to their actual situation.

Table 4.1 Maslow's Hierarchy of Needs to Study Motivation

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 the Chinese.	220	4.105	0.903
3. The Chinese people are 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

Table 4.1 Maslow's Hierarchy of Needs to Study Motivation (Continued)

Items	No.	Mean	SD
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

As can be seen from Table 4.1 above, the respondent's needs are in the Agree level (Mean 4.200-3.410), that is Physiological needs (Mean=4.159, SD=0.833), and Safety needs (Mean=4.011, SD=0.795), Belongingness and love need (Mean=3.914, SD=0.777), Esteem needs (Mean=3.996, SD=0.788) and the need for Self-actualization (Mean=4.203, SD=0.849).

About Likert's Scale Calculation, mean of strongly agree is 5.00-4.21, Mean of agree is 4.20-3.41, Mean of somewhat agree is 3.40-2.61.

In Table 4.1, the average score of each level of needs is in Agree level (4.200-3.410), which means that in terms of motivation to study abroad; most students agree that studying in China can meet their needs. The factor of Chinese beautiful environment and many attractions (Mean=4.391, SD=0.897), shows that foreign students strongly agree to studying in China. Especially the self-actualization needs, the mean score shows that they strongly agreed that studying in China can meet their needs. Among them, "China has a beautiful environment and many attractions", "I hope my Chinese can be said to be as good as the locals" and "Studying in China can improve my own ability" are the three items that are highly agreed by ASEAN students (Mean=4.391, Mean=4.282 and

Mean=4.25). In general, ASEAN students are motivated to study abroad, and most students believe their needs are met.

In addition, there are some items of needs such as "I like the climate of China" (Mean=3.773), and "I have friends or family in China" (Mean=3.505), which may be the concern factors.

They are motivated to achieve their certain needs by studying in China, another way; most of their needs motivate their behavior to go abroad.

Part 3: Push-Pull Factors

This section is mainly based on the Push-Pull theory, combined with ASEAN students on China's national image perception, university assessment, and scholarship attitude survey, according to their actual situation, from strongly disagree (1 point) to strongly agree (5 points) to choose.

Table 4.2 China's National Image

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

Table 4.2 China's National Image (Continued)

Items	No.	Mean	SD
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

According to Table 4.2, ASEAN students have a more positive attitude towards China's national image (Mean=3.89, SD=0.763), among the items, National governance capacity and national integrity index (Mean=3.962, SD=0.806), history, culture, and heritage (Mean=4.069, SD=0.814), quality of life and sightseeing (Mean=3.688, SD=0.841), and national quality and investment immigration (Mean=3.839, SD=0.841).

In Table 4.2, the students all agreed that “China is developing rapidly” (Mean=4.155, SD=0.888). The students all strongly agreed that “China has a lot of historical and cultural heritage.” (Mean=4.323, SD=0.932). There is a general perception that “China's government is strong”, “China is developing rapidly” and “The quality of life in Chinese is very high” are three items are agreed by ASEAN students (Mean=4.050, Mean=4.155, Mean=3.877). They strongly think “China has a lot of historical and cultural heritage” (Mean=4.323), General aggregation of “China's immigration policy” (Mean=3.839, SD=0.841) and “China's Quality of life and sightseeing” (Mean=3.633, SD=0.841).

Furthermore, there are some items for example “Chinese lifestyle is more laid-back” (Mean=3.509) and “China is the world leader” (Mean=3.586), which are pull factors that support the students to choose to study in China.

Table 4.3 University Assessment

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
a) I value a university teaching environment very much.	220	3.959	0.898
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

Student resources and reputation have become the main factors in the key competition of university studies in the university market. According to Table 4.3, ASEAN students take the university assessment as one of the reference indexes for choosing a university to go abroad, University Assessment Mean in Table 4.3 is 3.832.

There are four factors, which are ranking (Mean=3.764), teaching (Mean=3.952, SD=0.838), learning cost (Mean=3.659), and future development (Mean=3.955, SD=0.799), are regarded by ASEAN students as the important points of evaluating universities. ASEAN students also agree that Chinese universities have a high price/performance ratio for issues such as the cost of study (Mean =3.659, SD=0.801). “Studying in China can increase my future job opportunities” (Mean=4.141, SD=0.971) is almost approved by ASEAN students. They consider “The cost of living to study in China is relatively low”.

Table 4.4 Evaluation of Scholarship

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
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

Table 4.4 Evaluation of Scholarship (Continued)

Items	No.	Mean	SD
10. If a major is offered 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

Table 4.4 shows the attitude of ASEAN students towards scholarships, and it indicates that Scholarships (Mean=4.047, SD=0.742) are very attractive to foreign students. ASEAN students have great interest in Scholarships in China (Mean=4.318, SD=0.950) and are still applying for scholarships in China (Mean=4.327, SD=0.903). In addition, numerous studies on the influencing factors of international students coming to China point out that a scholarship is an important factor, “If my favorite major has a scholarship program, I will definitely apply.”, (Mean=4.177, SD=0.892).

ASEAN students also strongly agreed that if a school, a place, or a major can provide scholarships, then they will have a great possibility to apply for scholarships in the region, school or major, (Mean=4.086, SD=0.92).

Part 4: Expectations

This section focuses on students’ future development plans, and depending on their situation, choose from strongly disagree (1 point) to strongly agree (5 points).

Table 4.5 Expectations

Items	No.	Mean	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

From Table 4.5, ASEAN students' future expectations are more likely to agree that they will return to their home countries and build it (Mean=3.981, SD=0.999). They also intend that they would continue to study or work in China (Mean=3.882, SD=1.049). Either they want to stay in China or go to other countries for further study and experience, almost of ASEAN students signify their expectations (Mean=3.885, SD=0.736).

The results of this section are used to answer research Question 1, and also to achieve Objective 1.

Objective 1: To the analysis of the current situation of ASEAN students along the Belt and Road, including awareness of China's national image, assessment of Chinese universities, evaluation of scholarship programs, motivation for their choice of universities, and attitude towards universities, and scholarships.

After analyzing the data, it showed that the awareness of China's national image (Mean=3.890 among ASEAN students was positive, and almost ASEAN students agreed that China owned a strong government, beautiful sightseeing and historic heritage, and a friendly immigration policy.

About Chinese universities assessment (Mean=3.832), ASEAN students agreed that Chinese university could help them gain a better future development, and

they agreed that the teaching environment of a Chinese university was cozy.

For evaluation of scholarship (Mean=4.047), ASEAN students agreed that the Chinese government's scholarships had a great attraction, the amount was set reasonable, and the subject was set up reasonably.

Table 4.6 Pearson Correlation

Pearson Correlation							
	Mean	S.D	Motivation	National Image	University Assessment	Scholarship	Expectation
Motivation	4.057	0.763	1				
National image	3.890	0.763	0.911**	1			
University	3.832	0.75	0.878**	0.930**	1		
Scholarship	4.047	0.742	0.842**	0.859**	0.874**	1	
Expectation	3.885	0.736	0.761**	0.797**	0.800**	0.855**	1
* p<0.05 ** p<0.01							

From Table 4.6, the correlation between motivation and National Image Mean, University Mean, Scholarship Mean, and expectations Mean was studied using the correlation. The specific analysis showed that: Motivation and National Image Mean, University Assessment Mean, Evaluation of Scholarship Mean, and expectations Mean all showed significance between a total of 4 items, the positive relationship values were 0.911, 0.878, 0.842, 0.761, and the phase values were greater than 0, which means that Needs and National Image Mean, University Assessment Mean, Evaluation of Scholarship Mean, and Expectations Mean had a positive correlation between four items.

Table 4.7 shows the relationship Model 1 of motivation and national image, university assessment, and evaluation of scholarship.

Table 4.7 Parameter Estimates Model 1

Parameter Estimates (n=220)									
	Unstandardized Coefficients		Standardized Coefficients	t	p	VIF	R ²	Adj R ²	F
	B	Std. Error	Beta						
Constant	0.323	0.115	-	2.816	0.005**	-	0.845	0.843	F (3,216) =391.657, p=0.000
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			
Evaluation Scholarship Mean	0.195	0.059	0.195	3.326	0.001**	4.531			
Dependent Variable: Needs									
D-W: 1.765									
* p<0.05 ** p<0.01									

From Table 4.7 the National Image Mean, University Assessment Mean, and Evaluation of Scholarship Mean were used as an argument, and Needs is used as a dependent variable for linear regression analysis, from the Table the model formula was:

$$\text{Needs} = 0.323 + 0.631^{**} \text{ National Image Mean} + 0.127 \text{ University Mean} + 0.195^{**}$$

Evaluation of Scholarship Mean or linear regression equation showed as follows:

$$y_1 = 0.323 + 0.631^{**} x_1 + 0.127 x_2 + 0.195^{**} x_3$$

y_1 : Motivation (Needs)

x_1 : National Image

x_2 : University Assessment

x_3 : Scholarship Evaluation

From Model 1, R square value of 0.845 means that National Image Mean, University Assessment Mean, and 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, National image Mean, Evaluation of Scholarship Mean relationships will affect Needs, and that the multiple collinearities of the model were found to be in the model. The VIF value was greater than 5, but less than 10, which means that there might 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 as follows.

The regression coefficient value of National Image Mean was 0.631 ($t=8.333$, $p=0.000 < 0.01$), which means that National Image Mean had a significant positive impact relationship with Needs.

The University Assessment Mean's regression factor value is 0.127 ($t=1.571$, $p=0.118 > 0.05$), which means that University Assessment Mean did not have an impact on Needs.

The regression coefficient value of Scholarship Mean was 0.195 ($t=3.326$, $p=0.001 < 0.01$), which means that Evaluation of Scholarship Mean had a significant positive impact relationship on motivation for needs of studying in China.

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

Table 4.8 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

From Table 4.8, the National Image Mean, University Assessment Mean, and Evaluation of Scholarship Mean were used as arguments, and needs as dependent variables for linear regression analysis, from the Table 4.8, the Model 1 R square value is 0.845, which means that the National Image Mean, University Assessment Mean, and Evaluation of Scholarship Mean could explain the 84.5% change in Needs.

Table 4.9 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			

According to Table 4.9 the F-test of the model revealed that the model passed the F-test ($F=391.657$, $p=0.000 < 0.05$), which means that the model construction made sense. Model 1 is shown in the following figure:

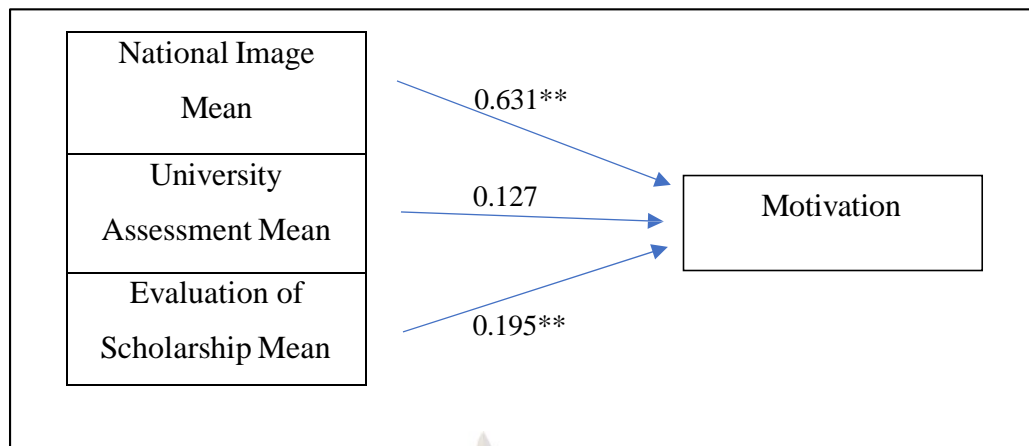


Figure 4.10 Model 1

The following Table 4.10 shows the relationship Model 2 of Expectations and National Image, University Assessment, and Evaluation of Scholarship.



Table 4.10 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* *	-			F (3,216) =212.551 p=0.000
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	
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									

From Table 4.10, The National Image Mean, University Mean, and Scholarship Mean were used as an argument, and Expectation Mean was used as a dependent variable for linear regression analysis, from the Table, the model formula was

Expected Mean=0.376+0.170 Nation image Mean+0.085 University Mean+0.623** Scholarship or linear regression equation show as follow.

$$y_2 = 0.376 + 0.170 x_1 + 0.085 x_2 + 0.623^{**} x_3$$

y_2 : Expectation

x_1 : National Image

x_2 : University Assessment

x_3 : Scholarship Evaluation

From Model 2, R square value=0.747, meaning that Image Mean, University Assessment Mean, and Evaluation of Scholarship Mean can explain the 74.7% change in Exchange Mean. When the model was tested F, it was found that the model passed the F test (F=212.551, p= 0.000 <0.05), which means National image Mean, University Assessment Mean, and Evaluation of Scholarship Mean at least one of the relationships that affected Expectations Mean, in addition, for the model's multi-collinearities test found that the model had a VIF value greater than 5, but less than 10, meaning that there might be some collinear problems, could 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.

The final concrete analysis indicated that the regression coefficient value of Nation Image Mean was 0.170 (t=1.826, p=0.069>0.05), which means that National Image Mean did not have an impact on Expectations Mean.

University Assessment Mean's regression factor value was 0.085 (t=0.849, p=0.397 >0.05), which means that University Assessment Mean did not have an impact on Expectation Mean.

Evaluation of Scholarship Mean's regression factor value was 0.623 ($t=8.621$, $p=0.000 < 0.01$), meaning that Evaluation of Scholarship Mean had a significant positive impact on Expectations Mean.

Summary analysis: Evaluation of Scholarship Mean could have a significant positive impact relationship on Expectations Mean. But National Image Mean and University Assessment Mean did not have an impact on Expectations Mean.

Table 4.11 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

Table 4.11 shows the National Image Mean, University Mean, and Scholarship Mean were used as arguments, and Expectations as a dependent variable for linear regression analysis, from the Table, Model 2 R square value of 0.747 means that National Image, University Mean, and Scholarship Mean could explain the 74.7% change in Expectations Mean.

Table 4.12 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			

From Table 4.12, 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:

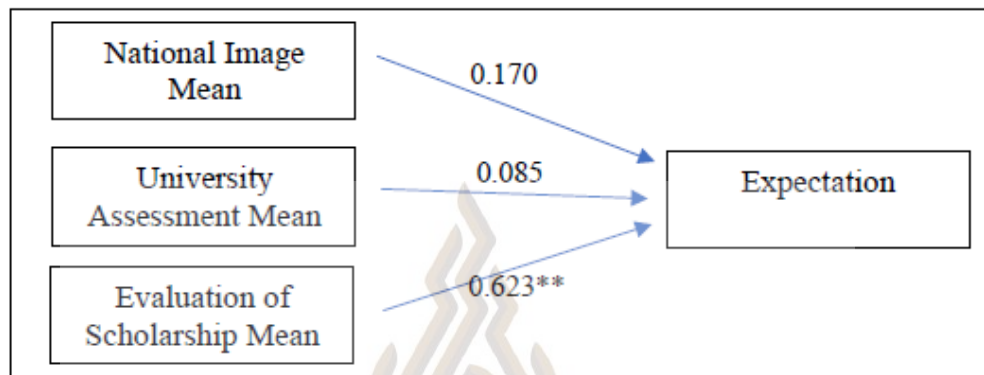


Figure 4.11 Model 2

Model 1 and Model 2 showed the impact of scholarships on the motivation and expectation of ASEAN students to study abroad in countries along the Belt and Road (Objective 2). Because of the above inference conclusions, it could be seen that scholarships had a strong positive impact on the motivation to study abroad, at the same time, the national image also had a strong positive impact on the motivation to study abroad, and in addition, scholarships would also have an impact on students' expectations.

4.2 Interview findings

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 study followed the typical report manner for the interview data and described each interviewee's point of view within the context of the corresponding topic. This section seeks answers primarily for Objective 3.

4.2.1 Part 1 Current Responsibilities

In this part, there are 4 questions to interview teachers and staff which are as follows:

- 1) Suppose you are a part of a scholarship management program, what are your responsibilities?
- 2) How well do you know the scholarship management?
- 3) What do you think supports the work of the scholarship program management?
- 4) What opportunities have you ever found and what issues still need to be addressed in the course of executing the project?

Table 4.13 The responsibility of interviewee in scholarship management program

	Code	Frequency	Percentage	Level
1	Promoting of the scholarship distribution rules	7	70.0	1
2	Admission	6	60.0	2
3	Formulation of scholarship evaluation standards	4	40.0	3
4	Evaluation of scholarships	4	40.0	3
5	Criteria for the judgment	3	30.0	4
6	Strengthen standardized management	3	30.0	4
7	Follow-up	2	20.0	5
8	Scholarship's policy marking	1	10.0	6

The study results of knowledge in the scholarship management of interviewees (Table 4.14) showed a variety of knowledge interviewees the most was application procedures (20%), followed by assessment aspects which were assessment plan, evaluation management, and standardized evaluation. In addition, it was also related to the nature of the scholarship consisting of distribution of the scholarship, scholarship places, types of scholarships, and specific majors of the scholarship.

Table 4.14 Knowledge in the scholarship management of interviewee

	Code	Frequency	Percentage	Level
1	Application procedures	2	20.0	1
2	Application conditions	1	10.0	2
3	Assessment plan	1	10.0	2
4	Preliminary review	1	10.0	2
5	Distribution of the scholarship	1	10.0	2
6	Summary of the implementation	1	10.0	2
7	Specific majors of the scholarship	1	10.0	2
8	Evaluation management	1	10.0	2
9	Scholarship places	1	10.0	2
10	Coordination	1	10.0	2
11	Management personnel	1	10.0	2
12	Types of scholarships	1	10.0	2
13	Regular award objectives	1	10.0	2
14	Standardize of evaluation	1	10.0	2
15	Approval	1	10.0	2
16	Scientific standard of the scholarship	1	10.0	2

The interviewees shared their opinions on support in the same direction (Table 4.15) as shows that both issues 40% were sufficient government scholarships and support in time and in amount, and scholarship management in formulated scientific standards of the scholarship management. Followed by support from policy and strategies support (30%), and followed by in consist of understanding of government officials in the scholarship management (20%), the strength of implementation in strictly implement (20%), propaganda support and publicized (20%), evaluation committee and evaluation management (20%), and rich experience and knowledge of the target people (20%). Other issues (10%) were groups in the implementation of scholarship, consisting of quality of managers, supervision, award process, and provide professional training. There were also other issues such as support from relevant enterprises, various scholarships, etc.

Table 4.15 The support work of the scholarship program management in the interviewees' opinion.

	Code	Frequency	Percentage	Level
1	Sufficient government scholarships and support in time and in amount	4	40.0	1
2	Scholarship management in formulated scientific standards of the scholarship management	4	40.0	1
3	Support from policy and Strategies support	3	30.0	2
4	Understanding of government officials in the scholarship management	2	20.0	3
5	Strength of implementation in strictly implement	2	20.0	3
6	Propaganda support and publicized	2	20.0	3
7	Evaluation committee and evaluation management	2	20.0	3
8	Rich experience and knowledge of the target people	2	20.0	4
9	Support from relevant enterprises	1	10.0	4
10	Award process	1	10.0	4
11	Quality of managers	1	10.0	4
12	Supervision	1	10.0	4
13	People's inclusive mentality	1	10.0	4
14	Vision of attracting candidates	1	10.0	4
15	Incentive income	1	10.0	4
16	Provide professional training	1	10.0	4
17	Various scholarships	1	10.0	4
18	Human resources support.	1	10.0	4
19	Internationalization of higher education	1	10.0	4

The addressed issues in the course of executing the project (Table 4.16) showed that the most addresses issue in strict accordance with the regulations (20%), followed by the government agencies at all levels do not understand and many students don't understand the role of scholarships. There was also implementation, evaluation of granting scholarships to overseas students, and take more time in process of scholarships. The nature of the scholarships was, scholarship had no obvious positive incentive effect and the local institutions were not attracted to enroll.

The opportunity issues in the course of executing the project (Table 4.16) showed that the most opportunity issue was encouraged to realize their value in different fields and special scholarships could also be training objectives (20%), followed by scholarships could be subdivided (10%) to advertise to a person who needed (10%) and also promoted in their programs (10%), besides there were also ambassadors for friendly exchanges (10%) and institutions attracted international students, and raised the international profile of the institutions (10%).

Table 4.16 Opportunities and addressed issues are in the course of executing the project

	Address Code	Frequency	Percentage	Level
1	Strict accordance with the regulations	2	20.0	1
2	Government agencies at all levels do not understand	1	10.0	2
3	Many students don't understand the role of scholarships	1	10.0	2
4	Evaluation of granting scholarships to overseas students	1	10.0	2
5	Local institutions are not attracted to student to enroll	1	10.0	2
6	Scholarship has no obvious positive incentive effect	1	10.0	2
7	Take more time in process of scholarships	1	10.0	2

Table 4.16 Opportunities and addressed issues are in the course of executing the project
(Continued)

	Opportunity Code	Frequency	Percentage	Level
1	Encouraged to realize their personal value in different fields	2	20.0	1
2	Special scholarships can also be training objectives	2	20.0	1
3	Advertise who are in need	1	10.0	2
4	Ambassadors for friendly exchanges	1	10.0	2
5	Institutions attract international students and raise the international profile of the institutions	1	10.0	2
6	Promote their own programs	1	10.0	2
7	Scholarships can be subdivided	1	10.0	2

4.2.2 Part 2 Modern Management

Regarding the management and development of scholarships, there are 3 questions to interview:

- 1) What are your suggestions for managing the scholarship programs?
- 2) What are the current and future objectives of scholarship management?
- 3) Do you think the scholarship management has achieved the target/objective or not? If it has not, why?

Respondents' responses to scholarship management strategies and recommendations for the development of scholarship management, and the achievement of goals and objectives are shown in the Table 4.17.

The suggestions for managing the scholarship programs (Table 4.17) are that the opinion of interviewees including the committee should be impartial and should be

experts in process of the program and monitored to ensure the use of the scholarship (40%), followed by the sources of scholarships should be broadened types of the scholarship are more subdivision and discrimination according to the different and complex level (30%) and improve and enrich the scholarship management personnel system who personnel needs to work out in line with the university's system and a dedicated and clear understanding of the various types of scholarships (30%). In addition, applying and reviewing need to be clear and easy to conduct (20%), optimize the details of scholarship evaluation to prevent students from making a profit, and be strict with the evaluation system to prevent to misconduct at the beginning (20%).

Table 4.17 The suggestions for managing the scholarship programs

	Code	Frequency	Percentage	Level
1	Committee should be impartial and should be experts in process of program and monitored to ensure the use of the scholarship	4	40.0	1
2	The sources of scholarships should be broadened Types of the scholarship are more subdivision and discrimination according to the different and complex level	3	30.0	2
3	Improve and enrich the scholarship management personnel system who personnel need to work out in line with the university's own system and a dedicated and clear understanding of the various types of scholarships	3	30.0	2

Table 4.17 The suggestions for managing the scholarship programs (Continued)

	Code	Frequency	Percentage	Level
4	Applying and reviewing need to be clear and easy to conduct.	2	20.0	3
5	Optimize the details of scholarship evaluation to prevent students from making a profit and be strict with the evaluation system to prevent to misconducts at the beginning	2	20.0	3
6	Necessary to strengthen the scholarship system of indicators should be more diversified, data-based and scientific	1	10.0	4
7	Quality of enrollment and expanding the number of international students	1	10.0	4
8	The assessment of the degree of participation in China's national conditions and cultural experience be more clearly involved	1	10.0	4
9	Scholarships based on students' attendance and performance	1	10.0	4

The current and future objectives of scholarship management (Table 4.18) on interviewee opinion were shown, the most opinion was attracting more excellent a foreign students to study in the university (90%), followed by scholarship management should be diversified fairness and reasonable (40%), and 30% they think that provide scholarships to more students in greater need and more open, broad and diversified, to improve the international students to cultivate talent with excellent character and stimulating students' learning enthusiasm and inspire the motivation of students to study and improve the quality of the students' academic achievement. Moreover, 20% that shows evaluated every academic year, and the assessment begins at the beginning of each school year and encourage more foreigners to study Chinese culture for spreading

Chinese traditional culture and promoting. The rest issues are at the 10% level, and interesting future objectives including revising the scholarship administration every few years to meet the university's expectations and exchanging education experimental areas to establish the network.

Table 4.18 The current and future objectives of scholarship management

	Code	Frequency	Percentage	Level
1	Attract more excellent foreign students to study in our university	9	90.0	1
2	Scholarship management should be diversified fairness and reasonable	4	40.0	2
3	Provide scholarships to more students in greater need and more open, broad and diversified	3	30.0	3
4	To improve the international students to cultivate talent with excellent character and really stimulating students' learning enthusiasm	3	30.0	3
5	Inspire the motivation of students to study and improve the quality of the students' academic achievement	3	30.0	3
6	Evaluated every academic year and assessment begins at the beginning of each school year	2	20.0	4
7	Encourage more foreigners to study Chinese culture for spreading Chinese traditional culture and promoting	2	20.0	4
8	The advantage of a school with stronger competitiveness	1	10.0	5
9	Exchange education experimental area	1	10.0	5

Table 4.18 The current and future objectives of scholarship management (Continued)

	Code	Frequency	Percentage	Level
10	Net work	1	10.0	5
11	Special institutions and personnel to manage the scholarship	1	10.0	5
12	The types of scholarships in order to regulate clearly	1	10.0	5
13	Encounters different new situations every year	1	10.0	5
14	To revise the scholarship administration every few years to meet the university's expectations	1	10.0	5
15	The goal of enhancing the school's international reputation and increasing	1	10.0	5
16	To guarantee the granting in time and in the right amount	1	10.0	5

The target achievement of scholarship management (Table 4.19), was showed that the target of scholarship management achieved 70%, on the other hand that only 30% found that the target of scholarship management has been not achieved yet because of COVID-19 (20%), followed by still at the comparatively lower level (10%), and the application requirement was relatively loose to meet a person who wishes to learn the Chinese language (10%).

Table 4.19 The target achievement of scholarship management

	Achieve Code	Frequency	Percentage	Level
1	Yes, almost achieved	7	70.0	1
2	not yet	3	30.0	2
	Reason Code	Frequency	Percentage	Level
3	The COVID-19	2	20.0	1
4	Still at the comparative lower level	1	10.0	2
5	The application requirement is relatively loose in truly obsessed in learning Chinese language	1	10.0	2

4.2.3 Part 3 Strategic Development

4.2.3.1 Interviewees also offered their own opinions on the development of strategies via 3 questions:

(1) What are the goals, vision and mission of scholarship management program in this university?

(2) Have you ever participated in developing a strategy team? What is your responsibility?

(3) What are your suggestions for developing a strategic plan on scholarship programs?

In terms of the scholarship development plan, the respondents reiterated the purpose, mission and vision of the scholarship strategy, and reflected the respondents' tasks in the optimization of the scholarship strategy and the suggestions for the optimization of the scholarship strategy.

The goals, vision, and mission of scholarship management program in a university (Table 4.20) showed that the most opinions as a way for friendly people to understand China to promote Chinese culture to accept all around the world (50%), followed by to attract more international qualified students from targeting countries in

stronger fields (40%). 30% thought that to facilitate the internationalization and improve the international popularity of the school, and to motivate the students to study harder and improve the quality of students to achieve more academic performance, followed by promoting Chinese cultural transmission, developing friendly for cooperative relations between China and foreign (20%). 10% had some interesting points in overview, building a strong country in higher education and community with a shared future for humanity. In addition, the issues in detail consisted of encouraging more students to form an academic atmosphere in the university and expanding the scale of overseas students to exchange education areas.

Table 4.20 The goals, vision and mission of scholarship management program in a university

	Code	Frequency	Percentage	Level
1	A way for friendly people to understand China to promote Chinese culture will be accepted all around the world	5	50.0	1
2	To attract more international qualified students from targeting countries in our stronger fields and promote the international	4	40.0	2
3	To facilitate the internationalization of the campus and improve the international popularity of the school	3	30.0	3
4	To motivate the students to study harder and improve the quality of students to achieve more academic performance	3	30.0	3

Table 4.20 The goals, vision and mission of scholarship management program in a university (Continued)

	Code	Frequency	Percentage	Level
5	Promote to Chinese cultural transmission, developing friendly for cooperative relations between China and foreign	2	20.0	4
6	The gratitude to the university, the country and the society	1	10.0	5
7	Encourage more students to form a good academic atmosphere in the university	1	10.0	5
8	Expand the scale of overseas students	1	10.0	5
9	Exchange education experimental area	1	10.0	5
10	Building a strong country in higher education.	1	10.0	5
11	Building a community with a shared future for mankind and other nation	1	10.0	5

The results (Table 4.21) showed that most of 60% were not in participation of a strategy team, and only 40% participated. The variety of responsibilities in the strategy team consists of organizing the teaching plan for foreign students and giving reference opinions for a scholarship, administration of the scholarship, and designing the program with colleagues to ensure that every student can get a scholarship under the principle.

Table 4.21 The participation in developing a strategy team and responsibility

	Participation Code	Frequency	Percentage	Level
1	No	6	60.0	1
2	yes	4	40.0	2
	Responsible Code			
1	to organize the teaching plan	1	10.0	1
2	to design the program with colleagues	1	10.0	1
3	administration of the scholarship	1	10.0	1
4	to teach foreign students and give lots of reference opinions for scholarship	1	10.0	1
5	to ensure that every student can get a scholarship under the principle	1	10.0	1

The most suggestions for developing a strategic plan for scholarship programs (Table 4.22) was to bring a supervisory mechanism systematic manner during the evaluation and in accordance with students (40%), followed by an application should be distribution ratio of scholarship programs be clear and user-friendly (20%). The suggestions for the development of scholarship system policy were varied, in the policy aspect consists of, the strategic plan can be more clearly and involved in the assessment of the degree of participation, and do more standardized system to combine with a sense of identity of Chinese cultural traditions. In addition, the suggestion in the process aspect was to reduce manpower and time during the execution, more humanized, scientific and the operation process was more intelligent, strictly enforce the rules and do more research, and make a decision according to the actual situation. Regarding the goals of the scholarship system, it was found interesting that understand the needs of the university and potential candidates; thus, the university should have more autonomy to give scholarships reasonable and should be given different scholarships according to professional development.

Table 4.22 The suggestions for developing a strategic plan on scholarship programs

	Code	Frequency	Percentage	Level
1	Bring in supervisory mechanism systematic manner in during the evaluation and in accordance with students	4	40.0	1
2	Application should be distribution ratio of scholarship programs to be clear and user-friendly	2	20.0	2
3	Do more research, make decision according to the actual situation	1	10.0	3
4	More standardized and systematization to combined with the dissemination and sense of identity of Chinese cultural traditions	1	10.0	3
5	Reduce manpower and time during the execution, more humanized, scientific and the operation process is more intelligent	1	10.0	3
6	To strengthen the quality control of international students	1	10.0	3
7	The strategic plan can be more clearly involved in the assessment of degree of participation	1	10.0	3
8	To strictly enforce the rules	1	10.0	3
9	Understand the needs of the university, and the needs of potential candidates	1	10.0	3

Table 4.22 The suggestions for developing a strategic plan on scholarship programs
(Continued)

	Code	Frequency	Percentage	Level
10	To give different scholarships according to the professional develop	1	10.0	3
11	The government and universities need specialized organizations	1	10.0	3
12	The university should have more autonomy to give scholarship reasonable	1	10.0	3

Combining the results of Objective 1 and Objective 2, it can be seen that students have a positive attitude towards China, and the scholarship also has a great role in promoting the learning motivation of ASEAN students, and from the questionnaire survey of students, it can be found that students have a sense of identity with the promotion of scholarships, universities and even China's national image, so the optimization of scholarship strategies needs to pay attention to publicity.

The content analysis from the interview in this research combined with a questionnaire survey to answer Objective 3: To optimize the strategic management of Chengdu universities' ASEAN scholarships for international students under the Belt and Road, will explain as follows.

From the above interviewee's point of view, we can draw some directions for the development of scholarship management policy, which not only need teachers, staff input, and management, but also need to make reasonable amount, reasonable candidates, and 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 Tables 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.

Regarding the recommendations for the implementation of scholarship management, most respondents believe that experts in the program should supervise the use of scholarships, subdivide the types of scholarships, and strengthen the knowledge and ability of staff on scholarship management. It is clear that the optimization of scholarship management is to attract more international students to study at the university, and it is believed that the management of scholarship programs should be more diversified. Regarding the realization of the scholarship management goals, due to the epidemic, some difficulties have been encountered to achieve the goals of scholarship management, and the difficulty of applying for scholarships has not reached the planned difficulty.

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 be 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.

4.3 Developing Strategy for Scholarship Management

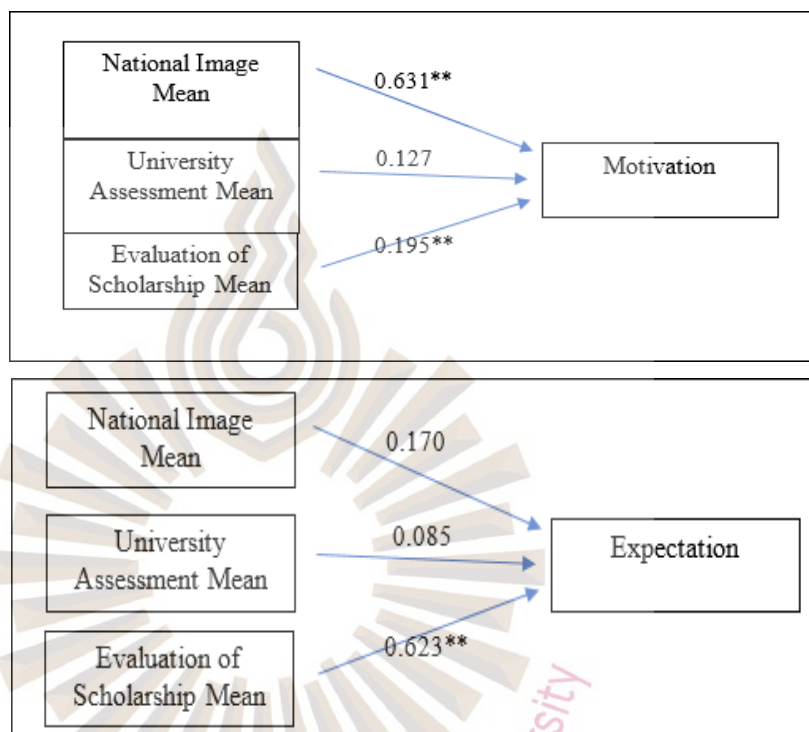
As mentioned in chapter 2, Strategy can be defined as “The direction an organization takes to achieve future success under the aims.” A strategy is a way of describing how to get things done. The strategy is setting how an organization uses resources including, skill, knowledge, finances, and assets, intend to achieve the mission or overall objectives and vision. Strategy development is a process of researching and identifying strategic options, selecting the most promising, and deciding how resources are allocated to achieve objectives. This research formulated the strategy by environmental scanning. Environmental scanning is the process of gathering, organizing, and analyzing information in 3 dimensions, as follows.

<p>Environmental scanning is the process of gathering, organizing and analyzing information which is called 3-dimension scanning.</p>	
<p>1. Taking advantage of resources and emerging opportunities</p>	<p>University policy and support</p> <ul style="list-style-type: none"> - Increase the Scholarship: the questionnaire revealed that the Chinese National Image and motivation increased the attention of ASEAN students attending Chengdu University. - Take Cultural Advantages: Scholarship recipients can also spread out Chinese culture everywhere - Regional Advantages: There are many students who lack educational opportunities in developing countries and this could be a potential to broaden the scope of Chinese scholarship. - Cost Advantage: The majority of scholarship recipients come from low-income families. <p>Some of their families have incomes of less than 30,000 Yuan. However, the study fees and living costs in China are affordable; the scholarship can be distributed to a huge number of ASEAN students.</p>

Environmental scanning is the process of gathering, organizing and analyzing information which is called 3-dimension scanning.

2.Responding effectively to resistance and bazrriers

2. Responding effectively to resistance and barriers



From the above model, a student's motivation for a scholarship is influenced by the national image. Additionally, evaluation of scholarship improves the learning expectation of grantees and job search. As a result, these two factors should be considered while developing a scholarship management strategy. The expectation of scholarship for grantees in terms of job search after graduation is desired by the Chinese government. In order to promote the internationalization of higher education in China, and to demonstrate the country's comprehensive strength, this benefits the long-term development country.

3.A more efficient use

Finding from the interview :
Part 1 Current responsibilities

<p>Environmental scanning is the process of gathering, organizing and analyzing information which is called 3-dimension scanning.</p>	
<p>of time, energy, and resources</p>	<p>Most of the interview respondents work in operations. Just only one respondent is in the management team of scholarship policy making.</p> <p>The responsibilities of the interviewees in the scholarship management program are as follows:</p> <ul style="list-style-type: none"> - Promoting the scholarship distribution rules (Major) - Admission - The development of scholarship evaluation criteria - Evaluation of scholarships <p>The support from the Chinese government that the respondent shows sufficient scholarships and support in time and amount, and scholarship management in formulated scientific standards of the scholarship management. Additionally, the support from policy and strategies is important for easier work for the university. The interviewees believed that scholarships from government support were sufficient, both in terms of time and amount, and also believed that scholarship management under scientific scholarship management standards, including assistance from policy and strategy, could improve the efficiency of the system.</p>
	<p>Part 2 Modern Management</p> <p>The scholarship management should hire an expert to supervise the work process to make the management more effective. Moreover, interviewees suggested that the committee should be impartial and must be an expert in the scholarship management field and monitored to ensure the use of the scholarship is productive. The sources of scholarships should be broadened; types of the scholarship are more subdivision and</p>

<p>Environmental scanning is the process of gathering, organizing and analyzing information which is called 3-dimension scanning.</p>	
	<p>discrimination according to the different and complex levels.</p> <ul style="list-style-type: none"> - improve and enrich the scholarship management personnel system personnel needed to work out in line with the university's system and had a dedicated and clear understanding of the various types of scholarships. - personnel needs to work out in line with the university's system and a dedicated and clear understanding of the various types of scholarships. - optimize the details of scholarship evaluation. <p>For future objectives of scholarship, management should be considered in</p> <ul style="list-style-type: none"> - To attract more excellent foreign students to study in the university. - Scholarship management should be diversified, fairness, and reasonable. - To provide scholarships to more students in greater need and more open, broad and diversified. - To improve the international students to cultivate talent with excellent character and really stimulate students' learning enthusiasm. - To inspire the motivation of students to study and improve the quality of the students' academic achievement.
	<p>Part 3 Strategic Development</p> <p>3.1 The goal, vision, and mission of the scholarship management program in a university showed that the most opinions as a way for friendly people to understand China to promote Chinese culture to accept all around the world as following actions.</p> <ul style="list-style-type: none"> - To attract more international qualified students from targeting

Environmental scanning is the process of gathering, organizing and analyzing information which is called 3-dimension scanning.

countries in stronger fields

- To facilitate the internationalization and improve the international popularity of the university
- To motivate the students to study harder and improve the quality of students to achieve more academic performance
- To promote Chinese cultural transmission and developing friendly for cooperative relations between China and foreign

3.2 Developing a strategic plan for scholarship programs can be done by the following actions.

- To bring supervisory mechanism systematic manner during the evaluation and following students
- An application should be distribution ratio of scholarship programs to be clear and user-friendly
- The suggestions for the development of scholarship system policy were varied, in the policy aspect consists of, the strategic plan can be more clearly and involved in the assessment of the degree of participation, and do more standardized system to combined with a sense of identity of Chinese cultural traditions.
- The process aspect was to reduce manpower and time during the execution, more humanized, scientific and the operation process is more intelligent, strictly enforce the rules and do more research, make a decision according to the actual situation.
- The university should have more autonomy to give scholarships reasonable and should be given different scholarships according to professional development.

4.3.1 Strategy formulation

Strategy formulation is the process of establishing goals and determining the proper plan of action to achieve those goals. An organization uses strategy formulation to plan for success and make improvements to workplace strategies as needed. Strategy formulation is essential for achieving and measuring the attainability of goals. After creating strategies, an organization typically educates its employees so they know the organization's purpose, workplace objectives, and goals. This research will state strategy formulation for Chengdu University in 4 parts as follow:

4.3.3.1 Develop a strategic goal, vision, and mission

Strategic management of scholarship comprises five key facets: scholarship of goal-setting, analysis, strategy formation, strategy implementation, and strategy monitoring. There are the integral elements that, when applied together, distinguish strategic management from less comprehensive approaches, such as operational management or long-term planning. Strategic management of scholarship is an iterative, continuous process that involves important interactions and feedback among the five key facets.

Goal-setting of the scholarship: the scholarship of goals might be to (1) the university administrator to speak publicly on behalf of the scholarship policy to create legitimacy, and have someone from the health sector reform team list the resources and actions that will be necessary to implement the scholarship policy.

Analysis: the scholarship administrator might evaluate the applicants for scholarships to see who is likely to favor the scholarship policy and those supporters, who have the respect of the university.

Strategy formation of the scholarship: it could identify (1) a supportive university administrator and ask him or her to speak for the scholarship policy, and (2) additional information and resources of scholarship needed to develop the scholarship

policy details.

Strategy implementation of scholarship: you could (1) arrange for a presentation or media interview with the scholarship administrator and (2) attempt to collect information and other resources.

Strategy monitoring of the scholarship: the scholarship administrator should assess whether the efforts of the scholarship management at legitimation and policy definition were successful enough to allow the scholarship administrator to focus most of his or her time and energy on constituency-building tasks, or whether the scholarship administrator needs to continue with policy formulation and legitimation.

(1) Optimize the organizational model of scholarship project management; to set the goal of scholarship, it enabled us to articulate our vision: identify what needs to be accomplished by international students, define short- and long-term objectives, and relate them to what the university organization needs to do. We need to summarize your purpose and goals in terms easily understood by both staff and external take holders. The regression coefficient value of National Image Mean is 0.631 ($t=8.333$, $p=0.000<0.01$), which means that National Image Mean has a significant positive impact relationship with Needs.

Table 4.23 Chengdu University goal for scholarship strategy management

Chengdu University goal for scholarship strategy management	
Goal	To promote students' understanding of China and improve the quality of education for international students coming to China, which could improve the internationalization of schools and improve the quality of students' learning. To complete the internationalization of the school governance system and education and teaching.

Table 4.23 Chengdu University goal for scholarship strategy management
(Continued)

Chengdu University goal for scholarship strategy management	
Vision	Actively enhance international exchanges in education, comprehensively upgrade the internationalization level and cross-cultural literacy of all students based on local schools, and promote the new pattern of internationalization of education.
Mission	The establishment of Chinese government scholarships to attract outstanding foreign young students can bring economic prosperity to China and promote good relations with other countries, while scholarship students can also spread out with Chinese culture everywhere.

(2) Optimize the management of the scholarship distribution process; analysis guides the university to collect and consider information so that the university fully understands their situation. The university administrators of university need to identify the strengths and weaknesses of Chengdu University and the opportunities and threats we face as we seek to reach the goals of scholarship management during the distribution process. From the data, the students all agreed that “China is developing rapidly” (Mean=4.155, SD=0.888). The students all strongly agreed that “China has a lot of historical and cultural heritage.” They strongly thought that “China has a lot of historical and cultural heritage.” But some items for example “Chinese lifestyle is more laid-back” (Mean=3.509) and “China is the world leader” (Mean=3.586), which are weaknesses we should seek improvement.

4.3.3.2 Define strategic objectives for scholarship management

The Chinese government has given policy and objectives in the management of scholarships to higher education institutions on 3 issues as follows.

First, to improve the quality of students and promote the internationalization of higher education in China. The scholarship is an important factor from numerous studies on the influencing factors of international students coming to China.

Second, to adjust the size of international students in different regions, and balanced professional distribution.

Third, to show the comprehensive strength of the country and to serve the country's long-term development. The scale, level, and specification of international student education can show a country's comprehensive national strength to some extent.

The results showed that Chengdu University should set objectives for the scholarship management of university according to the objectives of the government as follows:

(1) To improve the international students to cultivate talent with excellent character and stimulate students' learning enthusiasm. Inspire the motivation of students to study and improve the quality of the students' academic achievement.

(2) To attract more excellent foreign students to study at Chengdu University, the scholarship management should be diversified fairness and reasonable, and provide scholarships to more students in greater need and more open, broad, and diversified.

(3) To show the comprehensive strength of the country, to serve the country's long-term development. The scale, level, and specification of international student education can show a country's comprehensive national strength to some extent.

4.3.3.3 Modern Management for Chengdu scholarship management

(1) The most opinion of interviewees including the committee

should be impartial and should be experts in process of the program and monitored to ensure the use of the scholarship.

(2) The sources of scholarships should be broadened; types of the scholarship are more subdivision and discrimination according to the different and complex level.

(3) Personnel need to work out in line with the university's system and have a dedicated and clear understanding of the various types of scholarships.

(4) The details of scholarship management should optimize. Scholarship evaluation, scholarship management, a procedure for applying for a scholarship, scholarship payment procedure, and conditions clearly should be widely disseminated.

4.3.3.4 Strategy for Chengdu scholarship management

(1) Promote the internationalization of higher education for ASEAN students

(1.1) Increasing the scholarship for ASEAN students should be in the required field with the development of the scholarship recipient's country and under the Chinese government's scholarship objectives. To show the comprehensive strength of the country, the scale, level, and specification of international education can show a country's comprehensive national strength to some extent.

(1.2) Cultural Advantages; the surveying showed the relationship between Chinese National Image and motivation to encourage ASEAN students to study at Chengdu University.

(1.3) Regional Advantages; ASEAN developing countries are a huge need for education which will allow the Chinese government to

expand more scholarships.

(1.4) Cost Advantage; the majority of scholarship recipients come from low-income families. Some of their families have incomes of less than 30,000 Yuan. However, the study fees and living costs in China are affordable; the scholarship can be distributed to a huge number of ASEAN students.

(2) Optimization of scholarship management methods

(2.1) Developing a strategic plan for scholarship management. The strategy planning for scholarship management should bring a supervisory mechanism to establish strategic planning and listening to all stakeholders.

(2.2) As part of the strategic planning, 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.

(2.3) 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 that is more logical than strictly enforces the rules based on the research data collated, with the decision-based in accordance to the actual situation on the ground.

(2.4) 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, this 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.

(2.5) The distribution ratio of the scholarship application must be made clear to the students and the application process must be user-

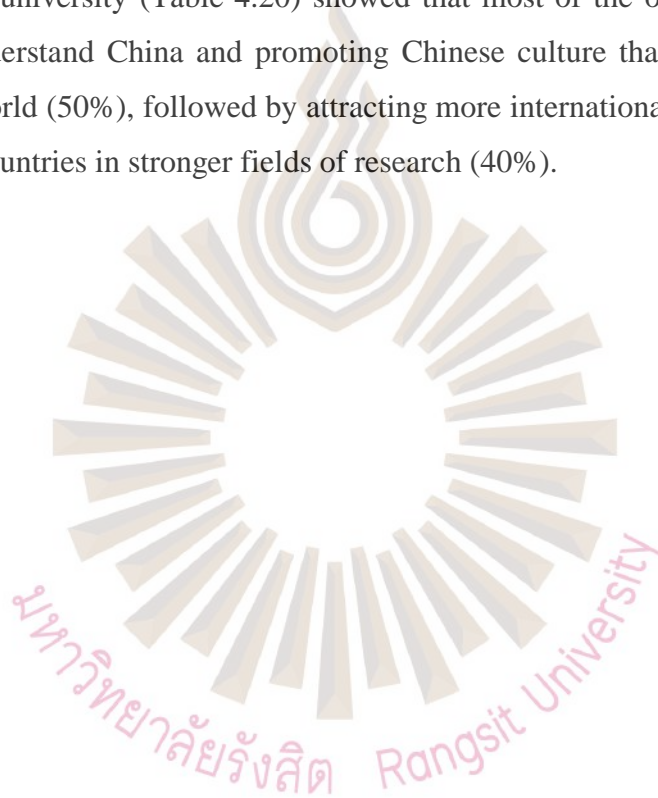
friendly.

(2.6) 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. ASEAN students should take the university assessment as one of the reference indexes for choosing a university to go abroad, with the University Assessment Mean as 3.832. There are four factors: ranking, teaching, learning cost, and future development, which are regarded by students as important points in evaluating universities.

(2.7) Follow-up management and post-evaluation of scholarships. Follow-up management and post-evaluation allow us to check our progress towards achieving the goals and assess whether any changes in the environment necessitate 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 to remain relevant to the impact of changes in the operating environment. Such a plan when closely monitored, also allows us to react to unforeseen situations and anticipate foreseeable changes. In addition, follow-up management and post-evaluation feedback of scholarships must also be analyzed, and these feedbacks, if appropriate, should also be factored into the management design and implementation in the immediate term and the goal-setting process over the longer term. As can be seen from the data, ASEAN students' are more likely to return to their home country upon completion of their scholarship program and contribute their knowledge and skills gained towards building their own countries (Mean=3.981, SD=0.999). Second, these students will continue to study or work in China (Mean=3.882, SD=1.049), and whether they want to stay in China or go to other countries for further study and experience, the data shows a strong inclination to signify their expectations in this aspect. (Mean=3.885, SD=0.736). So, when we modify the scholarship plans, we need to check our process towards achieving these goals and whether assessments are in line with the aspirations of the students taking up the scholarship programs.

(3) It has been shown that increasingly, 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. The goals, vision, and mission of a scholarship management program in a university (Table 4.20) showed that most of the opinions favor having people to understand China and promoting Chinese culture that is acceptable to all around the world (50%), followed by attracting more internationally qualified students from target countries in stronger fields of research (40%).



Chapter 5

Conclusion and Discussion

This chapter will further provide a summary of data analysis and discussion based on this research finding. The practical implication of this research is summarized through the analysis of the data as well. Finally, the limitations of this research and the direction of further research are proposed.

5.1 Conclusion

Focusing on ASEAN students and scholarship-related faculty and staff, the study collected data from October to November 2021, collecting 220 valid questionnaires and interview materials from 10 teachers and staff. The results of this study can be divided into demographic data, motivation to study abroad (Maslow's theory of needs), ASEAN students' evaluation of Chinese universities, ASEAN students' attitudes toward scholarships, ASEAN students' expectations for future development, the impact of scholarships on ASEAN students, and suggestions for improving scholarship policies.

Demography

In terms of nationality, the ASEAN students studying at Chengdu University were mostly Thai, followed by Vietnamese, followed by respondents from Indonesia and Malaysia; Most of the respondents were between the ages of 18-22, and most of the respondents were at the bachelor's degree stage; More than two-thirds of the respondents were women; In terms of annual household income, more than half of the respondents had an annual household income of less than \$30,000; In terms of Chinese proficiency, the majority of respondents had a good Chinese proficiency, with more than half of the respondents having HSK4 (or equivalent) Chinese proficiency; About 60% of respondents have lived in China for less than a year; Half of the respondents prefer

philosophy, economics, law, and other disciplines; 80% of respondents to the survey had scholarships. Maslow's Hierarchy of Needs

In terms of motivation to study abroad, respondents were relatively motivated to study in China, believing that studying in China could meet their physical needs (M=4.159, SD=0.833), security needs (M=4.011, SD=0.795), and self-actualization needs (M=4.203, SD=0.849).

The National Image of China

Overall, ASEAN students took a more positive view of China's national image, agreeing that the Chinese government has good governance capacity (M= 3.962, SD= 0.806) and a culturally rich historical heritage (M= 4.069, SD = 0.814). Moreover, the immigration policy is also friendly, and the quality of life is good.

Evaluation of Chinese universities

The findings showed that ASEAN students value future development (M=3.955) and teaching atmosphere (M=3.952, SD=0.838) when evaluating universities, but Chinese universities did not have any advantage in tuition cost performance, which could further illustrate the impact of scholarships on ASEAN students' willingness to study abroad.

Attitude towards Scholarships

In terms of scholarships, ASEAN students have a high degree of recognition of scholarships (M= 4.047, SD = 0.742), scholarships are very attractive to ASEAN students, and scholarships can become the main motivation for ASEAN students to choose universities.

Future Expectation

In terms of future expectations of ASEAN students, they agree that they will return to their home countries and build their home countries ($M = 3.981$, $SD = 0.999$).

In summary, the awareness of China's national image among ASEAN students was positive. They almost considered that Chinese universities could help them gain a better future development, the assessment of universities was optimistic. They had great attraction to scholarship which was set reasonably. The scholarship to a great extent motivated them to study in China. The ASEAN students' attitude towards evaluation of scholarship and university assessment was affirmative.

The Relationship between Scholarships and Other Factors

In the correlation study, the study used Pearson's correlation coefficient to represent the relationship between scholarship and motivation to study abroad, national image, university evaluation, and future expectations. The study found a positive correlation between scholarship and the above factors, and the correlation coefficients are shown in Table 5.1.

Table 5.1 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, scholarship, closely related to other variables, was the powerful and influencing variable in these five variables. In addition, according to the results of the linear regression survey, there was a significant positive correlation between the

motivation to study abroad and future expectations.

In the interview survey of teachers and staff, the faculty and staff, first of all, had a positive attitude towards the scholarship, their answers could summarize that the scholarship had two major benefits, for the university, the scholarship program could attract more outstanding students with excellent results to apply for the university, which will be conducive to the development of the university and the discipline, and providing a good opportunity for the university to promote its courses. In addition, it was a good financial sponsorship for students, and the scholarship program could also serve as a good financial support to cover the students' cost of studying and living at the university.

The content analysis from interviews combined with a questionnaire survey to optimize the strategic management of Chengdu University's ASEAN scholarship for international students under the One Belt and One Road.

Developing Strategy for Scholarship Management

The strategy is setting how an organization uses resources including, skill, knowledge, finances, and assets, intend to achieve the mission or overall objectives and vision. Strategy development is a process of researching and identifying strategic options, selecting the most promising, and deciding how resources are allocated to achieve objectives. This research formulated the strategy by environmental scanning. After creating strategies, an organization typically educates its employees so they know the organization's purpose, workplace objectives, and goals.

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

1) Optimize the organizational model of scholarship project management

To set a goal, it enables us to articulate our vision: identify what needs to be accomplished, define short- and long-term objectives, and relate them to what our

organization needs to do. We need to summarize our purpose and goals in terms easily understood by both staff and external take holders including the government's policy on scholarships, the administrative procedures for applying for, and reviewing scholarships. Projects to be applied for and reviewed need to be clear and easy to implement.

2) The admissions and management responsibilities of different departments

They should be clarified in advance. Optimization of scholarship assessment management methods; assess external environments and internal situations to identify the strengths and weaknesses of your organization and the opportunities and threats we face as we seek to reach our goals.

3) Scholarship management should guide the right direction and encourage students to achieve more academic results, thanks to the university, the state, and society.

Optimize the management of the scholarship distribution process; analysis guides us to collect and consider information so that we fully understand our situation. We need to identify the strengths and weaknesses of our organization and the opportunities and threats we face as we seek to reach our goals during the distribution process.

4) The committee that awards and reviews scholarships shall be impartial.

Follow-up management and post-evaluation allows us to check our process toward achieving the goals and assess whether any changes in the environment necessitate alterations to our management. Modify plans and actions to adjust to the impact of changes in the operating environment. Effective monitoring allows us to react and anticipate, follow-up management and post-evaluation of scholarships feed back into analysis, management design, and implementation in the immediate term and into goal-setting over the longer term.

5.2 Discussion

The implementation of the Belt and Road Initiative (BRI) has played a positive role in promoting the in-depth cooperation between China and the countries along the Belt and Road, and significantly expanded the scale of international students coming to China from countries along BRI (Yue, 2022). The growth of the number of international students from the countries along the One Belt and One Road, it has brought new opportunities and challenges to the development of Chinese colleges and universities.

Chinese government has to keep striving to improve the quality of China's higher education in order to future develop international education in China (Yue, 2013). China's dramatic economic growth and increasingly improved research capacity are the main determinants of international student inflows.

The development of education for international students in China is an important measure to promote the internationalization of higher education and deepen the opening of education to the outside world. It is also an inevitable requirement for cultivating the talents of "Knowing China and Friends of China", promoting people-to-people bonds, and serving the national strategic layout in diplomacy. However, with the rapid growth of international students' education scale, the development of higher education for international students in China is also facing new challenges, such as low enrollment threshold, low quality of training, management and service levels that need to be improved, etc.

Scholarship policy, educational cooperation policy and the policy of mutual recognition of higher education (Wei, 2018) degrees are important educational policy factors to promote the inflow of foreign students to China.

For Chengdu University, first pays attention to the changes in the overall national policy and the general environment, and formulates appropriate scholarship management methods and international student management measures under national strategic policies under the One Belt and One Road.

5.2.1 Improve the overall level of international student management

Universities are at the forefront of developing future human capital (Hamed, 2019). About the management of international students, we should pay more attention to student orientation, student relationship management results, and employee involvement. The international students are from different countries with different cultural characteristics.

Universities should fully respect the religious beliefs and eating habits of different countries and provide different catering services for foreign students and should insist on promoting work from units to the entire area improve the admission mechanism and reviews for international students, insist on improving quality and raising the efficiency of international students cultivation, consistently adhered to innovation on the right track and optimize the modernization level of the management system, and governance ability of international students in China (Huang, 2022). The research found that international students in academic programs paid more attention to the level of colleges and universities. Non-academic programs focused more on language studying Chinese culture experience than the level of college or university (Le, 2017).

The university should strengthen the construction of professional courses and related teaching, focus on enhancing the quality of specific courses, and realize all-round reform from teaching materials, teaching styles and teaching device, teaching organization form, to accomplish international transformation (Deng, 2019).

5.2.2 Promote the internationalization of higher education for ASEAN students

Increasing the scholarship for ASEAN students should be in the required field with the development of the scholarship recipient's country and under the Chinese government's scholarship objectives. To show the comprehensive strength of the country, the scale, level, and specification of international education can show a country's comprehensive national strength to some extent.

1) Increasing the scholarship for ASEAN students should be in the required field with the development of the scholarship recipient's country and under the Chinese government's scholarship objectives. To show the comprehensive strength of the country, the scale, level, and specification of international education can show a country's comprehensive national strength to some extent.

2) Cultural Advantages; the surveying showed the relationship between Chinese National Image and motivation to encourage ASEAN students to study at Chengdu University

3) Regional Advantages; ASEAN developing countries are a huge need for education which will allow the Chinese government to expand more scholarships.

4) Cost Advantage; the majority of scholarship recipients come from low-income families. Some of their families have incomes of less than 30,000 Yuan. However, the study fees and living costs in China are affordable; the scholarship can be distributed to a huge number of ASEAN students.

5.2.3 Optimize the organizational model of scholarship project management

The International students' management model is gradually giving way to the convergence education management model (Huang Zhan and Liu Jing, 2014). To Establish a target for an international perspective, the integration of Chinese and foreign, local action and Chinese characteristics is a praiseworthy attempt to carry out convergence education management between Chinese students and international students in Chinese universities.

1) Clarify the nature and objectives of the scholarship program and strengthen publicity work

The researcher considered that engaged scholarship was broader in application than action research (Eunice, 2022). During management, design science

was more focused on the implementation of a particular design solution to an organizational problem (Aken, 2004). Therefore, the nature and goals of scholarships for international students were different from those of Chinese students. Among the many goals of the scholarship, the purpose of the Chinese Student Scholarship Program was mainly to help the poor and outstanding students, of course, the International Student Scholarship Program also mainly includes awards, in addition, the current scholarship program for international students also shoulders an important task, that is: to serve the registration strategy. Therefore, the corresponding publicity work should also be different, and should also be considered from the perspective of awards and admissions.

If students do not even understand the scholarship program-or even know what scholarship they have, it is equivalent to being forced to give up their due rights and interests, so that the scholarship system cannot play its due role, and it will also greatly affect the fairness of the scholarship assessment. Colleges and universities should strengthen the publicity of scholarship projects, and scholarship plans are also an effective and important means of publicity for school enrollment.

The more comprehensive colleges and universities there are, the more scholarship programs you have. Strengthening the publicity of the scholarship program will not only benefit more international students who are eligible for scholarships, but also help schools absorb more and better students.

2) Formulate standards for the conversion of foreign academic systems and clarify the evaluation conditions for scholarships

It is necessary to promote international students' study in China to establish a correct value orientation; strengthen the formulation and optimization of strategic planning of differentiated development of education for international students in China, and build a multi-subject coordination mechanism; to improve the ability of resource integration and utilization, and build the brand of "studying in China" by relying on the guidance of preponderant and characteristic disciplines (Cheng, 2022).

Since it is an international education, the differences in the educational systems of various countries should be taken into account. Some manifest themselves in different credits and grade evaluation criteria, while others manifest themselves in different credit hours. For example, the grading system for Chinese schools is based on a 100-point scale, while some countries, such as the United States, have a five-point system. If a Chinese student wants to apply to a school in the United States, he or she needs to send a translation of the officially stamped domestic transcript to several evaluation agencies designated by the American university to transfer credits to see if it meets the school's admission criteria. At present, the transformation of foreign academic systems in the field of international education in China is not enough.

In terms of academic time, China now has two semesters a year, with September as the beginning of the academic year and June as the graduation season. In some countries, such as Thailand, there are three semesters a year, and the corresponding study and vacation periods are different. The international student scholarship program is for international students from different countries in the world as the object, set specific details to fully take into account the differences in these countries, for the performance assessment should establish a complete set of scientific transformation evaluation standards, for the difference in study abroad time can be set flexible application time, cannot be one-size-fits-all.

Motivation is widely used in the role of management, and project managers set attractive factors for the individual needs of a particular object to stimulate their externality, thereby enhancing their enthusiasm for work and taking conscious action. For colleges and universities, the scholarship program is a powerful means that can play an external stimulus role and can significantly mobilize students' motivation and enthusiasm for learning. At the same time, the expectation theory also reminds us that this stimulus also has a certain range of effects, and is not proportional. External stimuli can of course increase the motivation of the object, but this must be within the expected range of the object to be effective. If the conditions of such external stimuli are too low or too high, they cannot take full advantage of their incentive effects.

The ex-ante motivational effect on students' human capital accumulation originates from the introduction of a nationwide scholarship, which created unprecedented opportunities for social mobility and provided strong incentives for them to learn and exert higher effort (Rachid, 2020).

The researcher used the "Push-Pull" theory to analyze the international students' motivation. The influence factors from their home countries play a greater role in boosting international students' going back home, whereas the Push-Pull factors differ significantly in aspects of the regions coming from and their academic degrees (Zhang, 2019). Hence, their proficiency in Chinese and Chinese culture reduces the impact of the pull forces of international students going back home.

To limit this appropriate scope, it is necessary to further clarify the nature of the purpose of the scholarship and the evaluation conditions. Students are well aware of where they should work towards if they want to receive a scholarship and expect to achieve that goal. If the conditions are too low, they do not require much effort to get a scholarship, or if the conditions are too high and the hope of obtaining a scholarship is out of reach, then the scholarship program is useless and does not play its rightful motivating role.

3) Expand the channels of funding sources for scholarships and increase the intensity of awards

One way to improve the effectiveness of scholarships is to increase the number of scholarships and expand the scope of awards. As we know from surveys, most international students generally agree that academic status is the most important condition for scholarship evaluation. In reality, the academic level of international students is multi-level, taking into account the specific situation, according to the conditions of different levels, there are multiple levels of awards such as special awards, first prizes, second prizes, third prizes, as well as full attendance awards, active activist awards, progress awards, competition winner awards, special awards, and other awards. This can not only mobilize the enthusiasm and participation of more students with

different learning levels, different strengths, and majors, but also optimize the educational structure and attract students' attention and development in all aspects; on the other hand, the economic problems of some universities with limited scholarships can also be adjusted.

5.2.4 Optimization of scholarship assessment management methods

1) Balance multiple factors based on openness and impartiality.

The scholarship evaluation process must be open, fair, and impartial. Strengthening the intensity of rewards and expanding the scope of rewards is the premise and foundation. Reviewing is the implementation process. To do anything, people need to pursue fairness, not to mention scholarship programs where honors outweigh economics. Scholarship contenders are concerned not only with the economic value of the scholarship, but also with the relative value of their conditions relative to other opponents. If the judging process is open, fair, and impartial, students will be persuaded to work hard, or they will give up their efforts. If the further improve of the fairness, impartiality, and impartiality of the assessment process are needed, the student representatives of the International Student Union should be invited to participate in the jury to avoid the phenomenon that individual teachers have the final decision. The results of the review should also roughly meet the psychological expectations and value perceptions of most international students.

However, openness and fairness are the principles that all the work of the university must abide by, and the international student scholarship program, it also involves the issue of foreign relations of the country, which is not just a simple merit certificate that balances all factors.

2) Improve the humanistic quality of faculty and staff in colleges and universities

Universities are at the forefront of developing future human capital, and

require new strategic approaches to succeed. There is a six-factor structure (Hamed, 2019), which was assessed by knowledge acquisition and application, student relationship management technology, knowledge diffusion, student orientation, student relationship management results, and employee involvement.

Teachers in colleges and universities should actively improve the teaching mode according to the characteristics of foreign students and strengthen their humanistic cultivation and sense of etiquette. Since ancient times, China had the tradition of "learning from high school as a teacher, being your own example, pursuing academic innovation, and striving for excellence in teaching", which is the basic concept of college teachers, but in contemporary times, especially those engaged in international exchange affairs and international education, university teachers and staff must also have an international vision and a sense of the times. Teachers are no longer the irrevocable role of "a teacher, a lifelong father", but a friend of good teachers and students, and even service providers. Teachers should respect, care for, and understand and trust students. Teachers or staff should have a sense of service, in the face of foreign students in their daily work, and pay more attention to patience; patience can promote communication between teachers and students. Teachers should actively improve the teaching mode according to the characteristics of foreign students (Zhang, 2021).

In particular, it is necessary to take good care of the language skills and etiquette habits of international students, work patiently, and do a good job pragmatically and meticulously. Fairness and justice are the guarantees of the healthy development of any organization, although the assessment of international student scholarships should take into account more complex factors of a difference than domestic students, but in principle, all students should be treated equally, creating a fair opportunity for them to compete.

The education policy for international students should be properly adjusted in step with the change of the logic, specifically, by improving the multi-center and three-dimensional education management system, furthering the reform of enrollment and cultivation, promoting the standardized operation of the education

policy, and upgrading the cross-cultural convergence management, to facilitate an orderly development of the education for international students (Ma, 2022).

3) Improve the efficiency of scholarship management

Engaged scholarship is broader in application than action research (Eunice, 2022). Design science is more focused on the implementation of a particular design solution to an organizational problem (Oliva, 2019). This is about the scientific problems of the scholarship project work, in the specific implementation of the work should also pay attention to the efficiency of the scholarship project, and the information management is an important means to improve work efficiency.

Now is the information society, colleges and universities in science and technology have never lagged behind the times, school education management has also entered the era of the information systems, information technology will play an increasingly important role. China's universities should strengthen the construction of professional courses and related teaching, focus on enhancing the quality of specific courses, and realize all-around reform from teaching materials, teaching styles and teaching devices, and teaching organization form, to accomplish international transformation (Deng, 2019).

Since the implementation of the teaching information network management system of Chengdu University, students have selected courses online, teachers use the homework number to log in to enter the grades in the system, and students use the student number to log in to check and assess the courses, and the effect is better than that of the paper office.

The school's informatization work is a process of continuous development, and the current level of school management informatization is not high, and the degree is not high. The scholarship work has not yet been informatized. The evaluation process for scholarships is long and consumes a lot of manpower. If informatization can be realized, it will not only save time and effort, but also reflect

its principles of openness, fairness and justice.

4) Developing a strategic plan for scholarship management. The strategy planning for scholarship management should bring a supervisory mechanism to establish strategic planning and listening to all stakeholders.

As part of the strategic planning, 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 operation process that is more logical than 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.

5.2.5 Optimize the management of the scholarship distribution process

1) Strengthen the spiritual motivation of the scholarship

Although university scholarships are sometimes expensive, and some can even afford the main living expenses and academic expenses of scholarship recipients, after all, scholarships are not salary income, and their honorary awards are greater than their economic and material significance. If the emphasis on the sense of honor brought by the scholarship by students with better economic conditions is based on their high-level needs for low-level survival, then for students with poor economic conditions, the scholarship is not only a support for their use, but also their spiritual pillar. Gain self-esteem

and pride in the students around you.

Therefore, in the process of awarding scholarships, it is necessary to do a full "dramatization", public recognition, issuance of honorary certificates, strengthening publicity and other procedures do not require additional scholarships, but can greatly improve their effectiveness.

It is clear that students care about the economic and material benefits of the scholarship, and it is through this material award that the scholarship plays its motivating role. Scholarships also reflect the concerns and expectations of the government, universities, or funding units or individuals for them and even for education. The International Student Scholarship Program, it also includes the international policy considerations. Receiving a scholarship also means that the winner accepts emotions and responsibilities.

Therefore, in the process of awarding scholarships, attention should be paid to imparting these profound meanings to students, so that students have a deeper understanding of their honors.

2) Strengthen the spiritual motivation of the scholarship

In addition to developing a reasonable scholarship program and implementing the scholarship program fairly and equitably, publicity should also be strengthened. It seems that the Chinese has always paid little attention to propaganda work, pursued the ancient concept of "wine is not afraid of the depth of the alley", and felt that "the princess sells melons and sells herself, boasting" is an untrue behavior. The modern commercial market has made great strides and its importance is well known to business people. In colleges and universities, many researchers either think that they want to engage in scientific research, or they must "sit on a cold stool" or do not know how to "sell".

Therefore, the publicity of colleges and universities is far from enough. Combining the management of scholarship allocation with the promotion of scholarships is not only conducive to the formation of a good learning style, but also conducive to the supervision of students, and conducive to timely discovery and solution of problems in the process of scholarship assessment.

5.2.6 Follow-up management and post-evaluation of scholarships

Follow-up management and post-evaluation allow us to check our progress towards achieving the goals and assess whether any changes in the environment necessitate 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, to remain relevant to the impact of changes in the operating environment. Such a plan when closely monitored, also allows us to react to unforeseen situations and anticipate foreseeable changes.

1) To fulfill in tracking and managing scholarships, and strengthen supervision over the use of scholarships

It is necessary to consistently adhere to innovation on the right track and optimize the modernization level of the management system and governance ability of international students in China (Huang, 2022).

Most of the students who come to China are like Chinese college students, although they have reached adulthood, they are still young people who are not deeply involved in the world, they are far away from their motherland and their families, and compared with Chinese students, colleges and universities not only have the responsibility of education, but also have more supervision power. School teachers need to be guided by consumption, and at the same time, by psychoanalysis, to help international students overcome vanity, blind comparison, and unrealistic concepts. By guiding international students to use scholarships correctly and rationally can scholarship programs play a more effective role in motivating and guiding.

2) Filling in evaluation can promote the healthy development of the project

The evaluation work is the follow-up work after the organization and management, review management, and issuance management of the scholarship project. Although its timeliness does not seem to be as urgent as the top three, and the impact is not as direct as the top three, it has important implications for the development of the scholarship program. The history of education for Chinese students is very long, but the rapid development is in the past decade, and many related researches are not enough. Compared with some developed countries such as Europe, the United States, and Japan, the strength and influence of the Chinese scholarship program for international students are far from catching up with the rapidly developing international education situation. The research of Chinese scholarships for international students has also lagged, not only in the small number of research results, but also in the existing research of more than one and a half paws.

Conducting in-depth and comprehensive scholarship research on international students in China can test the implementation effect of the current scholarship program and guide its development and improvement. Many schools can implement a regular teacher assessment system, student assessment, and evaluation activities, if you can design a reasonable set of scholarship tracking management (Huang,2022) and evaluation system, routine monitoring, and feedback, you can form a self-updating international student scholarship program, and promote its benign development.

3) To fulfill strengthen the cooperation of various management departments (Zhang,2021).

To effectively link up the daily management of international students, different functional departments should clarify their respective responsibilities, and formulate special regulations and rules specifically for the daily management of international students to be suitable for the actual needs of international students.

5.2.7 It has been shown that increasingly, the model 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. The goals, vision, and mission of a scholarship management program in a university (Table 4.20) showed that most of the opinions favor having people to understand China and promoting Chinese culture that is acceptable all around the world (50%), followed by attracting more internationally qualified students from target countries in stronger fields of research (40%).

5.3 Recommendations

Scholarships have a great influence on both the international image and the university, so the management of scholarship policies is very important, and this study will discuss and make recommendations from several aspects.

5.3.1 National Policy

1) Enhance the Level of International Education in China

China should improve its scholarship policy for ASEAN countries under the One Belt and One Road initiative. With the deepening of China-ASEAN higher education cooperation, it is necessary to optimize the education cooperation policy to meet the needs of both sides. Scholarship policy cannot be ignored, China and ASEAN countries signed very few scholarship policies, and many ASEAN countries have not yet signed, which requires the two sides to strengthen communication, re-examine the shortcomings of scholarship policies, mutual consultation, mutual learning, the scholarship policy optimization into an operational specific policy, and strictly formulate scholarship rules, so that it has a certain incentive effect, is conducive to

attracting outstanding scholars to study in China, promote further cooperation between the two sides in the field of education.

Balance the education and training policies of China and ASEAN countries, enrich the content of education and training policies and attract more talents to engage in education and training. First of all, based on the original cooperation, China can establish good education and training with other ASEAN countries, sign agreements as soon as possible, strengthen bilateral cooperation through policy means, and achieve efficient and high-quality cooperation with ASEAN countries. Second, it is necessary to change the single content of education and training, expand cooperation in higher education from language exchange to all-round training in science and technology, economy, politics, diplomacy, and other aspects, and further deepen cooperation between the two sides. Third, the two sides should learn from each other, attract multiple types of talents to participate in educational training courses, and cultivate various types of talents. The state should improve the relevant policies and regulations on inter-university cooperation and create conditions for cooperation. While improving quality, we will relax the field of inter-university cooperation and establish a set of mature and perfect policies.

Pay close attention to the policy of mutual recognition of academic qualifications and degrees. China should combine its advantages and support activities such as teacher exchanges, student exchanges, mutual recognition of credits, and mutual degree conferment with ASEAN countries; there are strict requirements for higher education degrees for international students, and the phenomenon of wide entry and exit is avoided as much as possible, and a fair learning environment is created. There are not many countries in China and ASEAN countries that have established a policy of mutual recognition of credits and degrees, which is far from meeting the requirements of their cooperation and development, and it is necessary to accelerate the signing of agreements with other ASEAN universities on the policy of mutual recognition of higher education degrees, which is conducive to attracting international students to study abroad. In addition, it is also necessary to improve the rules for the mutual recognition of higher education degrees, and put forward strict requirements for international students on both

sides, which is conducive to cultivating talents and thus better improving the international level of education.

Refine the goals of higher education cooperation between the government and universities, achieve coordinated governance between the government and schools, and promote the process of China-ASEAN higher education cooperation. Under the premise of mutual respect for the sovereignty of higher education, China and ASEAN countries should strengthen cooperation in running schools and academic exchanges, integrate and optimize the higher education resources of other countries, and promote further cooperation between the two sides. On this basis, China can use its advantages to create a good environment for exchanges, optimize policies, jointly build a resource-sharing platform, increase financial support, and coordinate the relationship between the government and universities. In line with the principle of openness, cooperation, and win-win results, China will deepen educational cooperation in different fields between the two sides and attract different types of scholars and students for exchanges, so as to improve the quality of higher education in colleges and universities, realize China-ASEAN higher education cooperation, and promote cooperation at other levels of the two sides.

The policy objectives of China-ASEAN higher education cooperation should be more abundant and statistical analysis shows that the goal of higher education cooperation between the two sides in improving the quality of education is insufficient, which is not conducive to cultivating high-level talents on both sides. The governments of the two sides must pay attention to this issue, adjust policy objectives, pay more attention to the quality of school education services and the quality of international students, and strictly require them, so as to truly promote the improvement of the level of higher education on both sides and the internationalization of education in the two countries.

5.3.2 University Policy Management

1) Improve the management system for international students and further deepen the management convergence

The establishment of a standardized and long-term education management evaluation system for international students is an inevitable choice for the internationalization of China's higher education and has great and far-reaching significance for China to enhance its international image, expand the influence of international education, and attract more international students to study in China.

To do a good job in the evaluation of international student education management, the universities must first correct the attitude of evaluation work, establish correct values, establish a set of fair, just, open, reasonable, and effective evaluation systems, design evaluation processes and programs, make the evaluation results have strong credibility, and finally form a virtuous circle and sustainable development of evaluation work.

The second is to strengthen the organizational guarantee of evaluation work, and include the evaluation of international student education management into the important content of the evaluation of the special level of higher education; The competent departments for education at all levels shall periodically or irregularly conduct assessments of colleges and universities within their jurisdiction; All colleges and universities improve their internal self-assessment work, actively cooperate with the competent departments of education to review and assess, timely introduce third-party assessment agencies, accept social supervision, and form an assessment system that integrates the government, universities, and society.

2) Strengthen the construction of international student management teams, focusing on the cultivation of professional knowledge and cross-cultural goals.

The quality image of Chinese international student education management personnel not only represents the image of the school, but also represents the image of the country, and the professionalization and specialization of the international student management team is an inevitable requirement for the international development of colleges and universities. To strengthen the construction of the international student management team, we must first optimize the management team structure, clarify the post settings and job responsibilities of the International Education College, and the relevant administrative departments and departments of the school are equipped with international student management talents, forming an international student management team with international student management talents as the main body, supplemented by administrative departments and departmental management personnel at all levels, supplemented by external personnel.

The second is to strengthen professional training, regularly holding training, lectures, and work salons, focusing on the cultivation of foreign language, pedagogy, psychology and cultural communication skills. The third is to reasonably strengthen the publicity of national guidelines and policies, set up corresponding funds to support overseas student management personnel to study abroad, strengthen work assessment, smooth promotion channels, and stimulate the enthusiasm and initiative of international student management personnel.

Finally, it is necessary to increase the introduction of overseas talents with international backgrounds; encourage international student tutors to actively participate in the education management of international students, and hire foreign experts in the form of part-time work to jointly promote the education management of international students.

3) Respect cultural differences; strengthen cultural adaptation and academic cultural guidance

Colleges and universities should pay attention to the various problems encountered by international students in the process of cross-cultural adaptation, in the

process of a comprehensive reform of colleges and universities, the construction of the international student service system should be included in the overall planning of the school, and the specific views can start from the following four aspects:

I. According to the actual situation of international students, formulate training programs that meet the needs of talents in different countries and regions, establish an academic support system for international students, implement articulation management, encourage international students to study with Chinese students.

II. Promote scientific research cooperation and cultural integration, and improve the quality of international student training.

III. Care about the mental health problems of international students, incorporate international students into the school mental health crisis warning and mental health service system, provide psychological counseling for international students in need, and ensure the healthy growth of international students.

IV. Improve the international student funding system, and attract more outstanding international students to study in China by raising the standards and scope of scholarships and bursaries for international students.

V. Build a career development guidance system for international students in China, strengthen employment and entrepreneurship education, actively integrate into the "Belt and Road" strategy for overseas graduates, and cultivate a large number of high-level professional and technical talents for countries along the "One Belt and One Road".

5.3.3 Strengthen the construction of international student clubs and enrich campus activities for international students.

To strengthen the construction of the international student union and ensure the effective development of the activities of the international student union, it is necessary

to change the development thinking, establish a reasonable organizational structure, enrich the connotation construction, and form a scientific and perfect operating mechanism. Adopt the concept of integrated development, on the one hand, to promote the cultural integration of students from different countries; On the other hand, cooperation between the international student community and the international student community should be promoted, and the emotional integration of Chinese students should be broken down.

Societies absorb each other's members so that they can learn from each other and make progress together. Establish an organizational system jointly managed by the International Education College and the Youth League Committee, the International Education College is responsible for community construction, the Youth League Committee is responsible for activity guidance, and the two sides are closely integrated, increase investment, integrate resources, and ensure the good operation of community activities. Enrich the content of club activities, feature language activities, and carry out special activities such as language elements and language skills; with cultural activities as the brand, we will carry out cultural exchanges, sports competitions, art exhibitions, social practices, and other activities, strengthen the construction of connotation, and enhance the influence of community activities.

Improve the self-construction of the international student community, select young and energetic talents as community guidance teachers strengthen the selection and training of international student backbones, establish a complete implementation system for planning, training, publicity, and implementation of evaluation club activities, and enrich the campus culture system of international students.

1) Establish and improve the assessment mechanism for international students, and strengthen the enrollment of international students.

International students are a special group, the "Belt and Road" countries have a more obvious impact on Chinese students, there are cultural, religious, ideological, other aspects of differences, and the need to establish a set of targeted

international student evaluation mechanisms through a variety of measures to strengthen international student enrollment, better train international students to serve the "One Belt and One Road" strategy.

The evaluation mechanism of international students can be explored and constructed from two aspects: evaluation methods and evaluation content, in terms of evaluation methods, different from the single index evaluation of previous examination courses, the evaluation of teachers and study abroad administrators can be used, combined with the comprehensive evaluation method of course performance evaluation.

The results of the assessment are relevant to the degree-awarding of international students; In terms of evaluation content, specific training programs can be formulated from three aspects: course content, cultural exchange, and practical activities, and the ability, contribution, and future potential of international students in these three aspects can be assessed. At the same time, to strengthen the enrollment of international students, in terms of funds, publicity, activities, and other aspects of the strengthening of the guarantee, the school can establish a growth mechanism for international student education investment, improve the scholarship system for international students in China, and withdraw part of the funds from special funds such as graduate student training and international student education innovation projects.

China should strengthen the publicity of the education of international students, actively promote the preferential policies and special study abroad programs related to the study abroad of college students, and make full use of friendly provinces, states, embassies and consulates abroad and inter-school exchanges to publicize school education for students; From time to time, personnel can be organized to participate in or hold foreign education exhibitions, learn from the experience of famous schools at home and abroad in publicizing the enrollment of international students, and form a multi-channel international student enrollment publicity system.

5.3.4 Clearly define strategic objectives for scholarship management

The Chinese government has given policy and objectives in the management of scholarships to higher education institutions.

First: To improve the quality of students and promote the internationalization of higher education in China. The scholarship is an important factor from numerous studies on the influencing factors of international students coming to China.

Second: To adjust the size of international students in different regions, and balanced professional distribution.

Third: To show the comprehensive strength of the country, to serve the country's long-term development. The scale, level, and specification of international student education can show a country's comprehensive national strength to some extent.



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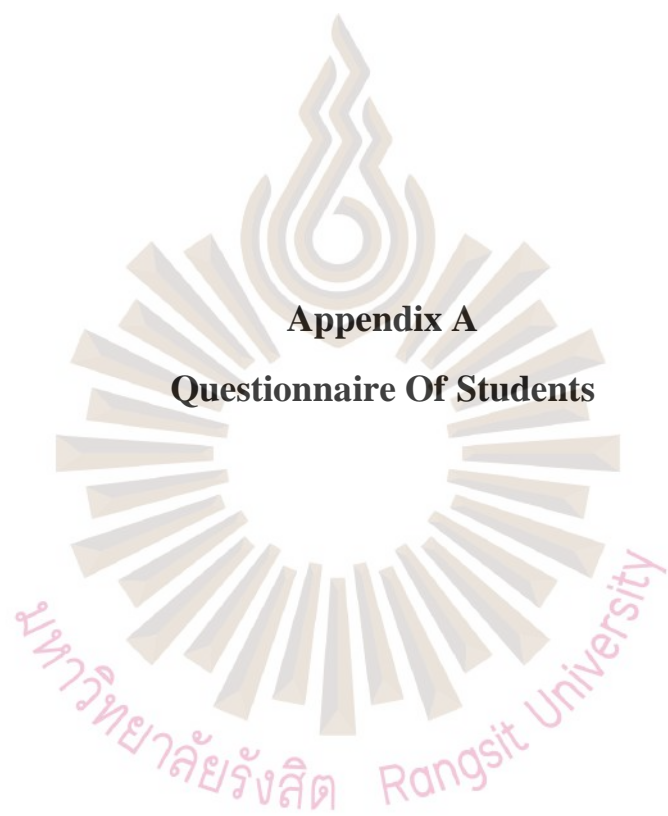
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Appendices





Appendix A

Questionnaire Of Students

มหาวิทยาลัยรังสิต Rangsit University

Questionnaire of Students

Part 1	Screening question	<p>1. Are you a student from an ASEAN country? Yes/No</p> <p>2. Do you know any Chinese scholarship? Yes/No</p>
Part 2	Demographic data	<p>1. Which country do you come from? Ten countries</p> <p>2. What's your age range? 18~22 22-26 over26</p> <p>3. What degree you are learning now? BA \ MA \ PHD</p> <p>4. What's your gender? F\M</p> <p>5. What's your family annul income? Under 30,000 yuan/ 30,001-60,000/ Over 60,001</p> <p>6. What is your Chinese language level? HSK1/2/3/4/5</p> <p>7. How long have you been in China? Less 1 year/1-4 years/More than 4 years</p> <p>8. Do you own scholarship? Yes/No</p> <p>9. What's your favorite subject? Philosophy, Economics, Law, Pedagogy, Literature<besides arts>, History, Management, Science, Engineering, Agronomy; Arts and Medicine.</p>

Part 3	Maslow's Hierarchy of Needs	Questions in each stage
	Physiological needs	<ol style="list-style-type: none"> 1. There are many delicious foods in China. 2. China has a beautiful environment and many attractions. 3. China's eating habits are not very different from my home country. 4. I like the climate of China.
	Safety needs	<ol style="list-style-type: none"> 1. The social environment in China is very safe. 2. Chinese universities are friendly to foreign students. 3. The management policy of international students in Chinese universities is very sound.
	Belongingness and love need	<ol style="list-style-type: none"> 1. I have friends or family in China. 2. I like to make friends with Chinese. 3. Chinese is friendly.
	Esteem needs	<ol style="list-style-type: none"> 1. Studying abroad makes it easier for me to find a job. 2. I am proud of my experience of studying abroad in China. 3. My parents and friends are very supportive of my experience of studying in China.
	Self-actualization	<ol style="list-style-type: none"> 1. Studying in China can improve my own ability. 2. I hope my Chinese can be said to be as good as the locals. 3. I believe that studying abroad in China can enrich my life.
Part 4	Pull+Push factors	Questions in each factor

1. Nation image	<p>1. National governance capacity and national integrity index</p> <ul style="list-style-type: none"> a) China's government is strong. b) China's security is very good. c) The Chinese government is friendly to othercountries. <p>2. History, culture and heritage</p> <ul style="list-style-type: none"> a) I'm interested in Chinese history. b) I think Chinese culture is very interesting. c) China has a lot of historical and cultural heritage. <p>3. Quality of life and sightseeing</p> <ul style="list-style-type: none"> a) Chinese lifestyle is more laid-back b) I yearn to live in China c) The quality of life in Chinese is very high <p>4. National quality and investment immigration</p> <ul style="list-style-type: none"> a) The quality of the Chinese is very high b) China's foreign policy is friendly, In China, there is a legal way to learn and work. c) The teaching methods of Chinese universities appealto me.
2. University	<p>3. Learning cost</p> <ul style="list-style-type: none"> a) I can accept tuition from Chinese universities. b) The cost of living to study in China is relatively low. c) The Chinese university system is reasonable <p>3. Future development</p> <ul style="list-style-type: none"> a) The experience of studying at a Chinese universityis recognized around the world. b) Studying in China can increase my future jobopportunities.

		c) Majors studying in China can be improved in more professional areas.
	3. Scholarship	<ol style="list-style-type: none"> 1. I'm interested in Chinese scholarships. 2. I have tried to apply for a scholarship to China. 3. I think the scholarship application process in China is simple and convenient. 4. If I qualify, I will definitely apply for a scholarship to China. 5. The number of scholarships in China is very reasonable. (Tuition, living expenses, etc.) 6. There are many professional options for Chinese scholarship programs. 7. The majors of China's scholarship program are more attractive than those of other countries. 8. China's scholarship policy is well implemented. 9. If a university offers a scholarship, I will apply to the university. If a major is offered with a scholarship, I will apply for it. 11. If a region is covered by a Chinese scholarship, I will apply to a university in that area. 12. If my favorite major has a scholarship program, I will definitely apply.
Part 5	Expectation	<ol style="list-style-type: none"> 1. In the future, I want to stay in China to continue my studies or work.

		<ol style="list-style-type: none">2. After learning knowledge, I want to return home to build my motherland.3. I hope to go to other countries other than China for further study and experience.
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Interview Questions of Teachers

RESEARCH TITLE: THE STRATEGY TO MANAGE SCHOLARSHIPS OF
FOREIGN STUDENTS STUDYING IN CHENGDU UNDER THE ONE BELT
ONEROAD INITIATIVE

Student Name: LINA DENG

Items	
Part 1	Current responsibilities
1	You are part of a scholarship management program, what are your responsibilities?
2	How well do you recognize this scholarship management?
3	What do you think supports the work of the scholarship program management?
4	What opportunities did you identify and what issues needed to be addressed in the course of executing the project?
Part 2	Modern Management
5	In the past, do you think scholarship management achieve the target / objective or not? If it doesn't meet, why?
6	What is the current and future objectives of scholarship management?
7	What are your suggestions for manage the scholarship programs?
Part 3	Strategic Development
8	What is the goals , vision and mission of scholarship management program in this university?
9	Have you ever joint develop strategy team? What does your responsibility?
10	What are your suggestions for develop strategic plan on scholarship programs?

Part 1 Answer:

Regarding the interviewee's duties in the scholarship program, the answers received are as follows:

Interviewee A: “My responsibilities are admission and Promotion for the scholarship. Formulation of the scholarship distribution rules. Evaluation of incentive effect of scholarship. according to different situations, we promptly adjust the number and share of scholarships”

Interviewee B: “My responsibilities mainly include participating in the formulation of scholarship evaluation standards and supervise the evaluation of scholarships. And to design the Chinese learning curriculum plan for foreign students.”

Interviewee C: “I am the project implementer. I'm responsible for granting scholarships according to the requirements of scholarship policy. Chengdu University from 2003 began to recruit international students. Scholarships are also available for international students. These include university-level scholarships and government scholarships.”

Interviewee D: “As a new international student counselor, at present, I am mainly responsible for answering students' questions about the scholarship.”

Interviewee F: “I am responsible for the management, application and distribution of the scholarship.”

Interviewee G: “My responsibility is to supervise the distribution of scholarships to achieve equity and justice.”

Interviewee H: “I'm one of the representatives who announces final results and receives inquiries from students, staff and society.”

Interviewee I: “I’m in charge of the enrolment of international students, I will propose the name list to the scholarship committee according to their academic assessment and other performance.”

Interviewee J: “I am responsible for the management, application and distribution of the scholarship.”

It follows that most of the respondents' jobs are closely related to the scholarship program, and their attitude towards the scholarship program is therefore positive.

“In my opinion, the scholarship programs can attract more meritorious students with excellent academic performance to apply our university, which will benefit the university and discipline development.” Interviewee A said.

“In my university, we have different types of scholarship, for example university scholarship, one road and one belt scholarship, and Chengdu government scholarship. We distributed different types of scholarships according to the actual situation of international students.” Interviewee B said.

“I’m in favor of this scholarship management which provides opportunities for students to come to China to study.” from Interviewee D.

“In my opinion, I think it means a lot to students. Some poor students can get the opportunity to study in China by applying for scholarships.” from Interviewee G.

With regard to the management of scholarships and current policies, the attitudes and ideas of the respondents are as follows:

“The government policies on the scholarship. And the administrative process of applying and reviewing the scholarship. The scholarships give good opportunities to the universities to promote their own programs. On the students side, it’s a good financial sponsorship. The responsibility on the admission and management for

different department should be clear in advance. For example, the Chengdu government has established the Belt and Road Scholarships for foreign students. The scholarship programs are also working as the good financial support to cover the students' study and living expense in the university. Financial support from the university. Support from relevant enterprises. A clear and operational scholarship application and award process.” Interviewee A said.

Interviewee H: “As for opportunities, I see there are still a large number of students in need of financial support. It's a good chance to not only advertise the school but also help those in need. Talking about issues, every time there are some students who misjudge their conditions, mistaking that they were in match. It's always been a problem.”

Interviewee I: “I think the scholarship programs gave a great opportunity to students who with excellent grades but may have financial problem to continue their study abroad, and also it encouraged these students to keep be outstanding. For the education institutions, especially for the those which are less famous, the scholarship can help institutions attract international students and raise the international profile of the institutions. In the course of executing the project, we need have some quality assurance for the students.”

“We need to award scholarships in strict accordance with the regulations, and those who fail to meet the assessment criteria will not be granted scholarship support.” from Interviewee D.

Part 2 Answer:

Interviewee B stated:

“My suggestion is to set up special personnel for scholarship management. These persons should be familiar with the whole scholarship system, such as the formulation of standards, evaluation process, supervision method and final payment. The current goal of scholarship management should be fair and reasonable, and the future goal should be more diversified. I think most of the goals of the scholarship management have been achieved. A small part of the objectives have not been completed, mainly because some standards are difficult to implement in the process of implementation and need to be revised.”

Interviewee E also made a similar recommendation:

“Since the objectives of scholarship management programs in different institutes would be different, it is very difficult to give a common suggestion. If it is needed, then again, the committee of the program should be including experts in and outside the institute, to have more directions of consideration. At this stage in my work, the scholarship management tried to attract better candidates for the institute, in the future, I think it should be aiming not only the selection of students, but also the network. Here not yet...considering the development of Erasmus+ programs in Europe, now the scholarship management here is still at the comparative lower level, by attracting talents only.”

“The government administration of international student scholarships needs to have a thorough understanding of university systems and regulations. Don't just give out unrealistic ideas. At the same time, the university scholarship management personnel need to work out the scholarship management methods in line with the university's own system, and come up with practical and effective concrete operational methods. The objectives of the scholarship management is to attract truly outstanding overseas talents through scholarships. On the whole, it has achieved the expected goal and indeed attracted a large number of overseas students

to study in Chengdu. However, because the threshold of scholarship is not too high, so it has not really played a role in attracting only outstanding talents.” from Interviewee D

Part 3 Answer:

Interviewees also offered their own opinions on the development of strategies:

Interviewee I said “Through scholarship management, we hope to set a reasonable amount and quota of scholarship, and through the establishment of a reasonable and fair management system, to maximize the effect of scholarship, to bring high quality international students to the school, and to motivate the students to study harder, and to cultivate them to become international talents who know China, love China, and love China. I have ever participated in developing a strategy team. I give advises to help making decision about scholarship strategy. When doing development of the strategy, we should do more research, make decision according to the actual situation of own school to develop a strategy, do not blindly follow the trend neither too harsh.”

Interviewee J said “we wanna to improve the quality of students, encourage students to study hard, and promote friendly and cooperative relations between China and foreign countries with the function to scholarship management program. I am participated in giving scholarship according the students' academic record, grades at ordinary times and their class performance. In my opinion, the university should have more autonomy to give scholarship reasonably. we could redistribute the scholarship to different students.”

Interviewee E said “The most important one at this stage is to attract qualified students. We are aiming to have more qualified students and providing them better opportunities to study in Chengdu, and understand Chengdu. I have ever participated in developing a strategy team. My responsibilities is to design the program with colleagues. To really understand the needs of the university, and the

needs of potential candidates.”






Appendix C

Acknowledgment Of Human Research Ethics Approval

From Rangsit University

Acknowledgment of Human Research Ethics Approval from Rangsit University



Acknowledgment of Human Research Ethics Approval from Rangsit University

Your research project has been successfully approved by the Human Research Ethics Committee of Rangsit University. One copy of Certification of Approval has been sent to you with the following details.

COA. No.	COA. No. RSUERB2021-117
Protocol Title	The Strategy to Manage Scholarships of Foreign Students Studying in Chengdu Under The One Belt One Road Initiative
Principle Investigator	Deng Lina
Affiliation	Suryadhep Teachers College, Rangsit University
How to review	Expedited Review
Approval includes	<ol style="list-style-type: none"> 1. Project proposal 2. Information sheet 3. Informed consent form 4. Data collection form/Program or Activity plan
Date of Approval:	24 / 12 / 2021
Date of Expiration:	24 / 12 / 2023

Please make sure that all the details on the Certification of Approval are correct, then, sign your name and send it back to the Research Ethics Office of Rangsit University.

I approve that all the details are correct
 I would like to edit the Certification of Approval (Please edit the file and send it back to Research Ethics Committee -- Certification of Approval only)

Signed: Deng Lina

(.....)

Date:...../...../.....

Human Research Ethics Committee, Research Ethics Office, Room 504, 5th floor, Building 1, Rangsit University
Tel. 0-2791-5687 Email: rsuethics@rsu.ac.th

Appendix D
TurnItin Reslts



TurnItIn Results

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

ORIGINALITY REPORT

14%	12%	6%	8%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

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2	www.simplypsychology.org Internet Source	1%
3	Submitted to Chulalongkorn University Student Paper	1%
4	Jian Li. "Four Branches" of Internationalization of Higher Education in China". Springer Science and Business Media LLC, 2021. Publication	1%
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7	Jian Li, Eryong Xue. "One Belt and One Road" and China's Education Development".	1%

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Appendix E

IOC's Experts

มหาวิทยาลัยรังสิต Rangsit University

IOC's Experts
Questionnaire

NO.	Name	Organization
1	Assoc. Prof. Dr. Pimolpun Phetsombat	Faculty of Technical Education, Rajamangala University of Technology Thanyaburi
2	Assoc. Prof. Kanchana Chokriensukchai	School of Communication Arts, The University of the Thai Chamber of Commerce
3	Professor Huang Ming	School of Foreign Language and Culture, Chengdu University
4	Assoc.Prof.Dr Kanreutai Klangphahol	Faculty of Education, Valaya Alongkorn Rajabhat University under the Royal Patronage
5	Professor Kong Lingcui	School of Foreign Language and Culture, Sichuan Normal University



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 10400 Potumthani 12000, Thailand E. info@rsu.ac.th

STC.4800/1454

29 September 2021

Subject: Invitation for you to be our IOC (Item Objective Congruence) expert

Dear Assoc. Prof. Dr. Pimolpun Phetsombat,

Faculty of Technical Education, Rajamangala University of Technology Thanyaburi

The Doctor of Education Program (Education Studies), Suryadhep Teachers College at Rangsit University organized a Doctoral Research Proposal Defense for Miss Lina Deng, Student Number 6204582 (Associate Professor Dr. Usaporn Swakwi is her advisor.) on 2 August 2021. The research title is "THE STRATEGY TO "MANAGE" SHCOLARSHIPS FOREIGN STUDENTS STUDYING IN CHENGDU UNDER THE "ONE BELT ONE ROAD" INITIATIVE". Currently, she is in the middle of the instrument design phase and has come up with the instrument for her study.

Thus, the program would like to invite you to be an IOC expert for the research instrument, who will give useful suggestions to improve the student's research proposal, by accepting our invitation. Suryadhep Teachers College truly appreciates the kind support you have given us.

Sincerely yours,

A handwritten signature in blue ink, appearing to read 'M. Praditteera'.

Malivan Praditteera, Ed.D

Dean

Suryadhep Teachers College

Rangsit University



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STC.4800/1455

29 September 2021

Subject: Invitation for you to be our IOC (Item Objective Congruence) expert

Dear Assoc. Prof. Kanchana Chokriensukchai,

School of Communication Arts, The University of the Thai Chamber of Commerce

The Doctor of Education Program (Education Studies), Suryadhep Teachers College at Rangsit University organized a Doctoral Research Proposal Defense for Miss Lina Deng, Student Number 6204582 (Associate Professor Dr. Usaporn Swekwi is her advisor.) on 2 August 2021. The research title is "THE STRATEGY TO "MANAGE" SHCOLARSHIPS FOREIGN STUDENTS STUDYING IN CHENGDU UNDER THE "ONE BELT ONE ROAD" INITIATIVE". Currently, she is in the middle of the instrument design phase and has come up with the instrument for her study.

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Sincerely yours,

Malivan Praditteera, Ed.D
 Dean
 Suryadhep Teachers College
 Rangsit University

Rangsit University



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 จ.ปทุมธานี 12000 Pathumthani 12000, Thailand E: info@rsu.ac.th

STC.4800/1456

29 September 2021

Subject: Invitation for you to be our IOC (Item Objective Congruence) expert

Dear Professor Huang Ming,

School of Foreign Language and Culture, Chengdu University

The Doctor of Education Program (Education Studies), Suryadhep Teachers College at Rangsit University organized a Doctoral Research Proposal Defense for Miss Lina Deng, Student Number 6204582 (Associate Professor Dr. Usaporn Swekwi is her advisor.) on 2 August 2021. The research title is "THE STRATEGY TO "MANAGE" SCHOLARSHIPS FOREIGN STUDENTS STUDYING IN CHENGDU UNDER THE "ONE BELT ONE ROAD" INITIATIVE". Currently, she is in the middle of the instrument design phase and has come up with the instrument for her study.

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Sincerely yours,

Malivan Praditteera, Ed.D
 Dean
 Suryadhep Teachers College
 Rangsit University



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 จ.ปทุมธานี 12000 Pathumthani 12000, Thailand E. info@rsu.ac.th

STC.4800/1457

29 September 2021

Subject: Invitation for you to be our IOC (Item Objective Congruence) expert

Dear Assoc.Prof Dr Kanreutai Klangphahol,

Faculty of Education, Valaya Alongkorn Rajabhat University under the Royal Patronage

The Doctor of Education Program (Education Studies), Suryadhep Teachers College at Rangsit University organized a Doctoral Research Proposal Defense for Miss Lina Deng, Student Number 6204582 (Associate Professor Dr. Unaporn Swekwi is her advisor.) on 2 August 2021. The research title is "THE STRATEGY TO "MANAGE" SHCOLARSHIPS FOREIGN STUDENTS STUDYING IN CHENGDU UNDER THE "ONE BELT ONE ROAD" INITIATIVE". Currently, she is in the middle of the instrument design phase and has come up with the instrument for her study.

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Sincerely yours,

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Malivan Praditteera, Ed.D
 Dean
 Suryadhep Teachers College
 Rangsit University



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 จ.ปทุมธานี 12000 Pathumthani 12000, Thailand E. info@rsu.ac.th

STC.4800/1458

29 September 2021

Subject: Invitation for you to be our IOC (Item Objective Congruence) expert

Dear Professor Kong Lingcui,

School of Foreign Language and Culture, Sichuan Normal University

The Doctor of Education Program (Education Studies), Suryadhep Teachers College at Rangsit University organized a Doctoral Research Proposal Defense for Miss Lina Deng, Student Number 6204582 (Associate Professor Dr. Usaporn Swebwi is her advisor.) on 2 August 2021. The research title is "THE STRATEGY TO "MANAGE" SCHOLARSHIPS FOREIGN STUDENTS STUDYING IN CHENGDU UNDER THE "ONE BELT ONE ROAD" INITIATIVE". Currently, she is in the middle of the instrument design phase and has come up with the instrument for her study.

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Sincerely yours,

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Malivan Praditteera, Ed.D
 Dean
 Suryadhep Teachers College
 Rangsit University

Interview

NO.	Name	Organization
1	Assoc. Prof. Dr. Pimolpun Phetsombat	Faculty of Technical Education, Rajamangala University of Technology Thanyaburi
2	Assoc. Prof. Kanchana Chokriensukchai	School of Communication Arts, The University of the Thai Chamber of Commerce
3	Professor Huang Ming	School of Foreign Language and Culture, Chengdu University
4	Dr.Kanyarat Lormamenoprat	Suryadhep Teachers College, Rangsit Univeristy
5	Professor Kong Lingcui	School of Foreign Language and Culture, Sichuan Normal University





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STC.4800/1610

8 November 2021

Subject: Invitation for you to be an Index Item - Objective Congruence (IOC) expert

Dear Assoc. Prof. Dr. Pimolpun Phetsombat

Faculty of Technical Education, Rajamangala University of Technology Thanyaburi

The Doctor of Education Program (Educational Studies), Suryadhep Teachers College at Rangsit University organized a Doctoral Research Proposal Defense for Mrs. Lina Deng, Student Number 6104582 (Assoc. Prof. Dr. Usaporn Swekwi is her advisor) on August 2, 2021. Her research title is "THE STRATEGY TO MANAGE SCHOLARSHIPS FOREIGN STUDENTS STUDYING IN CHENGDU UNDER THE 'ONE BELT ONE ROAD' INITIATIVE". Currently, she is in the middle of the instrument design phase and has come up with the instrument for her study.

Thus, the Program would like to invite you to be our IOC expert for examining the research instruments and we believe that you will give useful suggestions to improve our student's research by accepting our invitation. Suryadhep Teachers College truly appreciates the kind support you will give us.

Sincerely yours,

A handwritten signature in black ink, which appears to read 'Supinda Lertlit', is written over a large, faint watermark of the Rangsit University logo.

Asst.Prof.Dr. Supinda Lertlit

Acting Dean

Suryadhep Teachers College

Rangsit University

Contact person: Miss Wachiraporn Rangpan, Tel. 0-2997-2200 ext.1275



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 จ.ปทุมธานี 12000 Pathumthani 12000, Thailand E. info@rsu.ac.th

STC.4800/1612

8 November 2021

Subject: Invitation for you to be an Index Item - Objective Congruence (IOC) expert

Dear Professor Kong Lingcui

School of Foreign Language and Culture, Sichuan Normal University

The Doctor of Education Program (Educational Studies), Suryadhep Teachers College at Rangsit University organized a Doctoral Research Proposal Defense for Mrs. Lina Deng, Student Number 6104582 (Assoc. Prof. Dr. Usaporn Swekwi is her advisor) on August 2, 2021. Her research title is "THE STRATEGY TO MANAGE SCHOLARSHIPS FOREIGN STUDENTS STUDYING IN CHENGDU UNDER THE 'ONE BELT ONE ROAD' INITIATIVE". Currently, she is in the middle of the instrument design phase and has come up with the instrument for her study.

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Sincerely yours,

Asst.Prof.Dr. Supinda Lertlit

Acting Dean

Suryadhep Teachers College

Rangsit University

Contact person: Miss Wachiraporn Rangpan, Tel. 0-2997-2200 ext.1275



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STC.4800/1611

8 November 2021

Subject: Invitation for you to be an Index Item - Objective Congruence (IOC) expert

Dear Professor Huang Ming

School of Foreign Language and Culture, Chengdu University

The Doctor of Education Program (Educational Studies), Suryadhep Teachers College at Rangsit University organized a Doctoral Research Proposal Defense for Mrs. Lina Deng, Student Number 6104582 (Assoc. Prof. Dr. Usaporn Swekwi is her advisor) on August 2, 2021. Her research title is "THE STRATEGY TO MANAGE SCHOLARSHIPS FOREIGN STUDENTS STUDYING IN CHENGDU UNDER THE 'ONE BELT ONE ROAD' INITIATIVE". Currently, she is in the middle of the instrument design phase and has come up with the instrument for her study.

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Sincerely yours,

Asst.Prof.Dr. Supinda Lertlit
 Acting Dean
 Suryadhep Teachers College
 Rangsit University

Contact person: Miss Wachiraporn Rangpan, Tel. 0-2997-2200 ext.1275



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STC.4800/1600

8 November 2021

Subject: Invitation for you to be an Index Item - Objective Congruence (IOC) expert

Dear Assoc. Prof. Kanchana Chokriensukchai

School of Communication Arts, The University of the Thai Chamber of Commerce

The Doctor of Education Program (Educational Studies), Suryadhep Teachers College at Rangsit University organized a Doctoral Research Proposal Defense for Mrs. Lina Deng, Student Number 6104582 (Assoc. Prof. Dr. Usaporn Swekwi is her advisor) on August 2, 2021. Her research title is "THE STRATEGY TO MANAGE SCHOLARSHIPS FOREIGN STUDENTS STUDYING IN CHENGDU UNDER THE 'ONE BELT ONE ROAD' INITIATIVE". Currently, she is in the middle of the instrument design phase and has come up with the instrument for her study.

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Asst.Prof.Dr. Supinda Lertlit

Acting Dean

Suryadhep Teachers College

Rangsit University

Contact person: Miss Wachiraporn Rangpan, Tel. 0-2997-2200 ext.1275



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 จ.ปทุมธานี 12000 Pathumthani 12000, Thailand E: info@rsu.ac.th

STC.4800/1602

8 November 2021

Subject: Invitation for you to be an Index Item - Objective Congruence (IOC) expert

Dear Dr.Kunlayarat Lormanenoprat

Suryadhep Teachers College, Rangsit University

The Doctor of Education Program (Educational Studies), Suryadhep Teachers College at Rangsit University organized a Doctoral Research Proposal Defense for Mrs. Lina Deng, Student Number 6104582 (Assoc. Prof. Dr. Usaporn Swekwi is her advisor) on August 2, 2021. Her research title is "THE STRATEGY TO MANAGE SCHOLARSHIPS FOREIGN STUDENTS STUDYING IN CHENGDU UNDER THE 'ONE BELT ONE ROAD' INITIATIVE". Currently, she is in the middle of the instrument design phase and has come up with the instrument for her study.

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Sincerely yours,

A handwritten signature in black ink, appearing to read "Supinda Lertlit".

Asst.Prof.Dr. Supinda Lertlit

Acting Dean

Suryadhep Teachers College

Rangsit University

Contact person: Miss Wachiraporn Rangpan, Tel. 0-2997-2200 ext.1275

Focus Group

NO.	Name	Organization
1	Prof. Luo Haihui	Former Dean, School of Foreign Language, Mianyang University
2	Prof. Zeng Lu	Former Dean, School of Foreign Language and Culture, Southwest Univeristy for Nationalities
3	Professor Huang Ming	School of Foreign Language and Culture, Chengdu University
4	Assoc. Prof. Kanchana Chokriensukchai	School of Communication Arts, The University of the Thai Chamber of Commerce
5	Assoc. Prof. Dr. Marut Patpol	School of Communication Arts, The University of the Thai Chamber of Commerce
6	Dr. Sukanya Chaioong	Lecturer, Rajamangala Univeristy of Technology Thanyaburi
7	Professor Kong Lingcui	School of Foreign Language and Culture, Sichuan Normal University





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 ปทุมธานี 12000 Pathumthani 12000, Thailand E. info@rsu.ac.th

STC.4800/0349

11 April 2022

Subject: Invitation to join the focus group for the research project entitled The Strategy to Manage Scholarships of Foreign Students Studying in Chengdu Under The One Belt One Road Initiative

Dear Professor Huang Ming
 Former Dean, School of Foreign Language and Culture, Chengdu university

The Doctor of Education Program (Educational Studies), Suryadhep Teachers College at Rangsit University would like to invite Professor Huang Ming to join the focus group for the research project entitled The Strategy to Manage Scholarships of Foreign Students Studying in Chengdu Under The One Belt One Road Initiative by Miss Lina Deng, Student ID Number 6204582 (Associate Professor Dr. Usaporn Swekwi is her advisor). Miss Linda Deng would like to set up the online focus group via VooV Meeting on 24 April 2022 at 9:30am – 11:30am.

Thus, the program would like to invite you to be an expert for the focus group. Suryadhep Teachers College truly appreciates the kind support you have given us. The researcher will send you the information before the focus group started.

Sincerely yours,

(Dr. Kunlayarat Lormanenoprat)
 Associate Dean for Administration
 Acting Dean

Contact Person: Wachiraporn Rangpan Tel. 02 997 0022 Ext. 1275



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 กรุงเทพฯ 12000 Pathumthani 12000, Thailand E. info@rsu.ac.th

STC.4800/0352

11 April 2022

Subject: Invitation to join the focus group for the research project entitled The Strategy to Manage Scholarships of Foreign Students Studying in Chengdu Under The One Belt One Road Initiative

Dear Dr. Sukanya Chaipong
 Lecturer, Rajamangala University of Technology Thanyaburi

The Doctor of Education Program (Educational Studies), Suryadhep Teachers College at Rangsit University would like to invite Dr. Sukanya Chaipong to join the focus group for the research project entitled The Strategy to Manage Scholarships of Foreign Students Studying in Chengdu Under The One Belt One Road Initiative by Miss Lina Deng, Student Number 6204582 (Associate Professor Dr. Usaporn Swekwi is her advisor). Miss Lina Deng would like to set up the online focus group via VooV Meeting on 24 April 2022 at 9:30am – 11:30am.

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Sincerely yours,

(Dr. Kunlayarat Lormanenoprat)
 Associate Dean for Administration
 Acting Dean

Contact Person: Wachiraporn Rangpan Tel. 02 997 0022 Ext. 1275



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STC.4800/0351

11 April 2022

Subject: Invitation to join the focus group for the research project entitled The Strategy to Manage Scholarships of Foreign Students Studying in Chengdu Under The One Belt One Road Initiative

Dear Assoc. Prof. Dr. Marut Patphol

School of Communication Arts, The University of the Thai Chamber of Commerce

The Doctor of Education Program (Educational Studies), Suryadhep Teachers College at Rangsit University would like to invite Assoc. Prof. Dr. Marut Patphol to join the focus group for the research project entitled The Strategy to Manage Scholarships of Foreign Students Studying in Chengdu Under The One Belt One Road Initiative by Miss Lina Deng, Student Number 6204582 (Associate Professor Dr. Usaporn Swekwi is her advisor). Miss Lina Deng would like to set up the online focus group via VooV Meeting on 24 April 2022 at 9:30am – 11:30am.

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 Associate Dean for Administration
 Acting Dean

Contact Person: Wachirapom Rangpan Tel. 02 997 0022 Ext. 1275



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 อ.ปทุมธานี 2000 Pathumthani 12000, Thailand E. info@rsu.ac.th

STC.4800/0350

11 April 2022

Subject: Invitation to join the focus group for the research project entitled The Strategy to Manage Scholarships of Foreign Students Studying in Chengdu Under The One Belt One Road Initiative

Dear Assoc. Prof. Dr. Kanchana Chokriensukchai

School of Communication Arts, The University of the Thai Chamber of Commerce

The Doctor of Education Program (Educational Studies), Suryadhep Teachers College at Rangsit University would like to invite Assoc. Prof. Dr. Kanchana Chokriensukchai to join the focus group for the research project entitled The Strategy to Manage Scholarships of Foreign Students Studying in Chengdu Under The One Belt One Road Initiative by Miss Lina Deng, Student Number 6204582 (Associate Professor Dr. Usaporn Swekwi is her advisor). Miss Lina Deng would like to set up the online focus group via VooV Meeting on 24 April 2022 at 9:30am – 11:30am.

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 Associate Dean for Administration
 Acting Dean

Contact Person: Wachiraporn Rangpan Tel. 02 997 0022 Ext. 1275



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 รังสิต 12000 Pathuethani 12000, Thailand E. info@rsu.ac.th

STC.4800/0349

11 April 2022

Subject: Invitation to join the focus group for the research project entitled The Strategy to Manage Scholarships of Foreign Students Studying in Chengdu Under The One Belt One Road Initiative.

Dear Professor Zeng Lu
 Former Dean, School of Foreign Language and Culture, Southwest University for Nationalities

The Doctor of Education Program (Educational Studies), Suryadhep Teachers College at Rangsit University would like to invite Professor Zeng Lu to join the focus group for the research project entitled The Strategy to Manage Scholarships of Foreign Students Studying in Chengdu Under The One Belt One Road Initiative by Miss Lina Deng, Student Number 6204582 (Associate Professor Dr. Usaporn Swekwi is her advisor). Miss Linda Deng would like to set up the online focus group via VooV Meeting on 24 April 2022 at 9:30am – 11:30am.

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Sincerely yours,

(Dr. Kunlayarat Lormanenoprat)
 Associate Dean for Administration
 Acting Dean

Contact Person: Wachiraporn Rangpan Tel. 02 997 0022 Ext. 1275



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 จ.ปทุมธานี 12000 Pathumthani 12000, Thailand E. info@rsu.ac.th

STC.4800/0348

11 April 2022

Subject: Invitation to join the focus group for the research project entitled The Strategy to Manage Scholarships of Foreign Students Studying in Chengdu Under The One Belt One Road Initiative

Dear Professor Luò Haihui
 Former Dean, School of Foreign language, Mianyang Normal University

The Doctor of Education Program (Educational Studies), Suryadhep Teachers College at Rangsit University would like to invite Professor Luo Haihui to join the focus group for the research project entitled The Strategy to Manage Scholarships of Foreign Students Studying in Chengdu Under The One Belt One Road Initiative by Miss Lina Deng, Student Number 6204582 (Associate Professor Dr. Usaporn Swekwi is her advisor). Miss Linda Deng would like to set up the online focus group via VooV Meeting on 24 April 2022 at 9:30am – 11:30am.

Thus, the program would like to invite you to be an expert for the focus group. Suryadhep Teachers College truly appreciates the kind support you have given us. The researcher will send you the information before the focus group started.

Sincerely yours,

(Dr. Kunlayarat Lormanenoprat)
 Associate Dean for Administration
 Acting Dean

Contact Person: Wachiraporn Rangpan Tel. 02 997 0022 Ext. 1275



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 อ.ปทุมธานี 12000 Pathumthani 12000, Thailand E. info@rsu.ac.th

STC.4800/0347

11 April 2022

Subject: Invitation to join the focus group for the research project entitled The Strategy to Manage Scholarships of Foreign Students Studying in Chengdu Under The One Belt One Road Initiative

Dear Professor Kong Lingcui
 The Academic Dean and Former Dean, School of Foreign Language and Culture, Sichuan Normal University

The Doctor of Education Program (Educational Studies), Suryadhep Teachers College at Rangsit University would like to invite Professor Kong Lingcui to join the focus group for the research project entitled The Strategy to Manage Scholarships of Foreign Students Studying in Chengdu Under The One Belt One Road Initiative by Miss Linda Deng, Student Number 6204582 (Associate Professor Dr. Usaporn Swekwi is her advisor). Miss Lina Deng would like to set up the online focus group via VooV Meeting on 24 April 2022 at 9:30am – 11:30am.

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Sincerely yours,

(Dr. Kunlayarat Lormanenoprat)
 Associate Dean for Administration
 Acting Dean

Contact Person: Wachiraporn Rangpan Tel.02 997 0022 Ext. 1275

Biography

Name	Lina Deng
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