

Research on the Education and Management of African Students Studying in China

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ABSTRACT

With the vigorous development of China's economy, the influence of the "Belt and Road Initiative" has been expanding continuously. The number of African students studying in China has increased sharply. According to the statistics on Chinese students studying abroad in 2016 released by the Ministry of Education: Africa is the second largest source of Chinese students after Asia. In 2016, a total of 61,594 students came to study in China, an increase of 11,802 compared with the previous year, with a year-on-year growth rate of 23.7%, ranking first among all regions. In the planning for the internationalization of higher education in Zhejiang Province (2010-2020), it is pointed out that the scale of international students in Zhejiang universities will reach more than 4% of the total student population by 2020, among which the scale of international students in advantageous majors or key disciplines will reach more than 8% of the total student population. The management of international student education is a new issue faced by all universities in promoting educational internationalization. The differences in regional culture, living habits, and learning methods pose great challenges to educational management. Therefore, conducting research on the management of international student education is of great practical significance.

KEYWORDS: Component, Formatting, Style, Styling, Insert

I. AFRICAN STUDENTS STUDYING IN CHINA; EDUCATIONAL MANAGEMENT

Research Status Abroad. The education of international students in overseas universities has developed earlier, and they are also facing the problem of educating international students with different cultural backgrounds. Researchers from countries like the United States, Australia, New Zealand, and the United Kingdom, who accept international students, are also very concerned about cross-cultural education issues. They have conducted extensive research on aspects such as cultural adaptability, students' psychology, and management

models. Yun Yue from the University of Tasmania in Australia studied the cultural adaptability of Asian students in Australia. Some students do not adapt to the new learning environment and encounter difficulties in adapting to the new educational system, cultural discussions, teaching, and life. Mental health has always been a research focus for many educators, sociologists, and psychologists. The data used in this study was obtained from interviews at an Australian university. Thematic analysis was conducted using qualitative data analysis software (Nvivo). The results show that mental health is a very important factor, and the problems mainly stem from stress, fatigue, and the loss of identity in the home country.

Therefore, they proposed some strategies for Australian educational institutions to help international students deal with cultural shock. Garry Thomson studied the cultural pressure among international students. Through a mailed survey of representative international undergraduate and graduate students, the study examined their cultural pressure and the balance between social interaction in interpersonal relationships, psychological health, and lifestyle. Most students replied that they had some degree of cultural pressure, and discrimination, discomfort in life, and a lack of a sense of security were not uncommon. Cultural pressure is mainly related to the cultural background of students and is reflected in their communication skills and academic achievements in the new culture. The study found that cultural pressure is negatively correlated with social connectivity and the balance of lifestyle, but positively correlated with depression, anxiety, and stress. The research project aims to assist international students in adapting to the new cultural environment. Malcolm Lewthwaite conducted research on cross-cultural adaptability from the perspective of international students.

The purpose of the study was to try to discover and describe the experiences and adaptation of international students to their new academic, social, cultural, and language environments. The research was based on questionnaires and interviews for graduate students. The study considered a series of "cultural shock" often assumed to have pathological nature in cross-cultural transitions, helping international students maximize their adaptation to cross-cultural communication. James Cambridge et al. studied the issues of internationalization and globalization in international education and proposed that respect for cultural differences of students from different countries and their adaptation to the local cultural environment for learning should be respected, promoting the internationalization process of schools. Lorraine Brown's research suggests that international education is an understanding of cross-cultural aspects, and the adaptability to culture has a crucial role in students' learning. Some foreign scholars focus on researching the development trends of international education, and related scholars believe that the internationalization of education development is inevitable, and the national education market will rise. Each higher education institution should pay attention.

Domestic Research Status. Currently, research on the management of international student education and cross-cultural adaptation in foreign countries has a longer history and more achievements. In contrast, due to the relatively late development of the recruitment and education of international students in China, research on the

management of international student education is only at the initial stage. Nevertheless, Chinese scholars and administrators have done meaningful work. Currently, related research mainly includes the following aspects:

i. Research on the Educational Environment for International Students.

Li Meng analyzed the characteristics of international student education in developed countries abroad, and pointed out the problems faced by the international student education in China. She focused on discussing issues such as the scholarship system, admission policies, and talent development of international students, and proposed corresponding solutions. Liu Lisha and Liu Hui, etc. analyzed that the development of international student education in China has a considerable gap compared with that of developed countries in foreign students' education, mainly manifested in education norms, legislation and educational management methods. The internal and external constraints on the development of international student education in China mainly include economic and institutional construction. Jiang Dake pointed out that international student education in China can integrate Chinese higher education with global education in the fastest and most direct way, promoting the modernization, internationalization and industrialization of Chinese higher education. Chen Quansheng used the SWOT analysis method to analyze the advantages and problems of the current international student education in China, and pointed out that as long as a reasonable development strategy is formulated and effective guarantee measures are taken, the opportunities for the development of international student education in China are huge, and proposed an expansion strategy for the development of international student education.

ii. Research on Cross-cultural Adaptation of International Students.

Yang Junhong conducted empirical research on the education of international students in China, focusing on the issues of adaptability caused by cultural differences. She proposed effective policies and suggestions, and suggested that international students in China should actively participate in the daily cultural life of the place where the school is located, so as to understand and adapt to their study and life in China. Based on a series of cross-cultural adaptation studies, Song Yanyan analyzed the influencing factors and terminal completion forms of the cross-cultural adaptation process of international students in China. Huang Qian proposed specific measures to promote the cross-cultural adaptation of international students in China, namely strengthening the cultivation of cross-cultural communication skills for international students in China, implementing differentiated management for international students in China, enhancing communication and communication with international students in China, and strengthening social support for international students in China. Chen Xiangming studied the social interaction and cross-cultural adaptation status of Chinese students in the United States from both longitudinal and transverse dimensions. Zhang Lijun analyzed the characteristics and deficiencies of cross-cultural management in Chinese universities from the perspective of managing students of different cultures, and proposed that for foreign students with cultural differences, the focus of management should be to help them adapt to Chinese culture, and

to reduce conflicts caused by cultural differences by considering the customs and habits of the students' home countries, so as to achieve the purpose of education for international students in China.

iii. Research on Management of International Students' Education.

Chen Yongqing conducted research on the development history and current situation of international students' education in China. By integrating relevant theories of administrative management, he pointed out that the current administrative management model for international students' education in China has problems such as slow professional development, lack of systematic and legal norms in areas such as insurance, scholarships, and part-time jobs. Based on this, he proposed the establishment of an international student management system that meets the needs of internationalization. Chang Jian explored the objective laws of cross-cultural management and attempted to propose how to strengthen cross-cultural management at the policy, macro management, and micro management levels to better implement the development goals of China's international students' education. Zhou Wang and others explored a new teaching management model that can meet the needs of foreign students on study abroad, introduced the operation mechanism of the foreign student affairs management system of this school, embodied advanced educational concepts, and realized the service awareness of "people-oriented" in international students' education.

II. EXISTING PROBLEMS IN EDUCATION MANAGEMENT FOR INTERNATIONAL STUDENTS

After conducting a comprehensive study on a large number of relevant literatures on education management for international students, it was found that there are many problems in the education management of international students:

A. The importance attached to the education of international students is insufficient.

The limitations in the budget allocation for international students, the staffing of management personnel, the scholarship system, educational resources, and logistical management of universities have led to the lag in education management for international students. At present, most third-world countries in Africa and other regions still rely on scholarships provided by the Chinese government and universities for international students to complete their studies. Therefore, the amount of scholarships has become one of the most important indicators for these students when choosing universities to attend. Universities lacking systematic funding systems such as national scholarships, local government scholarships, and school scholarships find it difficult to achieve the goal of increasing the number of international student admissions.

B. The education for international students lacks distinct school-running characteristics.

Having distinct school-running characteristics is the key factor that attracts international students. For instance, medical universities have attracted a large number of international students to study related specialties in traditional Chinese medicine under the favorable conditions of the "Tibetan Medicine Boom" and the "Belt and Road Initiative" worldwide; language universities have attracted a large number of international students to study Chinese and Chinese culture by taking advantage of the "Chinese Language Boom" worldwide and their own strengths in teaching foreign Chinese. However, in general, the phenomenon of convergent disciplines and majors in many universities is quite obvious. They lack their own school-running characteristics and core competitiveness, and thus have no appeal to international students.

C. The teaching methods and means for international students are relatively backward.

Firstly, the professional training plans for international students are similar to those for Chinese students, failing to integrate with the cultural background demands of international students. Secondly, the internationalization degree of course settings is low, especially the English-only course system is not well established, and there is a shortage of English-only teaching staff. Thirdly, courses related to Chinese culture are lacking. A large number of research surveys show that the main purpose of most international students coming to China for study is not only to acquire professional knowledge and Chinese language, but also to experience Chinese traditional culture and the life of the Chinese people. Fourthly, cross-cultural education is lacking. Taking African students as an example, they have a weak sense of time and a weak sense of human relations. Most students are fond of entertainment and leisure activities and have difficulty interacting with Chinese students. Cross-cultural education for international students can help them better integrate into Chinese life and adapt to the psychological impact brought by cultural differences.

D. Analysis of Educational Management Countermeasures for International Students

Firstly, it is necessary to improve the policies and management system for international students, perfect the scholarship assistance system for them, and enhance their attractiveness. Secondly, it is important to strengthen the construction of the management team for international students, enhance the international awareness, service orientation, legal awareness and foreign language proficiency of front-line management personnel for international students, and conduct regular training for them to improve their professional skills. Thirdly, it is necessary to strengthen the construction of the teaching team for international students. The personnel management department should introduce high-quality talents who can conduct teaching for international students from the target countries, offer them relatively favorable treatment, stabilize the teaching team, and provide special funds for regular training for the existing teachers. Fourthly, it is necessary to improve the training mode for international students, perfect the full-English teaching system for them, and gradually achieve the convergence management of international student education.

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IV. ANALYSIS OF EDUCATIONAL MANAGEMENT COUNTERMEASURES FOR AFRICAN INTERNATIONAL STUDENTS

- i. Increase investment in the education and living expenses of African international students. Most African countries are relatively poor and backward. Studying in China especially relies on scholarship support. Universities can give African international students more preferential treatment in the scholarship system; establish part-time jobs for international students to alleviate the financial burden of poor African students.
- ii. Strengthen cross-cultural education for African international students. African international students are naturally free and have a weak sense of time. Chinese people value punctuality and trustworthiness. During life and study, African international students are prone to conflicts with Chinese students and teachers. Therefore, it is necessary to cultivate the cross-cultural communication skills of African students to reduce cultural communication barriers; carry out activities and exchanges between China and Africa to promote mutual understanding among Chinese and African students and enhance African students' recognition of Chinese culture.
- iii. Increase the burden on African international students in their studies. Strengthen the management of attendance for African international students and increase the proportion of their regular grades in the assessment. Most African students are fond of entertainment and leisure activities and have a serious problem of frequent absence from classes. Strengthening the attendance system can not only improve the quality of education for international students but also reduce the occurrence of violations and illegal incidents among them.

- iv. Improve classroom systems. Arrange for African international students and Chinese students to attend large classes together for experimental and research courses. This can not only promote the Chinese language proficiency of African international students and the foreign language proficiency of Chinese students, but also facilitate discussions and exchanges between Chinese and African students on professional knowledge.

V. CONCLUSION

International students come from different countries but share the same goal of studying abroad and the identity of international students. Especially for African international students, although they come from different countries, they have similar cultural backgrounds and living habits. Therefore, international students are more willing to communicate with other international students and have less interaction with Chinese students. Chinese universities should vigorously develop the education of international students in China under the opportunity of the "Belt and Road Initiative" and contribute to the implementation of the "Belt and Road Initiative" policy.

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