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Faculty of Economic Sciences and Business Administration

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Marketing strategies in developing international partnerships between universities

SUMMARY

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Summary Contents

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4. Purpose of the thesis

This paper starts from the importance of developing international partnerships between universities, as a crucial aspect for the policies and strategies established for the internationalization of higher education. Thus, from the beginning, the main goal of the paper was to approach the development of international strategic partnerships from a marketing perspective, considering the strong orientation of marketing towards consumers of goods and services.

The paper has aimed to research the behaviors of higher education institutions in their internationalization efforts and the aspects aimed at student mobility in order to identify effective strategies for the development of international partnership. The higher education institutions behaviors in internationalization often cover initiatives like establishing exchange programs, forming research collaborations, and offering joint degree programs. These institutions actively seek to attract international students and faculty, participate in global academic networks, and integrate international perspectives into their curricula. Student mobility, a key component of internationalization, involves facilitating opportunities for incoming and outgoing students, thereby gaining global exposure and cross-cultural competencies.

The results of this research will allow summarizing the experiences, attitudes, values of the management of higher education institutions, management staff, decision-makers and experts, as well as highlighting those factors that influence student mobility. The main research hypotheses consider that key factors affecting student mobility include the provision of financial support, efficient administrative processes and robust support services tailored to the needs of international students. In addition, the strength of international networks and partnerships, together with a curriculum that incorporates global perspectives, is considered to play a significant role in encouraging student participation in mobility programs.

5. Structure (chapters) of the thesis

In this paper, the first chapter mainly focuses on the concepts and methods of HEIs internationalization. It illustrates current research status through a systematic literature review, identifying the main issues addressed by researchers in this field.

The second chapter provides a comprehensive understanding about HEIs internationalization through a marketing perspective. The paper identifies customers and HEIs internationalization marketing environment. It develops international education marketing mix by analyzing the traditional 7Ps plus Partnership, resulting in a total of 8Ps. This forms foundation to make strategic decision for HEIs internationalization.

While the third chapter takes a qualitative study about HEIs behaviors in establishing international partnerships. The respondents surveyed are individuals with extensive experience in HEIs internationalization, including universities leaders, staff, experts, policymakers and practitioners. Their insights on success, challenges, impact, trends, and strategies are far more valuable than theoretical concepts found in books or articles.

The fourth chapter presents a quantitative study on both incoming students to China and outgoing students leaving China. The research examines the main incentives for studying abroad, providing HEIs with insights about attracting abroad studies students. Additionally, the chapter includes an importance and satisfaction test to offer higher education institutions ideas on improving international education. Finally, an opinion survey assesses students' views on current measures and future developments regarding student mobility.

The final chapter discusses the marketing strategies for developing international partnerships between universities under the framework of "China's plans for the further opening of education in the new era." This chapter highlights China's educational plans and HEIs functions. The strategy is termed a need-oriented, strength-based, long-term international partnership marketing strategy. Both a general strategy and specific activities are detailed.

6. Research methodology

6.1 Literature review about higher institutions internationalization and marketing approach

In order to ensure sound research results, the literature review is a fundamental and crucial component. To effectively manage the literature review, this paper carefully designs the research process. Firstly, it involves identifying research objectives and questions, and selecting the appropriate research type. The literature review aims to provide a comprehensive overview of internationalization in higher education institutions and analyze

it from a marketing perspective. Secondly, based on the research themes and related sub-themes, the research identifies information sources such as databases, academic journals, books, and reports, and uses specific keywords and search strategies to locate relevant literature. Main information sources include Google Scholar, MDPI, university online libraries, CNKI, UNESCO, online dictionaries, among others. Thirdly, it involves evaluating the relevance and quality of each article to determine which ones will be included in the literature review. Generally, key information such as research methods, findings, and theoretical frameworks is extracted from selected articles. Lastly, the extracted information is systematically compiled and analyzed to identify research trends, gaps, consensus, and potential theoretical or empirical connections.

6.2. Research regarding the behaviors of higher education institutions in establishing international partnerships

The study includes exploratory research approach: an exploratory survey, a questionnaire for the survey about the development of HEIs international partnerships was designed. In the interview records, each section focuses on a specific aspect and has its own research objective. By revising and summarizing the interview records, clear methods for universities to develop international partnerships can be identified. To effectively manage the qualitative analysis of the interview records, the discussion will follow a structured format consisting of 15 questions across five topics. Specific discussions and necessary comparisons for each question will be provided. The questionnaire consists of 15 open questions (see Appendix B), including 3 questions for collecting institution information, a brief introduction, advantages and opportunities, disadvantages and threats; 3 questions for collecting opinions on international cooperation contents and importance ranking, the most suitable entry points for partnership establishment, and the long-term development of international partnerships; and 4 questions for surveying experiences in teacher exchange, student exchange, international cooperation, and cooperative education. Additionally, 5 questions are included to investigate situations and trends in online international cooperation, COVID-19 influence, international cooperation implementation during the normalized epidemic, international cooperation trends and preparations, and appropriate development paths and strategies.

In order to make a productive survey about behaviors of higher education institutions in establishing international partnerships, the surveyed respondents need well select. The university leadership, experience management staff, policy makers, experts, experiencing in higher education institution internationalization, are surveyed. To make the survey more representative, the surveyed universities cover universities from different continents, America, Europe, Asia, and the universities include well-known universities, common universities, comprehensive universities and speciality universities. Thus, the qualitative research results reveal the opinions of a large spectrum of specialists in education.

It devotes one year to managing interviews and email surveys (due to the pandemic) with presidents, vice presidents, international office directors, deans, and senior partnership experts at universities, as well as senior education officers in embassies or government agencies. This exploratory survey was conducted through three main ways: face-to-face interviews, emails, and WeChat, starting from February 2021 to February 2022. In the survey, attempts were made to interview representatives from over 50 universities or institutions. However, some declined for various reasons, some were secretive, some were unreachable due to contact changes, some had changed positions, and some completed the survey carelessly. In analyzing the feedback from interviews, unqualified records are discarded, and only qualified ones are retained. Ultimately, 30 effective responses were obtained: the structured interview respondents are 19 universities or government agencies, which were surveyed through face-to-face dialogues; the exploratory survey respondents are 11 universities, 7 via self-administered email questionnaires, and 4 through self-administered WeChat questionnaires.

The respondents are individuals with extensive partnership experience, such as top management staff (presidents and vice presidents), policy-making officers from government departments, and senior experts in university partnerships. It is evident that university staff in countries outside of China prefer email for surveys, which typically take 3 to 4 weeks to receive feedback. On the other hand, university staff in China prefer using WeChat for communication, with surveys usually taking 1 to 2 weeks to receive feedback. In-person interviews are conducted due to the proximity of relationships or at international gatherings in China, or through video meetings conducted face-to-face. The length of interviews varied, with the shortest lasting 24 minutes and the longest lasting almost 4 hours. Structured interview conducted in official settings or meetings tended to elicit shorter and more formal responses, while those held in relaxed environments like coffee bars led to more open and comprehensive answers. The shift in exploratory survey communication preferences from email to popular messaging apps like WhatsApp in Europe and America, or WeChat in China, signals the need to adapt survey and marketing strategies accordingly.

6.3. Quantitative marketing research on students' view of abroad study

In order to efficiently carry out the planned survey, a survey instrument was created with the goal of collecting the necessary data to fulfill the objectives of research. Questionnaire is pre-tested and revised several times to align with the research objectives and to avoid mistakes in respondents' answers due to misunderstanding of some questions.

In the above map of questionnaire, the first part, including 8 items, focuses on the behaviors related to studying abroad, aiming to differentiate between incoming and outgoing international students, identify their study abroad behaviors, and explore their methods of financial support. The second part, including 8 items, examines the reasons for abroad studying, with the aim of comprehending the incentives of overseas students and aiding

universities in effectively drawing in and accommodating foreign students. The third part, including 32 items from 8Ps perspectives, assesses the importance of various components of studying abroad to determine what international students value most in their study experience so that universities and governments can enhance these aspects. The fourth part, including 32 items from 8Ps perspectives, evaluates international students' satisfaction with components supplied by host university, serving as a satisfaction assessment to help universities identify areas of improvement in their international education programs. The fifth part, including 9 items, consists of objective questions designed to gather the opinions of international students, facilitating adjustments in policies to support international education. The final part, including 4 items, collects personal information from international students, such as family income, gender, study level, and living environment, to establish connections between international students and their study behaviors, motivations, values, satisfaction levels, and opinions. The survey on students' perceptions of studying abroad is discussed within a marketing context. The importance of different components of studying abroad is analyzed from the perspective of the 8 Ps of marketing (the product, the price, the placement, the promotion, the physical evidence, the personnel, the process, and the partnership). The emphasis on partnership represents an innovation in international education. Additionally, satisfaction of students with components of their host universities is examined to provide valuable insights for improving both university services and government policies.

The study aims to include a large sample size, encompassing both home and abroad students from various universities. Given thousands of incoming and outgoing students studying in China annually, it is not feasible to survey all of them. To ensure the representative of the survey, incoming students' study destinations include students who come in China at prestigious universities such as Jilin University and other common universities, comprehensive universities, and specialized universities. In terms of incoming students' countries of origin, the survey includes students from Europe, America, Asia, and Africa.

For outgoing students leaving China, the survey includes students from top universities worldwide, as well as common universities, comprehensive universities, and vocational universities. The host universities of these outgoing students vary from universities in America, Europe, and Asia. Therefore, the surveyed respondents represent a wide range of student types, providing the survey results with a certain level of representative.

As the incoming and outgoing students are a unique group, challenges were faced during the survey process, such as identifying eligible subjects with international study experience and overcoming survey refusals from some students. Online survey is used for data collection, and various online methods are taken. Personal media of international students and face-to-face interviews were employed to increase survey participation. Wechat, a popular mobile communication app in China similar to WhatsApp in Europe, is

commonly used by incoming students in China. In the survey, Wechat is used to contact incoming students, obtain approval, and distribute questionnaires through Tencent Documents, a Wechat mini program. Data are collected in real-time in the source database. QQ, similar to Yahoo, is popular among outgoing students, and is also used for data collection. When distributing questionnaires to incoming students or those who have left China, various methods such as email and other online data collection are utilized. It turns out that the outgoing students get used to Chinese life, and both wechat and qq are functional in data collection.

The research design was finalized in late 2022, and the survey was conducted from October 2022 to August 2023. Ineligible respondents, such as incomplete questionnaires or respondents without international study experience, were excluded. Only data from students who have studied abroad and completed the survey were included. For incoming international students to China, over 6000 survey questionnaires were distributed, resulting in 329 qualified responses. Conversely, over 2000 survey questionnaires were distributed to outgoing students, with 303 qualified responses received.

7. Original results

7.1.The main components and their relationship of higher institution internalization
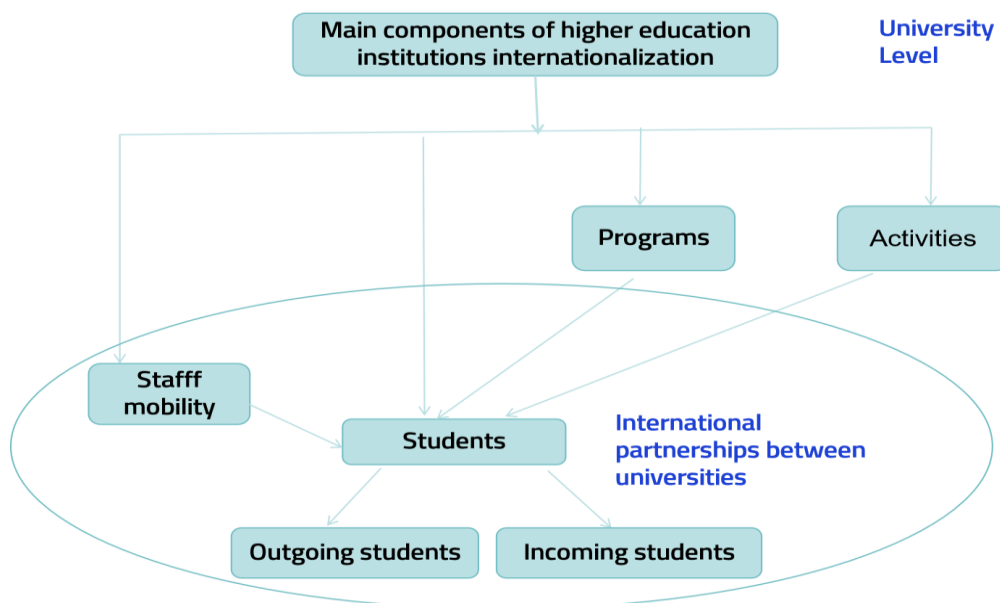
Figure 1. The main components and their relationship of higher institution internalization

Higher education institutions internationalization encompasses various components in higher education institution, including staff, student, programs and activities (See figure 1). Among the main components of higher institutions internationalization, the staff provides teaching for students, and the programs are arranged to students, and activities are provided to students to realize education purpose and the students are HEIs internationalization

priority. In internationalization of HEIs, students are divided into outgoing students and incoming students.

The results of qualitative research

7.2. Five most prominent elements of university introductions in partnership development

Building partnerships among universities begins with getting to know each other. While each university has its own introduction on its website, interviews reveal common patterns in the development of international partnerships. During the survey, participants highlight their strengths and priorities in attracting potential partners. The responses represent the key aspects valued in international partnerships, as well as the strengths emphasized to initiate collaborations. These findings should be carefully considered in promotional materials for international partnerships (See table 1).

The identified themes include international alliances, social recognition, educational functions, managerial capabilities, university size, specialized programs, academic accomplishments, institutional positioning, organizational development, academic roles, and international collaborations. A graphical depiction of the prevalence of each theme can help illustrate importance universities place on partnership development.

Table 1. University values in partnership development

Contents	Frequency
International alliance	1
Social Honer	1
Teaching function	1
Managing function	1
University scale	2
University development	2
International partnership	3
Specialty construction	4
University achievement	5
University position	10
University function	14

The research findings reveal that the five most prominent elements of university introductions in partnership development include: university function, university position, university achievement, specialty construction, and international partnership. These five components are essential in university partnership development marketing, facilitating a better understanding among new partners in short period.

7.3. Importance ranking of university international cooperation content

Table 2. University international cooperation content importance ranking

.	Student training (I1)	Research cooperation(I2)	Staff/teacher Exchange (I3)	Cooperative education program(I4)	Student Mobility (I5)	Internship (I6)	Foreign Experts / Teachers (I7)	Academic exchange (I8)
E1	3	2	1	0	0	0	0	0
E2	0	3	0	2	1	0	0	0
E3	0	2	1	3	0	0	0	0
E4	0	1	2	0	3	0	0	0
E5	0	0	1	3	0	2	0	0
E6	0	1	2	0	3	0	0	0
E7	3	0	0	2	0	0	1	0
E8	0	0	2	0	1	0	3	0
E9	0	0	1	2	3	0	0	0
E10	0	0	2	0	1	0	0	3
E11	0	3	2	0	1	0	0	0
E12	0	3	0	1	0	0	0	2
E13	0	1	2	0	3	0	0	0
E14	0	3	0	1	2	0	0	0
E15	0	1	2	0	3	0	0	0
E16	2	0	0	0	3	0	0	1
E17	0	0	3	1	2	0	0	0
E18	0	0	1	0	2	0	0	3
E19	0	2	1	0	3	0	0	0
E20	0	1	2	0	3	0	0	0
E21	0	2	1	0	3	0	0	0
E22	0	1	2	0	3	0	0	0
E23	0	2	1	0	3	0	0	0
E24	0	1	2	0	3	0	0	0
E25	0	1	2	0	3	0	0	0
E26	0	1	0	2	3	0	0	0
E27	0	0	1	3	2	0	0	0
E28	0	1	0	2	3	0	0	0
E29	0	1	0	0	3	0	0	2
E30	0	0	2	1	3	0	0	0
Sum value	8	33	36	23	63	2	4	11

Averag e value	0.27	1.1	1.2	0.77	2.1	0.07	0.13	0.37

In ranking the importance of university international cooperation content, each interviewee's top three university international cooperation contents are assigned values: give value 3 for the top 1 content, give value 2 for the top 2 content, and give value 1 for top 3 content. The interviewees are labeled E1, E2, ..., E30. If an index is not in the interviewee's top three university international cooperation contents, the value is 0. It includes categories such as student training (I1), research cooperation (I2), staff/teacher exchange (I3), cooperative education program (I4), student exchange (I5), internship (I6), foreign experts/teachers (I7), and academic exchange (I8) (See table 2).

The higher the average value assigned, the more attention participants pay to it. The top five priorities in university international cooperation, based on the importance ranking, are student mobility (I5), staff/teacher exchange (I3), research cooperation (I2), cooperative education programs (I4), and academic exchange (I8). Student mobility is the priority of university international cooperation. In the development of university international partnerships, student mobility, staff/teacher exchange, and research cooperation, as well as cooperative education programs, should receive increased attention and support.

According to the results of the value of mean in the value chart, it is evident that student mobility is highly valued as an international cooperation initiative by the university. In terms of marketing, students represent the university's customers, and providing quality education to them is a top priority in university education. The successful implementation of student mobility relies on the active participation of students, the university, and the project itself.

7.4. The most appropriate entry points for establishing university international partnerships

The interview recordings yielded diverse responses from the interviewees, each providing insights from different aspects of establishing university international partnerships. Through qualitative analysis, it was found that the most suitable entry points align closely with the 4P marketing theory in various ways.

The first key entry point is position, which involves identifying partners with similar programs and rankings, equivalent university accreditation levels, shared visions and missions, aligned development goals, resource matching, and effective resource coordination.

The second crucial entry point is price, which results in mutual benefit, win-win outcomes, and fostering friendships through university international partnerships.

The third significant entry point is place, encompassing channels for university international partnerships such as international education exhibitions, professor exchanges, university leader visits, multilateral platforms, international offices, foreign department representatives, government offices, presentations, and websites.

The fourth essential entry point is product, focusing on the content of university international partnerships including scholar exchanges, teacher and student exchanges, international talent introductions, scientific research collaborations, discipline-specific academic exchanges, student joint training programs, and overall cooperation initiatives.

The fifth key entry point is promotion, involving the development of university international partnerships through top-down and bottom-up approaches, fostering familiarity and contact between institutions, promoting cooperation through activities and research exchanges, facilitating leadership and business personnel engagement, formulating incentive policies, and initiating practical communication and project agreements.

7.5. Attitude towards current online international cooperation among universities

The interviews on the perspectives towards current online international cooperation reveal a spectrum of views, including positive, negative, and neutral stances. It is found that most respondents hold positive views.

For the negative perspective, it mainly focuses on the negative outcomes of online international cooperation.

Regarding the neutral standpoint, it acknowledges the value of both online and offline international cooperation and emphasizes the need for further exploration of online international collaboration.

In the positive perspective, the majority of interviewees express a positive view towards current online international cooperation among universities. Out of these, 11 interviewees strongly support online cooperation, while 13 emphasize its positive aspects while also pointing out areas for improvement.The unequivocally positive opinions commend the functionality and outcomes of online international cooperation.

The positive viewpoint, with a comprehensive perspective, recognizes the benefits of online international cooperation while acknowledging areas for improvement, such as addressing deficiencies, ensuring students' psychological well-being, alleviating the isolation

of remote learning, enhancing communication effectiveness, and improving teaching quality and studying results.

7.6. The influence of the COVID-19 pandemic on University International Cooperation

In interviews conducted, all 30 respondents acknowledged that COVID-19 has indeed influenced university international cooperation. However, opinions on the outcomes of this impact varied. Nineteen interviewees expressed pessimism, believing that COVID-19 has severely disrupted international cooperation at all levels, making it difficult to advance collaborative efforts. They highlighted challenges such as restrictions on international travel, hindering student exchanges, and affecting the implementation of cooperative projects. On the other hand, eleven interviewees maintained an optimistic outlook, seeing opportunities for positive change in the realm of international cooperation. In this sense, some respondents mentioned.

7.7. International cooperation trend, paths and strategies

In interviews conducted on the topic of appropriate development paths and strategies for international cooperation among universities in current circumstances, it is evident that all interviewees share a common understanding. The authors posit that the cornerstone of effective international collaboration rests upon harmonizing institutional objectives with available strengths and competitive advantages while fostering long-term, mutually beneficial partnerships. In summary, the path and strategy should be need-oriented, strength-based, and focused on long-term collaboration.

For the requirement of international cooperation, avoiding following a stereotypical development path is crucial. Instead, it is crucial to identify common needs and tailor strategies accordingly. Universities should prioritize international cooperation and align their development paths with their specific needs. Additionally, they should consider national and university development needs and ensure that their strategies are market-oriented.

Regarding strength-based international cooperation, universities should leverage their unique characteristics and strengths. This includes enhancing international visibility, exploring new collaboration avenues, bridging gaps between government, enterprises, and public institutions, and fostering talent attraction and exchange. Highlighting the importance of prioritizing science and technology, effective management practices, and fostering interpersonal relationships can optimize the advantages of global cooperation.

In terms of long-term cooperation, universities must establish contacts, initiate partnerships, and maintain sustainable relationships. This involves attending exhibitions and

conferences, identifying suitable partners, signing agreements, developing joint projects, and ensuring continuous cooperation for mutual benefits. By enhancing their education and research capabilities, universities can effectively manage international cooperation and cultivate comprehensive international talents to serve economic development. In this sense, some respondents mentioned.

7.8. Behaviors conclusion of universities in establishing international partnerships

Table 3. Behaviors conclusion of universities in establishing international partnerships

Theme	Topics	Questions	Results
Overview	About the university/ institution	1. Briefly introduce university or institution	Top five content of university introduction in partnership development: 1. university function, 2. university position, 3. university achievement, 4. specialty construction, 5. international partnership.
		2. Advantages and opportunities of international cooperation	Top five advantages and opportunities: 1. international cooperation foundation, 2. reputation, 3. positive participation, 4. financial support, 5. leadership
		3. Disadvantages and threats of international cooperation	Top five disadvantages and threats: 1. unstable or different policy, 2. low popularity, 3. pandemic, 4. location factor, 5. language barrier.
Recognition	Understanding about international partnerships	4.University international cooperation content and importance ranking	Top five university international cooperation content importance ranking: 1. student mobility, 2. staff /teacher exchange, 3. research cooperation, 4. cooperative education, 5. academic exchange
		5.The most suitable entry points for establishing university international partnerships	1. university international partnership position, 2. university international partnership results, 3. university international

			partnership channels, 4. university international partnership content, 5. university international partnership development.
		6. The key to the long-term development of international partnership	Mutual benefit and win-win result.
Experience	International cooperation success and failure	7. Successful experience and issues of teacher exchange	Teacher exchange three parts: teacher, university, project.
		8. Successful experience and issues of student mobility	Students mobility three parts, student, university and the project.
		9. Successful experience and issues of research cooperation	Driven by self-research need, win-win results attraction, focus long term, planning, not short-term benefits.
		10. Successful experience and issues of cooperative education	1. Keep compatibility with partner 2. Program management 3. Qualified teachers
Issue	COVID-19's impact and solution to international cooperation	11. View about current online international cooperation	Positive view, negative view and neutral view
		12. Impact of COVID-19	1. Pessimistic attitude holder, 2. Optimistic attitude holder.
		13. Carry out international cooperation under current normalized pandemic	1.Self improvement, 2.Keep communication, 3.Innovation, 4.Develop online cooperation, 5.Integration of online and offline cooperation
Trend	International cooperation trend, paths and strategies	14. The trend of international cooperation, university's preparation	Optimistic about the future. Form and contents are various and diversified.
		15. The appropriate development paths and strategies	Need-oriented strength based long-term cooperation

The results of quantiative research

7.9. Student mobility popularity

Incoming students

It is evident that the majority of incoming students to China, included in our sample, are pursuing bachelor degree, followed by master degree, short-term studies, and finally doctoral studies. Among incoming students, the largest group consists of those studying for

less than one year, followed by those studying for over four years, three to four years, two to three years, and the smallest group studying for one to two years.

Outgoing students

Outgoing students leaving China are primarily engaged in master's programs, followed by short-term studies, doctoral studies, and lastly bachelor's programs. This comparison suggests that the incoming student sector should prioritize bachelor's and master's studies, while the outgoing sector should focus more on master degree and short-term study program. Among outgoing students, the largest group is also those studying for less than one year, followed by those studying for one to two years, two to three years, over four years, and three to four years.

These figures indicate that both incoming and outgoing students tend to opt for shorter study duration for experiential purposes. Furthermore, the majority of incoming students typically continue their studies after completing a four-year bachelor's degree, while most outgoing students start their start from master's degrees for further advancement.

7.10. Self fund is the main method of financial assistant for both incoming students and outgoing students

Financial assistance is widely recognized as a critical factor in international education. Its importance extends to the present study, where a notable disparity between incoming and outgoing students' financial circumstances is evident.

In the study, self fund is the main method of financial assistant for both incoming students and outgoing students, while ratio of self-funding for outgoing students is nearly double that of incoming students, this is also proves why international education are popular in the world and Chinese students take significant position in international education. After self fund, the full scholarship either from host institution or host country list the second, demonstrating that both the destination country and educational institutions are making efforts to appeal to international students.

7.11. The reasons of abroad study

Within the sphere of global education, university administrators are primarily focused on enticing international students. To devise effective strategies, it is imperative to delve into the motivations that propel students to embark on overseas study journeys. Numerous elements play a role in students' choices to seek educational opportunities overseas.

In the survey, for students coming to China, the primary motivation is the prospect of better employment opportunities after graduation, highlighting the importance for Chinese universities to enhance career prospects for their graduates. Additionally, the factors, such as quality of life, scholarships, and university reputation, also attract incoming students a lot. While the national support policy attract least.

Conversely, for Chinese students studying abroad, the main reason is experiencing a different way of life, indicating the significance for foreign universities to focus on maintaining and evolving a unique lifestyle. Furthermore, factors such as improved employment prospects, university reputation, and supportive national policies also play a crucial role. While family demands attract least.

The top three reasons for studying abroad, whether incoming or outgoing, emphasize the importance of better employment opportunities after graduation, different life and university reputation. An obvious difference of abroad study reason between incoming and outgoing is that incoming students are more attractive by scholarship, while national policy support attracts outgoing students more.

7.12. Main incentives of study abroad

One of the research hypotheses is that the attractiveness of the main incentives to study abroad is different for incoming students than for outgoing students (H1).

The attractiveness was measured with an equally distanced numeric scale with five levels (5 = very attractive). In this respect, ten items were used and the difference between the means recorded for the opinions about incoming students and outgoing students are tested by using t-test for independent samples (see Table 4)

Table 4. Abroad study main incentives of incoming students and outgoing student

The main incentives	Incoming students	Outgoing students	Mean Difference	t	Sig.
	Mean	Mean			
University ranking	4.02	4.10	–0.08	–1.03	0.30
Program quality	4.22	4.25	–0.03	–0.60	0.55
Easiness of graduation	3.86	3.58	0.28	3.18	0.00
Campus environment	4.41	4.01	0.40	5.90	0.00
Cultural diversity	4.25	3.70	0.55	6.56	0.00
Student life	4.28	4.01	0.27	3.99	0.00
Study resources	4.18	4.29	–0.11	–1.67	0.09
Research facilities	4.13	4.14	–0.01	–0.20	0.84
Professional teachers	4.30	4.24	0.06	0.80	0.42
Student oriented management	4.14	4.00	0.14	1.75	0.08

The results show that almost all the analyzed items recorded mean values are above 4 points which signifies a great attractiveness of these incentives for international students. Only the "easiness of graduation" for both incoming and outgoing students and "cultural diversity" for outgoing students have a mean value below 4 points but higher than the neutral level of the scale (3 points).

The comparisons between the two categories of students reveal that the opinions of incoming students differ significantly from the opinions of outgoing students only for 4 items (p<0.01). It can be observed that the means recorded for all these items are higher for incoming students than outgoing students. Thus the attractiveness of "easiness of graduation", "campus environment", "cultural diversity" and "student life" is considered higher by incoming students than by outgoing students. The rest of the differences are not statistically significant. In conclusion the hypothesis 1 is confirmed partially.

7.13. The attitudes of incoming students differ from the attitude of outgoing students both in terms of importance and satisfaction with the characteristics of marketing mix

Product

The means of students' appreciations are also calculated for each group (incoming and outgoing) and the statistical significance of the difference between means was tested with the t-test for independent samples (see Table 5) .

Table 5. Importance of product characteristics for incoming and outgoing students

Importance of product characteristics	Incoming students	Outgoing students	Mean Difference	t	Sig.
	Mean	Mean			
Program with good international accreditation	4.43	4.24	0.19	2.85	0.00
Language courses in the program	4.35	3.90	0.45	5.93	0.00
Good university service	4.60	4.25	0.35	6.00	0.00
Culturally responsive curriculum	4.27	3.92	0.35	4.58	0.00
Reasonable graduation standards	4.51	4.27	0.24	4.02	0.00

The results show that all the analyzed items recorded mean values are above 4 points which signifies a great importance of product characteristics for international students. Only the "language courses in the program" and "Culturally responsive curriculum" for outgoing

students have a mean value below 4 points but higher than the neutral level of the scale (3 points).

The comparisons between the two categories of students, In this case all differences are significant for p<0.01. It can be observed that the means recorded for all these items are higher for incoming students than the outgoing students. In conclusion the hypothesis 2 is confirmed for the importance of the items related to "Product" as part of the marketing mix.

Table 6. Satisfaction with product characteristics of incoming and outgoing students

Satisfaction with product characteristics	Incoming students	Outgoing students	Mean Difference	t	Sig.
	Mean	Mean			
Program with good international accreditation	4.24	4.11	0.13	2.07	0.04
Language courses in the program	4.21	3.87	0.34	4.81	0.00
Good university service	4.12	4.05	0.07	1.10	0.27
Culturally responsive curriculum	4.09	4.00	0.09	1.22	0.22
Reasonable graduation standards	4.06	4.05	0.01	0.16	0.87

The results (See table 6) show that almost all the analyzed items recorded mean values above 4 points which signifies a great satisfaction of product characteristics for international students. Only the "language courses in the program" for outgoing students has a mean value below 4 points but higher than the neutral level of the scale.

The comparisons between the two categories of students, values of Sig higher of 0.05 are not accepted. In such cases the differences are not statistically significant. Only "Language courses in the program" differences is significant for p<0.01. In conclusion the hypothesis 2 is confirmed partially in the case of satisfaction with Product characteristics.

Price

Table 7. Importance of price characteristics for incoming and outgoing students

Importance of price characteristics	Incoming students	Outgoing students	Mean Difference	t	Sig.
	Mean	Mean			
Affordable tuition	4.52	4.26	0.26	4.11	0.00
International education with enough funding from the university	4.43	4.22	0.21	3.25	0.00
Scholarships for study abroad	4.43	3.93	0.50	6.56	0.00

The results (See table 7) show that almost all the analyzed items recorded mean values above 4 points which signifies a great importance of price characteristics for international

students. Only the "scholarship for study abroad" for outgoing students has a mean value below 4 points but higher than the neutral level of the scale.

The comparisons between the two categories of students reveal that in this case all differences are significant for p<0.01. It can be observed that the means recorded for all these items are higher for incoming students than outgoing students. In conclusion the hypothesis 2 is also confirmed for the importance of "Price" component.

Table 8. Satisfaction with price characteristics of incoming and outgoing students

Satisfaction with price characteristics	Incoming students	Outgoing students	Mean Difference	t	Sig.
	Mean	Mean			
Affordable tuition	3.88	3.70	0.18	2.10	0.04
International education with enough funding from the university	4.03	3.98	0.05	0.66	0.50
Scholarships for study abroad	4.09	3.63	0.46	5.18	0.00

The results (See table 8) show that only "international education with enough funding from the university" and "scholarship for study abroad" for incoming students recorded mean values above 4 points which signifies a great satisfaction with the price characteristics for international students. The rest of items have a mean value below 4 points but higher than the neutral level of the scale.

The comparisons between the two categories of students reveal that the opinions of incoming students differ significantly from the opinions of outgoing students only for 2 items (p<0.05). These items are: "Affordable tuition" and "Scholarships for study abroad". As the means recorded for all analyzed items are higher in the case of incoming students than in the case of outgoing students, it can be concluded that the incoming students are more satisfied with the mentioned items than outgoing students For the item regarding to "International education with enough funding from the university" the difference is not statistically significant. In conclusion the hypothesis 2 is confirmed partially for the satisfaction with the Price characteristics.

Placement

Table 9. Importance of placement characteristics for incoming and outgoing students

Importance of placement characteristics	Incoming students	Outgoing students	Mean Difference	t	Sig.
	Mean	Mean			
Simplified online admission process	4.35	4.11	0.24	3.45	0.00
Existence of an admission agent in the	3.84	3.53	0.31	3.43	0.00

origin country					
Existence of face to face teaching	4.47	4.30	0.17	2.50	0.01
Existence of rich study materials for the courses	4.54	4.26	0.28	4.64	0.00

The results (See table 9) show that almost all the analyzed items recorded mean values above 4 points which signifies a great importance of placement characteristics for international students. Only the "Existence of an admission agent in the origin country" has a mean value below 4 points but higher than the neutral level of the scale.

The comparisons between the two categories of students reveal that the opinions of incoming students differ significantly from the opinions of outgoing students only for all analyzed items (p<0.01). It can be observed that the means recorded for all these items are higher in the case of incoming students than the case of outgoing students. Thus the importance of all Distribution characteristics is considered higher by incoming students than by outgoing students. In conclusion the hypothesis 2 is fully confirmed for the importance of "Distribution" items.

The results (See table 10) show that almost all the analyzed items recorded mean values above 4 points which signifies a great satisfaction with placement characteristics for international students. Only the "Existence of an admission agent in the origin country" for both groups and "Simplified online admission process" for outgoing students have a mean value below 4 points but higher than the neutral level of the scale.

Table 10. Satisfaction with placement characteristics of incoming and outgoing students

Satisfaction with placement characteristics	Incoming students	Outgoing students	Mean Difference	t	Sig.
	Mean	Mean			
Simplified online admission process	4.11	3.93	0.18	2.47	0.01
Existence of an admission agent in the origin country	3.73	3.53	0.20	2.19	0.03
Existence of face to face teaching	4.29	4.20	0.09	1.37	0.17
Existence of rich study materials for the courses	4.18	4.08	0.10	1.43	0.15

The comparisons between the two categories of students reveal a significant difference only in the case of "Simplified online admission process" and in the case of "Existence of an admission agent in the origin country" (p<0.05).. In conclusion the hypothesis 2 is confirmed partially for the satisfaction with the Distribution characteristics.

The results (See table 11) show that almost all the analyzed items recorded mean values above 4 points which signifies a great importance of promotion characteristics for international students. Only the "Participation in educational fairs in the origin country" for outgoing students has a mean value below 4 points but higher than the neutral level of the scale.

Promotion

Table 11. Importance of promotion characteristics for incoming and outgoing students

Importance of promotion characteristics	Incoming students	Outgoing students	Mean Difference	t	Sig.
	Mean	Mean			
Diversified sources of information about university	4.43	4.21	0.22	3.32	0.00
Timely information on the university website	4.48	4.28	0.20	3.20	0.00
Participation in educational fairs in the origin country	4.20	3.71	0.49	6.06	0.00
Information about university in social media	4.29	4.00	0.29	4.11	0.00

In this case all differences are significant for $p<0.01$. It can be observed that the means recorded for all these items are higher in the case of incoming students than in the case of outgoing students. In conclusion the hypothesis 2 is confirmed for the importance of "Promotion" characteristics.

Table 12. Satisfaction with promotion characteristics of incoming and outgoing students

Satisfaction with promotion characteristics	Incoming students	Outgoing students	Mean Difference	t	Sig.
	Mean	Mean			
Diversified sources of information about university	4.09	3.92	0.17	2.47	0.01
Timely information on the university website	3.97	3.89	0.08	1.04	0.30
Participation in educational fairs in the origin country	3.92	3.58	0.34	4.00	0.00
Information about university in social media	3.81	3.77	0.04	0.52	0.60

The results (See table 12) show that only "Diversified sources of information about university" for incoming students mean values above 4 points which signifies a great satisfaction of promotion characteristics for international students. The rest has a mean value below 4 points but higher than the neutral level of the scale.

In this case, only for the items "Participation in educational fairs in the origin country" and "Diversified sources of information about university" the differences between means are statistically significant. In conclusion the hypothesis 2 is confirmed partially for the satisfaction with Promotion characteristics.

Physical evidence

Table 13. Importance of physical evidence characteristics for incoming and outgoing students

Importance of physical evidence characteristics	Incoming students	Outgoing students	Mean Difference	t	Sig.
	Mean	Mean			
Smart classroom	4.26	3.76	0.50	6.50	0.00
Comfortable accommodation in the campus	4.47	3.97	0.50	6.60	0.00
Beautiful campus landscape	4.12	3.83	0.29	3.70	0.00
Existence of digital libraries	4.36	4.15	0.19	2.80	0.00

The results (See table 13) show that all the analyzed items for incoming students and "Existence of digital libraries" for outgoing students recorded mean values above 4 points which signifies a great importance of price characteristics for incoming students. The rest has a mean value below 4 points but higher than the neutral level of the scale.

In this case all differences are significant for p<0.01. It can be observed that the means recorded for all these items are higher in the case of incoming students than the case of outgoing students. In conclusion the hypothesis 2 is confirmed for the importance given to the "Physical evidence" characteristics.

Table 14. Satisfaction with physical evidence characteristics of incoming and outgoing students

Satisfaction with evidence characteristics	Incoming students	Outgoing students	Mean Difference	t	Sig.
	Mean	Mean			
Smart classroom	4.01	3.78	0.23	3.10	0.00
Comfortable accommodation in the campus	3.93	3.78	0.15	1.91	0.06
Beautiful campus landscape	4.29	4.06	0.23	3.60	0.00
Existence of digital libraries	4.03	3.87	0.16	2.17	0.03

The results (See table 14) show that "Smart classroom", "Beautiful campus landscape" "Existence of digital libraries" for incoming students and "Beautiful campus landscape" for outgoing students recorded mean values above 4 points which signifies a great satisfaction

with the physical evidence characteristics for international students. The rest of items have mean values below 4 points but higher than the neutral level of the scale.

The comparisons between the two categories of students, show that only "Smart classroom", "Beautiful campus landscape" and "Existence of digital libraries" recorded differences that are statistically significant for p<0.05. In conclusion the hypothesis 2 is confirmed partially in the case of satisfaction with "Physical evidence" characteristics.

Personnel

Table 15. Importance of personnel characteristics for incoming and outgoing students

Importance of personnel characteristics	Incoming students	Outgoing students	Mean Difference	t	Sig.
	Mean	Mean			
Good program coordinator	4.43	4.16	0.27	4.18	0.00
Professors with high professionalism	4.57	4.39	0.18	3.34	0.00
Professors with high research capability	4.51	4.34	0.17	2.84	0.00

The results (See table 15) show that all the analyzed items for incoming students recorded mean values above 4 points which signifies a great importance of personal characteristics for incoming students.

In this case all differences are significant for p<0.01. It can be observed that the means recorded for all these items are higher in the case of incoming students than the case of outgoing students. In conclusion the hypothesis 2 is confirmed for the importance of "Personnel" characteristics.

Table 16. Satisfaction with personnel characteristics of incoming and outgoing students

Satisfaction with personnel characteristics	Incoming students	Outgoing students	Mean Difference	t	Sig.
	Mean	Mean			
Good program coordinator	4.03	4.07	-0.04	-0.50	0.62
Professors with high professionalism	4.20	4.19	0.01	0.09	0.92
Professors with high research capability	4.24	4.15	0.09	1.38	0.17

The results (See table 16) show that all the analyzed items for incoming students recorded mean values above 4 points which signifies a great satisfaction with personal characteristics of both groups of students.

The comparisons between the two categories of students reveal values of Sig higher than 0.05. In such cases the differences are not statistically significant. In conclusion the hypothesis 2 is unconfirmed in the case of satisfaction with "Personnel" characteristics.

Process

Table 17 Importance of process characteristics for incoming and outgoing students

Importance of process characteristics	Incoming students Mean	Outgoing students Mean	Mean Difference	t	Sig.
Good communication with professors	4.59	4.52	0.07	1.34	0.18
Good communication with administrative staff (secretary, dormitory administrators etc.)	4.50	4.18	0.32	4.80	0.00
Good relationship with international office in charge with foreign students	4.58	4.17	0.41	6.24	0.00
Clear procedures of graduation	4.58	4.41	0.17	3.10	0.00
Good instructional practices	4.50	4.34	0.16	2.70	0.01

The results (See table 17) show that all the analyzed items for incoming students recorded mean values above 4 points which signifies a great importance of process characteristics for all international students.

The comparisons between the two categories of students, reveal that the differences are not statistically significant only for "Good communication with professors" For the rest of items, "Good communication with administrative staff (secretary, dormitory administrators etc.)", "Good relationship with international office in charge with foreign students", "Clear procedures of graduation" the importance given by incoming students is significantly higher than the importance given by outgoing students. In conclusion the hypothesis 2 is confirmed partially for the importance of "Process" characteristics.

Table 18. Satisfaction with process characteristics of incoming and outgoing students

Satisfaction with process characteristics	Incoming students Mean	Outgoing students Mean	Mean Difference	t	Sig.
Good communication with professors	4.14	4.14	0.07	0.06	0.95
Good communication with administrative staff (secretary, dormitory administrators etc.)	4.10	4.01	0.09	1.32	0.19
Good relationship with international office in charge with foreign students	4.02	4.06	-0.04	-0.51	0.61
Clear procedures of graduation	4.05	4.11	-0.06	-0.90	0.07
Good instructional practices	4.00	4.05	-0.05	-0.69	0.50

The results (See table 18) show that all the analyzed items recorded mean values above 4 points for both groups of students, which signifies a great satisfaction with the process characteristics.

The comparisons between the two categories of students highlight that all the differences are not statistically significant. In conclusion the hypothesis 2 is unconfirmed in the case of satisfaction with "Process" characteristics.

Partnership

Table 19. Importance of partnership characteristics for incoming and outgoing students

Importance of partnership characteristics	Incoming students	Outgoing students	Mean Difference	t	Sig.
	Mean	Mean			
Receiving university to have high ranking university partners	4.29	4.26	0.03	0.43	0.67
Partnership with institutions in your origin country	4.12	4.14	-0.02	-0.27	0.78
Good partnership with local government	4.26	3.96	0.30	3.96	0.00
Good partnership with local company	4.22	4.02	0.18	2.80	0.00

The results (See table 19) show that almost all the analyzed items recorded mean values above 4 points which signifies a great importance of partnership characteristics for international students. Only the "Good partnership with local government" for outgoing students has a mean value below 4 points but higher than the neutral level of the scale.

The comparisons between the two categories of students reveal that only for "Good partnership with local government" and "Good partnership with local company" differences are significant for p<0.01. In conclusion the hypothesis 2 is confirmed partially.

Table 20. Satisfaction of partnership characteristics between incoming and outgoing students

Satisfaction with partnership characteristics	Incoming students	Outgoing students	Mean Difference	t	Sig.
	Mean	Mean			
Receiving university to have high ranking university partners	3.91	3.84	0.07	0.80	0.42
Partnership with institutions in your origin country	3.86	3.84	0.02	-0.27	0.78
Good partnership with local government	3.97	3.85	0.12	1.65	0.10

Good partnership with local company	3.81	3.76	0.05	1.67	0.50

The results (See table 20) show that no items recorded mean values above 4 points but below 4 points, higher than the neutral level of the scale.

The comparisons between the two categories of students reveal values of Sig higher than 0.05. Thus, the differences are not statistically significant. In conclusion the hypothesis 2 is unconfirmed.

All in all, Hypothesis 2: The attitudes of incoming students differ from the attitude of outgoing students both in terms of importance and satisfaction with the characteristics of marketing mix, is confirmed partially. In the process of Hypothesis 2 argument, it use all the Ps in the marketing mix, and the importance and satisfaction are compared between incoming and outgoing students. The comparatively high means for both incoming students and outgoing students prove students' recognition of HEIs internationalization.

7.14. Factor important list for both incoming and outgoing students

The top five factors, which are important for incoming students, are the priority for the Chinese university to focus and enhance.

1. Good university service.

2. Good communication with professors.

3. Clear procedures of graduation

4. Good relationship with international office in charge with foreign students

5. Professors with high professionalism.

The top five factors, which are important for outgoing students, are those the international university should focus and enhance to attract more Chinese students.

1. Good communication with professors,

2. Clear procedures of graduation,

3. Professors with high professionalism,

4. Professors with high research capability,

5. Good instructional practices.

7.15. List of factors which incoming students and outgoing students least satisfied

The top five factors, which the incoming student satisfy least, are those the Chinese university must improve to better develop international education.

1. Existence of an admission agent in the origin country.

2. Information about university in social media.

3. Good partnership with local company.

4. Partnership with institutions in your origin country.

5. Affordable tuition.

The top five factors, which the outgoing students satisfy least, are those the international university must improve to better attract Chinese students.

1. Existence of an admission agent in the origin country,

2. Participation in educational fairs in the origin country,

3. Scholarships for study abroad,

4. Affordable tuition,

5. Good partnership with local company.

7.16. There are discrepancies between importance and satisfaction with the characteristics of marketing mix both in the case of incoming and outgoing students (H3)

In the traditional marketing mix for incoming students (See table 21), all the difference between mean values are positive, it means that a discrepancy exists between the expectations (importance) and performance (satisfaction). In such cases the improvement are needed.

Incoming students

Table 21. Incoming students' importance and satisfaction with the characteristics of traditional marketing mix

Marketing mix characteristics	Importance	Satisfaction	Mean Difference	t	Sig.
	Mean	Mean			
Product					
Program with good international accreditation	4.43	4.24	0.19	3.88	0.00
Language courses in the program	4.35	4.21	0.14	3.18	0.00
Good university service	4.60	4.12	0.47	9.25	0.00
Culturally responsive curriculum	4.27	4.09	0.18	3.27	0.00
Reasonable graduation standards	4.51	4.06	0.44	8.95	0.00
Price					
Affordable tuition	4.52	3.88	0.64	11.17	0.00
International education with enough funding from the university	4.43	4.03	0.40	6.79	0.00
Scholarships for study abroad	4.43	4.09	0.34	5.15	0.00
Placement					
Simplified online admission process	4.35	4.11	0.25	4.56	0.00
Existence of an admission agent in the origin country	3.84	3.73	0.11	1.62	0.11
Existence of face to face teaching	4.47	4.29	0.18	3.84	0.00
Existence of rich study materials for the courses	4.54	4.18	0.36	7.18	0.00
Promotion					
Diversified sources of information about university	4.43	4.09	0.33	6.43	0.00
Timely information on the university website	4.48	3.97	0.50	8.05	0.00
Participation in educational fairs in the origin country	4.20	3.92	0.28	4.82	0.00
Information about university in social media	4.29	3.81	0.47	6.99	0.00

The comparisons between the two categories reveal that almost all differences are significant for p<0.01. It can be observed that the means recorded for all these items are higher in the case of Importance than the case of satisfaction, so that a need of improvement exists. Only the "Existence of an admission agent in the origin country", Sig > 0.05, which means that the difference is not statistically significant. In conclusion the hypothesis 3 is confirmed partially but in almost all cases.

In the case extended marketing mix (See table 22), for incoming students almost all the differences between the mean values are positive, which means that a discrepancy exists between the expectations (importance) and performance (satisfaction). In such cases the improvement are needed. Only the difference between mean values for "Beautiful campus landscape" is negative, the expectations were exceeded.

Table 22. Incoming students' importance and satisfaction with the characteristics of extended marketing mix

Marketing mix characteristics	Importance Mean	Satisfaction Mean	Mean Difference	t	Sig.
Physical evidence					
Smart classroom	4.26	4.01	0.26	4.71	0.00
Comfortable accommodation in the campus	4.47	3.93	0.53	8.74	0.00
Beautiful campus landscape	4.12	4.29	-0.17	-2.92	0.00
Existence of digital libraries	4.36	4.03	0.32	5.66	0.00
Personnel					
Good program coordinator	4.43	4.03	0.40	6.83	0.00
Professors with high professionalism	4.57	4.20	0.37	8.15	0.00
Professors with high research capability	4.51	4.24	0.27	5.74	0.00
Process					
Good communication with professors	4.59	4.14	0.45	8.48	0.00
Good communication with administrative staff (secretary. dormitory administrators etc.)	4.50	4.10	0.39	7.29	0.00
Good relationship with international office in charge with foreign students	4.58	4.02	0.55	9.48	0.00
Clear procedures of graduation	4.58	4.05	0.54	10.11	0.00
Good instructional practices	4.50	4.00	0.50	9.41	0.00
Partnership					
Receiving university to have high ranking university partners	4.29	3.91	0.39	6.68	0.00
Partnership with institutions in your origin country	4.12	3.86	0.26	4.36	0.00
Good partnership with local government	4.26	3.97	0.29	5.21	0.00
Good partnership with local company	4.22	3.81	0.41	6.80	0.00

The comparisons between the two categories reveal that differences are significant for p<0.01 in all cases. It can be observed that the means recorded for all these items show

discrepancies between importance and satisfaction. In conclusion the hypothesis 3 is fully confirmed.

Outgoing students

In the case of traditional marketing mix (See table 23), for outgoing students almost all the difference between mean values are positive, which show discrepancy exists between the expectations (importance) and performance (satisfaction). In such cases the improvement are needed. The differences between mean values of "Culturally responsive curriculum" and "Existence of an admission agent in the origin country" are negative, which means that the expectations were exceeded. But in both cases, the difference is not statistically significant. For the rest of the analyzed items the differences are significant for p<0.01. In conclusion the hypothesis 3 is confirmed partially but should be underlined that in the most of cases there are discrepancies between expectations and service performance.

Table 23. Outgoing students' importance and satisfaction with the characteristics of traditional marketing mix

Marketing mix characteristics	Importance	Satisfaction	Mean	t	Sig.
	Mean	Mean	Difference		
Product					
Program with good international accreditation	4.24	4.11	0.14	2.29	0.02
Language courses in the program	3.90	3.87	0.03	0.46	0.65
Good university service	4.25	4.05	0.20	3.69	0.00
Culturally responsive curriculum	3.92	4.00	-0.08	-1.38	0.17
Reasonable graduation standards	4.27	4.05	0.21	3.70	0.00
Price					
Affordable tuition	4.26	3.70	0.55	7.09	0.00
International education with enough funding from the university	4.22	3.98	0.24	4.27	0.00
Scholarships for study abroad	3.93	3.63	0.30	3.70	0.00
Placement					
Simplified online admission process	4.11	3.93	0.18	3.11	0.00
Existence of an admission agent in the origin country	3.53	3.53	0.00	-0.04	0.96
Existence of face to face teaching	4.30	4.20	0.11	2.21	0.03
Existence of rich study materials for the courses	4.26	4.08	0.18	3.51	0.00
Promotion					
Diversified sources of information about university	4.21	3.92	0.29	5.46	0.00
Timely information on the university website	4.28	3.89	0.38	6.85	0.00
Participation in educational fairs in the origin country	3.71	3.58	0.13	1.69	0.09
Information about university in social media	4.00	3.77	0.23	3.56	0.00

In the case of extended marketing mix (See table 24), for outgoing students almost all the difference mean values are positive, it means that a discrepancy exists between the expectations (importance) and performance (satisfaction). Only the differences between

mean values of "Smart classroom" and "Beautiful campus landscape" are negative, which signify that the expectations were exceeded.

The comparisons between the mean values reveal that most of the differences are significant for p<0.01. It can be observed that the means recorded for all these items show discrepancies between expectations and service performance Only the "Smart classroom", "Good program coordinator""Good relationship with international office in charge with foreign students", and "Good partnership with local government", have recorded differences that are not statistically significant. In conclusion the hypothesis3 is confirmed partially.

Table 24. Outgoing students' importance and satisfaction with the characteristics of extended marketing mix

Marketing mix characteristics	Importance	Satisfaction	Mean	t	Sig.
	Mean	Mean	Difference		
Physical evidence					
Smart classroom	3.76	3.78	-0.02	-0.34	0.73
Comfortable accommodation in the campus	3.97	3.78	0.19	2.56	0.01
Beautiful campus landscape	3.83	4.06	-0.22	-3.40	0.00
Existence of digital libraries	4.15	3.87	0.28	4.10	0.00
Personnel					
Good program coordinator	4.16	4.07	0.10	1.77	0.08
Professors with high professionalism	4.39	4.19	0.19	4.38	0.00
Professors with high research capability	4.34	4.15	0.19	3.72	0.00
Process					
Good communication with professors	4.52	4.14	0.38	8.08	0.00
Good communication with administrative staff (secretary. dormitory administrators etc.)	4.18	4.01	0.17	3.11	0.00
Good relationship with international office in charge with foreign students	4.17	4.06	0.10	1.85	0.07
Clear procedures of graduation	4.41	4.11	0.30	5.76	0.00
Good instructional practices	4.34	4.05	0.30	5.91	0.00
Partnership					
Receiving university to have high ranking university partners	4.26	3.84	0.42	7.32	0.00
Partnership with institutions in your origin country	4.14	3.84	0.30	5.13	0.00
Good partnership with local government	3.96	3.85	0.11	1.76	0.08
Good partnership with local company	4.02	3.76	0.26	3.88	0.00

7.17. The opinions about issues related to student mobility

To gather more detailed information on students' opinions regarding international education trends, the study conducted a survey consisting of nine objective questions. A five-level Likert scale from 5 to 1 (where 5 indicates strong agree and 1 indicates strong

disagree). For the question "COVID-19 has negative impact on abroad study", yes answer received value 1, and no value 0. The SPSS results are presented below (See Table 25).

In the survey results, for the above nine questions, only "University orientation with graduating students involved will be better", "Abroad study help/will help me to have better employment" and "COVID-19 has negative impact on abroad study" are both agreed by incoming and outgoing students, where the first two measures we should continue to enhance, and the third COVID-19 negative impact should try to be reduced gradually. "Meeting university leaders at regular intervals will be helpfully to improve learning experience", "Abroad study will have spurting growth after COVID-19" and "The government will take more supportive policies to stimulate abroad study in the future" are agreed by the incoming students, where the first measure we should continue to enhance for incoming students.

Table 25. Incoming and outgoing students' opinion SPSS test report

Questions related to student mobility	Incoming students	Outgoing students	Total
	Mean	Mean	Mean
As long as the university offer scholarship, I will choose it regardless the university is good or not.	3.13	2.74	2.94
University orientation with graduating students involved will be better	4.12	4.09	4.11
Language courses full cover every year of the program is better than language courses in the first year	3.86	3.82	3.84
Meeting university leaders at regular intervals will be helpfully to improve learning experience	4.16	3.84	4.01
Abroad study help/will help me to have better employment	4.32	4.04	4.18
COVID-19 has negative impact on abroad study	.94	.76	.85
Online classes will be indispensable in future abroad study	3.71	3.59	3.65
Abroad study will have spurting growth after COVID-19	4.05	3.77	3.92
The government will take more supportive policies to stimulate abroad study in the future	4.29	3.97	4.13

While some measures should be taken to build outgoing students' confidence about abroad study. The rest questions "As long as the university offer scholarship, I will choose it regardless the university is good or not", "Language courses full cover every year of the program is better than language courses in the first year" and "Online classes will be indispensable in future abroad study" are in the status of neither agree nor disagree, meaning that both incoming and outgoing students don't have clear agree nor disagree.

7.18. Objectives and results of research regarding student mobility abroad

Table 26. The objectives and results of students' abroad study view

Objectives	Incoming students	Outgoing students
O1	Top three reasons of abroad study 1. Better employment opportunities after graduation 2. Different life 3. Scholarship	Top three reasons of abroad study 1. Different life 2. Better employment opportunities after graduation 3. University reputation
O2	Top three incentives 1. Campus environment 2. Professional teachers 3. Student life	Top three incentives 1. Study resources 2. Program quality 3. Professional teachers
O3	Top five important factors 1.Good university service. 2.Good communication with professors. 3.Clear procedures of graduation 4.Good relationship with international office in charge with foreign students 5.Professors with high professionalism.	Top five important factors 1.Good communication with professors, 2.Clear procedures of graduation, 3.Professors with high professionalism, 4.Professors with high research capability, 5.Good instructional practices.
O4	Top five dissatisfaction factors 1.Existence of an admission agent in the origin country. 2.Information about university in social media. 3. Good partnership with local company. 4. Partnership with institutions in your origin country. 5. Affordable tuition.	Top five dissatisfaction factors 1.Existence of an admission agent in the origin country, 2.Participation in educational fairs in the origin country, 3.Scholarships for study abroad, 4.Affordable tuition, 5.Good partnership with local company,
O5	The attitudes of incoming students partially differ from the attitude of outgoing students both in terms of importance and satisfaction with the characteristics of marketing mix.	
O6	There are partially discrepancy between incoming students and outgoing students in terms of importance and satisfaction with the characteristics of marketing mix	
O7	Both incoming and outgoing students agree with "University orientation with graduating students involved will be better", "Abroad study help/will help me to have better employment" "COVID-19 has negative impact on abroad study"	

7.19. Marketing strategies for comprehensively deepening education opening reform and improving cooperative education in China

In order to achieve strategic objective 1 (comprehensively deepening education opening reform and improving cooperative education in China), comprehensively deepen education opening reform and improve cooperative education, it requires a strategic and multifaceted approach. Universities should first establish clear goals aligned with shared educational goals and identify compatible partners with complementary strengths. Collaborations should be formalized through agreements such as Memorandum of Understanding (MOUs) and by forming joint committees to oversee initiatives. Key elements include fostering academic and research collaborations, promoting student and faculty exchanges, leveraging technology for

virtual learning, and engaging in joint cultural activities. Ensuring quality through regular evaluations, securing funding, and publicizing successes are essential for sustained impact. Flexibility and ongoing engagement, coupled with feedback mechanisms, help adapt and innovate partnership strategies, thereby enriching educational experiences and fostering global understanding.

Proposed specific activities.

A1. Select the top programs with strong market demand from both parties for cooperative education, ensure a well-matched curriculum to establish a joint program, and meet all requirements for joint degree awarding in both host countries (Product).

A2. Aim to reduce the tuition fees for the cooperative program while ensuring that both parties benefit from it, and offer scholarships to outstanding program students (Price).

A3. Foster strong relationships with local high schools and institutions, provide program experiences for potential students, and maintain effective communication channels for the program (Placement).

A4. Advertise the cooperative program through mass media, particularly popular platforms like Wechat and TikTok, and encourage program students and their parents to assist in promotion (Promotion).

A5. Establish smart classrooms and an online study platform, enhance the study environment with international elements, and provide quality accommodation with modern facilities (Physical evidence).

A6. Offer training and educational opportunities abroad for program teachers and staff, assign coordinators to facilitate collaboration with partner institutions in teaching and practical activities (Personnel).

A7. Conduct regular meetings between the two parties each semester to address any emerging issues and problems, provide language courses throughout the program duration, and conduct annual evaluations of the cooperative program (Process).

A8. Identify partners with similar rankings and desired cooperative programs, establish detailed cooperation regulations outlined in agreements, and appoint dedicated department personnel to oversee the program coordination for as long as possible (Partnership).

7.20. Marketing strategies for cultivating high level talents with a international outlook, and enhance the mobility of outgoing students leaving China

In order to achieve strategic objective 2 (cultivating high level talents with a international outlook, and enhance the mobility of outgoing students leaving China), cultivate high level talents with a international outlook, and enhance the mobility of outgoing students leaving China, universities should develop strategic international partnerships that integrate comprehensive exchange programs, joint research initiatives, and dual-degree opportunities. These partnerships should begin with formal agreements and the formation of joint oversight committees, establishing clear goals focused on global competencies and mutual benefits. Key efforts should include designing curricula that emphasize cross-cultural understanding, providing robust language training, and incorporating global issues into coursework. Encouraging faculty and student exchanges, internships, and collaborative projects abroad will be crucial. Additionally, leveraging technology for virtual exchanges, securing scholarships to support mobility, and creating strong alumni networks can sustain and expand these initiatives. Regular evaluations and adaptations based on feedback will ensure that the programs remain effective and aligned with evolving global educational standards.

Based on the quantitative research of outgoing students' view of abroad study, specific activities are proposed.

A1. Product

1. Build well partnership with host universities which have good international accreditation.

2. Provide language training to outgoing students before they leave.

3. Make the international office and faculty coordinator provide good abroad study consultant and suggestion service to outgoing students.

4. Contact with partner university to set reasonable graduation standards upon consideration of outgoing students' abilities and needs, and make the graduation standards clearly delivery to outgoing students.

A2. Price

1. Negotiate with partner university to set affordable tuition or jointly provide financial support to outgoing students.

2. Give full investment to international office to provide excellent service for outgoing students.

3. Contact government, companies, etc, and try to provide various kind of scholarship to outgoing students during their abroad study period.

A3. Placement

1. Provide assistant to outgoing students to help them understand and manage online admission process.

2. Provide face to face English teaching course to help outgoing students get used to abroad study.

3. Provide various form and number materials about abroad HEIs to help outgoing students make abroad study decision.

A4. Promotion

1. Provide diversified sources of information about abroad university, country and education system for outgoing students.

2. Timely deliver the information of abroad university website to outgoing students.

3. Join in abroad educational fairs to promote to local students.

A5. Physical evidence

1. Contact partner university to help outgoing students get comfortable accommodation in the campus.

2. Build beautiful campus landscape, and make outgoing students study and live well.

3. Build digital libraries and allow outgoing students to use it home or abroad.

A6. Personnel

1. Improve professors' ability with high professionalism, and set good foundation for outgoing students' abroad study.

2. Improve professors' ability with high research capability, and direct outgoing students how to research abroad.

A 7.Process

1. Provide training for student to learn how to have good communication with professors

2. Provide training for student to learn how to have good communication with administrative staff.

3. Clear procedures of graduation for outgoing students so that they can have good academic results and graduate to study abroad.

4. Provide good instructional practices in companies or laboratories, and equip outgoing student with good instructional practices skills.

A8. Partnership

1. Build partnership with university having high ranking to help outgoing students study in better universities.

2. Build partnership with institutions in host country to assist outgoing students' study and research.

3. Build good partnership with host local companies, and provide internship or even employment for outgoing students.

7.21. Marketing strategies for promoting education opening up to achieve high-quality and connotative development and strengthening the mobility of incoming students to China

In order to achieve strategic objective 3 (promoting education opening up to achieve high-quality and connotative development and strengthening the mobility of incoming students to China), promote education opening up to achieve high-quality and connotative development, and strengthen the mobility of incoming students to China, universities should establish strategic international partnerships with globally renowned institutions known for academic excellence and innovation. This entails setting clear objectives and mutual benefits through formal agreements and collaborative frameworks that emphasize quality education and cultural exchange. Key strategies include creating joint degree programs, fostering collaborative research, and developing tailored curricula that highlight China's unique strengths and cultural heritage. Enhancing support services, such as language training and cultural acclimatization programs, will ensure incoming students have a smooth transition and enriching experience. Additionally, offering scholarships and financial incentives can attract top talent. Leveraging digital platforms for pre-arrival orientation and continuous engagement, along with regular assessments and feedback mechanisms, will maintain the partnership's quality and relevance, thereby fostering a vibrant and dynamic educational environment in China.

Based on the quantitative research of incoming students' view of abroad study, specific activities are proposed.

A1. Product

1.Build well partnership international accreditation association and make program have good international accreditation.

2. Provide Chinese language cover all the program around for international students.

3.Provide good education service to students.

4. Provide culturally responsive curriculum upon multinational students conditions and needs.

5. Set reasonable graduation standards upon consideration of students abilities and

needs, and make the graduation standards clearly delivery to incoming students.

A2. Price

1. Make the tuition reasonable, and provide financial support for incoming students.

2. Give full investment to international school to provide excellent education and service to incoming students.

3. Contact government, companies, etc, and try to provide various kind of scholarship to incoming students.

A3. Placement

1. Simplify online admission process, Help incoming students with admission process.

2. Provide English face to face teaching to incoming students.

3. Provide and enrich study materials for program courses of incoming students.

A4. Promotion

1. Use different methods to provide diversified sources of university information in to incoming students.

2. Timely update the information of university website, especially the international education part.

3. Join in abroad educational fairs to promote local students.

A5. Physical evidence

1. Build smart classroom with advanced IT equipment for teaching.

2. Provide comfortable accommodation in the campus to incoming students.

3. Beautiful campus landscape to make students study and live well.

4. Build digital libraries for incoming students.

A6. Personnel

1. Hire program coordinator with international background and well contact incoming students.

2. Provide international visiting chances for professors so that they can better teach the incoming students.

3. Provide international research to professor, and invite incoming students to join in to learn.

A 7.Process

1.Make teaching professors have good communication with incoming students.

2. Male administrative staff have good communication with incoming students.

3. Make international office in charge with foreign students form good relationship with international student.

4. Clear procedures of graduation for students, and make incoming students know every steps of graduation.

5. Provide good instructional practices in local companies for incoming students.

A8. Partnership

1. Build partnership with universities or institutions with similar or lower ranking to get more students.

2. Build partnership with institutions or agent in students' home country to help promote.

3. Build good partnership with local government to help incoming student easily manage registering, living documents, etc.

4. Build good partnership with local companies to get internship and practice support for international education.

7.22. Marketing strategies for promoting education opening up to achieve high-quality and connotative development and strengthening the mobility of incoming students to China

In order to achieve strategic objective 4, contributing Chinese wisdom to global education governance, universities should develop international partnerships centered on sharing best practices and innovative governance models. This involves establishing collaborative agreements with leading global institutions to exchange knowledge and expertise in educational management, policy-making, and administration. Joint initiatives such as conferences, workshops, and research projects can be organized to address common challenges and explore effective governance strategies. Additionally, embedding Chinese educational governance principles into global discourse through publications and case studies can highlight successful practices. Leveraging technology for virtual forums and continuous professional development will enhance the reach and impact of these collaborations. Ensuring reciprocal exchanges of faculty and administrators, supported by robust evaluation and feedback mechanisms, will foster mutual studying and make contributions to global educational governance improvement.

Proposed specific activities.

A1. Conduct surveys among teachers, staff, and students engaged in international cooperation, summarize the cooperation experience and outcomes, document these findings, share them with partners, and publish related experiences or guidelines collectively (Product).

A2. The university allocates special funds to disseminate Chinese insights on international education (Price).

A3. Utilize email to regularly update partners on cooperation experiences and progress, and hold online conferences to share program achievements with partners (Placement).

A4. Promote Chinese universities' initiatives in international education on foreign university websites, local media, or international conferences (Promotion).

A5. Provide high-quality equipment and facilities to ensure the efficient operation of the online communication or virtual discussion platform (Physical evidence).

A6. Promote the sharing of personal experiences and resolutions among engaged staff and students (Personnel).

A7. Ensure that the contributions of Chinese wisdom encompass the entire international cooperation process (Process).

A8. Incorporate the sharing of experiences and results into partnership agreement clauses, and specify the appointment of professional personnel to manage this work in the agreement (Partnership).

8. Conclusions

Globalization involves the international movement of people, civilization, thoughts, values, knowledge, technology, the economy, and other elements, resulting in heightened interdependence and stronger global connections. The progress in science and technology, coupled with global integration of social economies and cultures, have fostered the idea of human shared future, propelling international education growth. Higher education internationalization is considered crucial for the advancement of human society. "Education should focus on modernization, globalization, and future readiness."

Literature analysis examines studies and research pertaining to university internationalization, starting from the concept of internationalization to university internationalization, exploring its essence, and tracing its historical development. Various types of university internationalization are identified, including university-initiated, government-led, active response, and passive response models. Universities worldwide have embraced internationalization, recognizing it catalyst to enhance overseas student mobility and fostering university networks growth, thereby creating a stimulating and competitive

research and learning environment that attracts and nurtures high-quality human resources. Another perspective defines internationalization as the process through which higher education institutions become less nationally focused and more globally oriented. Universities implement numerous policies and regulations to make teachers and students to engage in internationalization, develop innovative overseas programs and projects to enhance participation, and adopt effective strategies to ensure successful outcomes of university internationalization efforts.

University internationalization accelerates development, with numerous scholars conducting productive research on the topic. The research adopts a marketing perspective analysis of university internationalization, covering the customers of international education, the marketing environment, and the marketing mix of international education. The 7Ps of the product, the price, the placement, the promotion, the physical evidence, the personnel, and the process are thoroughly reviewed in international education. Partnerships are believed to be essential in realm of worldwide education, leading to theoretical progress in research with a focus on marketing strategies.

The study of universities' behaviors in establishing international partnerships holds significant value for university leadership, encompassing qualitative research and quantitative research. The structured framework of the university international partnership encyclopedia follows a logical sequence of overview, recognition, experience, challenges, and trends. The overview section provides a brief introduction to the university, while the recognition part delves into uncovering the intricacies of university international partnerships. The experience section highlights lessons learned from successful and unsuccessful international cooperation practices. COVID-19's impact on international cooperation is discussed as a significant challenge. The trend section outlines the future direction of university international cooperation. The study draws conclusions from the management and practical experiences of 30 university leadership officials from 14 different countries.

Differences and commonalities between studying in China and studying abroad, such as regional differences, educational systems, cultural backgrounds, and costs of study, are identified. In the quantitative research, the results shows the incentives that drive students for abroad study, which are of great value to HEIs policy makers. The difference of importance and satisfaction among incoming and outgoing students show what international education value, and which perspective need improvement, these valuable information are extremely useful for the management in HEIs international office and international school. Marketing is seen as pivotal in driving the progress of international

education. It involves understanding market needs, establishing brand image, and building strong customer relationships. Marketing enables colleges and universities to innovate products and services to meet evolving market demands, thereby enhancing visibility, influence, and student attraction.

The Opinions outlines China's plans for expanding educational opportunities in the new era. The document highlights the importance of both internal and external coordination, enhancing efficiency and quality, making proactive leadership, and ensuring an orderly opening of education. Significant measures are outlined for expanding education, such as intensifying international exchanges and cooperation, strengthening dialogue with other nations in education sector, and forming international partnerships through various means.

China's vision for broadening opening up of education centers on advancing education modernization by boosting educational exchanges and cooperation with global partners, integrating high level global educational values, ways, and resources, cultivating people with global vision and intercultural communication abilities. The aim of expanding the opening up of education encompasses promoting high-quality development, creating a domestic and international circular development model, ensuring national education security, supporting national development strategies, and enhancing national quality and global competitiveness. Therefore, the formulation of a need-oriented and strength-based long-term international partnership strategy for colleges and universities is deemed essential.

It is essential to align with the demand, strengthen our foundational advantages, focus on long-term strategies, deepen partnerships, and develop an international perspective. Universities should enhance discipline construction based on demand, implement a long-term international partnership strategy, prioritize talent development, facilitate scientific research collaboration, promote faculty exchange and training, and enhance social services and cultural exchanges. The need-based, strength-focused, long-term international partnership strategy is a broad and concise statement that requires specific strategies to achieve its goals. These detailed strategies are derived from the 8Ps of marketing, and specific activities are also proposed.

9. Contribution to the filed and relevance

This paper outlines the general landscape of international partnerships between universities, discusses the underlying rules and challenges in university internationalization from a marketing perspective, and proposes effective strategies for the sustainable advancement of university internationalization.

In the context of university internationalization from a marketing perspective, it encompasses the customer, environment, and marketing mix. The marketing mix has evolved from the traditional 4Ps to the 7Ps, and has even expanded to include an additional P, partnership. This theoretical framework development addresses the unique circumstances present in university internationalization, filling a gap in the field.

This paper reviewed lots of papers, books, and the total references are nearly 600, which is a giant collection for the research and of great values to academic research.

The research of the behaviors of higher education institutions in establishing international partnerships is significant to university. It is well known that most universities desire to develop international partnerships with international university, while they do not know how to build the international partnership. The qualitative research tell the secret from university level about the success and issues in international cooperation, and the valuable actions and regulations drawn from 30 respondents are first-hand experience conclusion, which act like a handbook for university internationalization.

The analyze of students' view of abroad study is profitable for HEIs. In HEIs internationalization, the focus of nearly all universities and colleges is on attracting more qualified international students. Through quantitative marketing research on students' views of studying abroad, a parallel comparison is made between incoming and outgoing students, which are two essential aspects of university internationalization. By understanding the reasons and behaviors of students who opt to pursue education abroad, universities can more effectively meet the preferences and requirements of international students. Recognizing the importance of studying abroad offers universities a road-map for improving their initiatives towards globalization. Universities can use the input received from students who have studied overseas to pinpoint areas that require enhancement in order to more effectively address the requirements of international students. Collectively, these insights serve as a guidebook for universities to further develop their internationalization strategies related to students.

The proposal of marketing strategies in developing international partnerships between universities under "China's plans for the further opening of education in the new era" is the reference book for government education policy maker and university leadership. China's plans for further opening up education in the new era demonstrate its willingness to increase international cooperation. Thousands of universities are actively seeking partnerships with foreign institutions, leading to numerous successful collaborations. Marketing strategies for comprehensively deepening education opening reform and improving cooperative education,

cultivating high level talents with a international outlook, and enhance the mobility of outgoing students leaving China, promoting education opening up to achieve high-quality and connotative development and strengthening the mobility of incoming students to China, and contributing Chinese wisdom to global education governance cover the main contents of university partnership. Such marketing strategies derived from qualitative and quantitative research represent valuable experiences and insights from educators and students on the front lines. These findings will be crucial for shaping the future of university education in this new era.

10. Future research directions

Currently, there is a strong momentum towards globalizing higher education internationally. The rising population of international students is driving the exchange and blending of diverse cultures. Increasingly frequent cross-border cooperation and exchanges provide a broad platform for academic research and educational resource sharing; The variety of global academic offerings and educational initiatives has nurtured numerous exceptional individuals with international outlooks. The global impact of academic research is on the rise, demonstrating the excellence and reputation of higher education across various countries. The introduction of new management approaches and independence is driving the advancement of university governance systems towards modernization. The improvement of academic qualification certification and quality assessment system improves the comparability and mutual recognition of international education. The enhancement and global expansion of vocational and technical education have propelled numerous skilled individuals into the international workforce.

Within the framework of globalization, higher education's internationalization encounters various obstacles, highlighting the need for governments, universities, and communities to work together in creating specific strategies that foster the sustainable growth of higher education. This research employs both qualitative and quantitative research methods to investigate the phenomenon of university globalization. It summarizes successful experiences in teacher and student exchanges, research cooperation, and university consortia, while also discussing the issues and challenges encountered. Furthermore, it outlines trends, paths, and strategies for international cooperation. Surveys on the reasons, importance, and satisfaction of home and abroad students not only analyze the development of international education but also highlight differences between the two groups and the strategies employed under varying conditions.

With over 11 years of experience in international exchange and cooperation at universities, particularly through various roles in the international office, international school, and overseas institutions, the author has gained firsthand knowledge and a deep understanding of university partnerships. This extensive background provides robust support for these doctoral studies, resulting in a well-balanced integration of academic research and practical internationalization work.

There are also limitations to this research. Firstly, although the doctoral study period is sufficiently long, it is not easy to manage a topic that is not local or national but international, as such comprehensive work requires more time and financial support. Secondly, while the thesis covers the most critical aspect of HEIs internationalization, student mobility, other aspects are not discussed in detail. Thirdly, the topic of marketing strategies in developing international partnerships between universities is continuously evolving, and any changes might impact it. Therefore, this research can only represent general situations and not all possible scenarios.

The theme of HEIs internationalization offers vast research opportunities. Future studies could proceed as follows. Firstly, delve into the detailed aspects of HEIs internationalization or investigate different country contexts, from comprehensive master plans to specific marketing niches, thus enriching the study of university internationalization. Secondly, continue exploring this theme as evolving conditions and regulations will present new research avenues. The implementation of university partnerships will encounter new challenges and issues, ensuring that research into marketing strategies for developing international university partnerships will consistently yield new topics and warrant ongoing investigation. Thirdly, conduct interdisciplinary research; mathematics and statistics are invaluable to marketing. During quantitative research, these disciplines can be used to develop algorithms to help universities improve their internationalization through partnerships, assist students in scientifically selecting the most suitable universities, and enable stakeholders to evaluate the internationalization industry.

11. List of Published Papers

Published articles

1. Zongsheng Chen, Cristinel Petrișor Constantin, The behaviors of Chinese students in choosing abroad studies, Journal of Smart Economic Growth. Vol 9 No 2 (2024), pp. 1-11
Link: https://jseg.ro/index.php/jseg

2. Zongsheng Chen, Cristinel Petrișor Constantin, Marketing strategy of teacher exchange in university internationalization, Bulletin of the Transilvania University of Braşov, Series V: Economic Sciences. Vol. 17(66) No. 1 (2024), pp. 9-16
Link: https://webbut.unitbv.ro/index.php/Series_V

3. Zongsheng Chen, Cristinel Petrișor Constantin, The role of research cooperation in university internationalization, Journal of Smart Economic Growth. Vol 9 No 1 (2024), pp. 191-199
Link: https://jseg.ro/index.php/jseg/article/view/266

Conference presentations

1. Zongsheng Chen, Cristinel Constantin, Marketing strategy of research cooperation in university internationalization, International Conference on Management, Economics and Accounting – ICMEA 2024, 8th-10th May 2024.
Link: http://dime.uab.ro/sites/icmea2020/wp-content/uploads/sites/12/2024/04/Agenda-ICMEA-2024-update-29.04.2029.pdf

2. Zongsheng Chen, Cristinel Constantin, The Qualitative Research about University International Cooperation Trend, Path and Strategy. Proceedings of the GPEA Polytechnic Summit 2022: Session Papers, June, 28-30 2022, DOI: https://online.flippingbook.com/view/888648698/
Link: https://arrow.tudublin.ie/eutpresscon/2/

3. Zongsheng Chen, University Internationalization Development Strategy, Literature Review, The 2022 3rd International Conference on Education, Knowledge and Information Management (ICEKIM 2022), January, 21-25 2022, Harbin, China.
Link: http://2022.icekim.org/

4. Zongsheng Chen, Cristinel Constantin, Success and Failure in University International Cooperation, Conference Inclusive and sustainable economic growth. Challenges, measures and solutions (ISEG 2022), 27th of May 2022
Link: https://iseg.unitbv.ro/wp-content/uploads/2022/05/Program-conferin%C8%9Ba-ISEG-2022-1.pdf

5. Zongsheng Chen, Cristinel Constantin,The Impact of COVID-19 on University International Cooperation, Conference Inclusive and sustainable economic growth. Challenges, measures and solutions (ISEG 2022), 27th of May 2022

Link: https://iseg.unitbv.ro/wp-content/uploads/2022/05/Program-conferin%C8%9Ba-ISEG-2022-1.pdf

6. Zongsheng Chen, Cristinel Constantin, University International Partnerships Development Strategy, Literature Review, Conference Inclusive and sustainable economic growth. Challenges, measures and solutions (ISEG 2022), 27th of May 2022
Link: https://iseg.unitbv.ro/wp-content/uploads/2022/05/Program-conferin%C8%9Ba-ISEG-2022-1.pdf

7. Zongsheng Chen, Cristinel Constantin, Research about Establishment and Long-term Development of University International Partnership, Conference Inclusive and sustainable economic growth. Challenges, measures and solutions (ISEG 2022), 27th of May 2022
Link: https://iseg.unitbv.ro/wp-content/uploads/2022/05/Program-conferin%C8%9Ba-ISEG-2022-1.pdf