

Foreign Affairs of China in Higher Education and Issues of International Students in China

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Abstract

In attempts to strengthen her cultural exchange, cooperation and diplomatic relations, China has created opportunities for international students and this helps in enhancing diplomatic relations and cultural exchange. The purpose of this study was to examine problems of international students in China and to know the views of cultural/educational attaches of developing countries for Higher Education in China. This study highlights problems and perceptions of international students and experiences such as adapting to a new culture, language problems, financial problems, health services, living and dining and other social and academic problems.

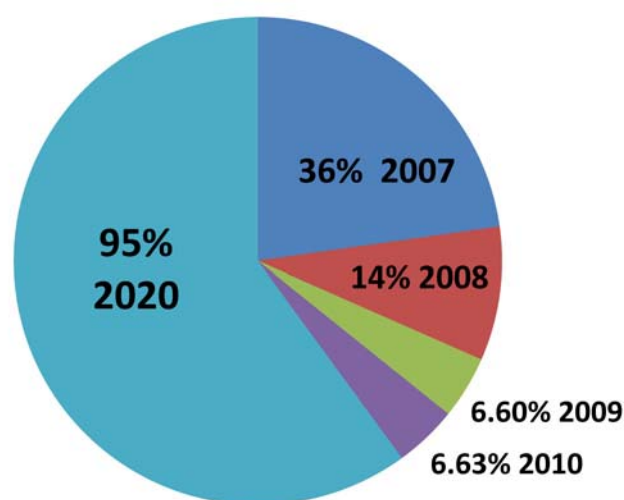
The methodology used in this study was quantitative and qualitative to show issues of international students in academics, culture and social environment in China and views of cultural/educational attaches of some developing countries of Asia and Africa. The findings of this paper proved that the extent of problems of international students studying in China and need of more improvement in foreign affairs of China in higher education sector are the need of time. Recommendations for policy implication are integrated to cope up with upcoming challenges for China as destination of international students.

The policy recommendations were made on the basis of results to improve foreign affairs of China in Higher Education and in spreading cultural exchanges around the world.

Keywords: International Students, Cultural Problems, Adjustment problems, Foreign Affairs of China in Higher Education

1. Introduction

The Chinese government has given more importance to international students' education after its reforms and opening up policy. The number of international students being enrolled is increasing by the day. Since 1949, about 1.69 million students across the world came to study in China as pointed out by Ministry of Education, China. The ministry is responsible for the administration and guidance of policies for foreign affairs of China's education sector and according to records of MOE, China has 265,090 international students in 2010 from as far afield as Europe, America, Africa, Oceania and Asia and there has been a 6.63% increase flock of international students in 2010 from the previous year in China coming from 190 countries and distributed in 610 universities. The students from Republic of Korea, the United States, Japan, Vietnam, Thailand, Russia, India, Indonesia, Kazakhstan and Pakistan were top ten in student enrollments in 2010.



Source of Information: MOE, China 1 ((

The pie chart indicates year wise increase of international students in China. Each year increase is compared with previous year and set target of 2020 is indicated as increase of international students from year 2010.

The number of international students in China has been increased rapidly in recent years indicating (diagram) in 2007 increase was up to 36%, 14% in 2008, 6.60% in 2009 and 6.63% in 2010 from the previous years and the set target 95% increase is planned to be achieved by 2020 as pointed out in the Medium to Long Term education reform and development plan (2010-2020) "China as Asia's largest international students' destination in 10 years". The economic development in China enhanced popularity of Chinese language among foreigners and internationalization boosted intake of international students. Reported in China Daily (English Newspaper in China), Zhang Xiuqin, director general of international cooperation and exchange, the ministry of education, pointed out on September 27, 2010 "It is an attempt to implement China's 10-year national education outline and an important part of the county's diplomatic work to show Chinese culture to the global community,".

The rapid economic growth of China moving it to internationalization of education and developing countries are having more and more educational exchanges and collaborations with China. International students studying in universities in China are having difference in social and cultural experiences depicting the way policies effecting on Foreign affairs of China in higher education.

2. Foreign affairs of China in Higher Education Sector

China has expended its cultural and foreign affairs in Higher education sector along with economic progress especially towards developing countries to deal with the upcoming international influence of socio-economic development. As reported by China Daily 18 November, 2010, “The language and culture courses provided by the institutes abroad have attracted an increasing number of foreigners to have a real look at today's China,” Minister of Education Yuan Guiren told China Daily. Chinese foreign relations are based on “people to people” diplomacy since 1949 and after spending two decades in isolation; China is expanding the diplomatic relations globally as educational and cultural exchanges have been involved in foreign affairs. Being an important part of international exchange, education for international students have been expended by Government in fields of Science, technology, education, diplomacy in China for many countries specially for developing countries.

The large add up to international students in China demands appropriate support to international students. There is need to know how to sort out the international students’ problems to provide them suitable culture (Yong, 2009; Xie Xin, 2004). The comfort level for international students in China is lacking because of less language familiarity and less opportunity to get acquainted with local people (Hong, 2009) and language is often confusion that creates misunderstanding in new culture (Jiongmei, 2010). Chunyan (2005) found that Chinese way of education is on family way that is totally different culturally from others. In addition to academic problems, international students face cultural and social issues and several researches (Huang, 2006; Jiongmei, 2010; Yi, 2010) found that the continuous cultural shocks of students can bring psychological problems and language is main barrier to create good social and cultural environment in China. Yang (2010) described the psychological problems due to internal and external factors effecting on adjustment of international students and Ling, Q. Cui (2009) stressed the need to improve cross cultural management for international students in China. To get familiar with academic environment and adjustment with new knowledge society are the challenge to international students in China (Yun, 2003). A lot of research work has been done on problems of international students from different perspective psychologically, socially and in academic issues of International Students in China by different researchers as Yun (2003) in research only stressed on cross cultural adaptation in academic and cultural settings. Baohua (2008) studied on problems of Chinese language learning problems and cultural differences and Xie Xin (2004), Yang (2010) concentrated on communication problems of international students in China. In all studies, individual problem of International students and their perception was not undertaken in any study with such length of instrument and response of developing countries’ embassies regarding educational cooperation and satisfaction on international students’ education and problems in China.

This research may be the first study aiming to provide closer insight of international students' problems and is extensively focusing on International students' perceptions and diplomats of developing countries comments, the results highlights a number of difficulties experienced by international students with cultural, social and academic issues. Some recommendations for improvement in government policy are sketched suggested by students and diplomats of developing countries.

3. Methods

3.1 Participants

The two population used in this research included all international students in China and Cultural/Educational attaché of African and Asian developing countries' embassies in Beijing.

From 2000 international students studying in Beijing, 45 students were selected from different countries of the world on convenient basis as first sample population. While selecting educational/culture attaché in developing countries embassies, it was considered on mutual interests of concerned countries in educational exchanges with China prior to willingness of embassies for interviews. The developing countries' embassies from Africa and Asia that showed interest in interviews were selected as second sample population and Ethiopia, Egypt, Ivory Coast, Yemen, Ghana, Philippines, Sudan and Pakistan were the participants. The study employed both quantitative and qualitative research methodology to get nearer insight of results.

Data collection lasted for approximately 3 months and ended with 45 students' survey and 8 interviews with cultural/Educational attachés. Although response rates are at best an approximation, in identifying target groups from different countries and programs, 45 complete student surveys reflect representation of different countries and experiences, most importantly, no evidence exists of nonresponse bias based on student type or university selected.

The demographics of the international students were collected and it was found that 25 of the students were female and 20 of them were males from 26 countries studying in degree and non degree courses Universities in Beijing. The largest representation of the students was from Asian countries and others were from Europe, Africa, America and Oceania living from in between one to five years in China. Among educational/cultural attaches that responded, one was female and 8 were male and majority was from Africa and others were from Asia and one was from Middle East countries.

3.2 Instrumentation

The questionnaire was prepared consisting of cultural, social and academic problems based on Michigan International Student Problem Inventory (Porter 1993) to examine issues of international students and the perception of students was measured through different variables showed as potential problem areas. The international students received questionnaire that was modified version of Michigan International Student Problem Inventory

(MISPI) (Porter 1993) that was consisted of 19 issues for students: social problems (international office services, financial, students' activities, health, and food & living, part time job opportunities), cultural problems (Chinese as medium of instruction, language barriers, and cultural issues), and Academic problems (research data, freedom in research area, academic achievement, and lengthy study duration). In addition to these 19 categories, one last question was on comments and suggestions of students. The information was numerically scored on a 1-4 (with 1 indicating not at all/no problem and 4 indicating very much/major problem) and an average score was produced in each issue. Social Researches intentionally use 4 point scale for social purpose so in this research Likert scale 4-point measurement is used to demand much more from respondents to select negative or positive position and extent of issues faced by them rather than neutral.

The educational/cultural attaché were asked questions regarding satisfaction in educational cooperation with China and some important variables were replicated from students' questionnaire in educational/cultural attaches' to measure students' issues like 'language barriers', 'Chinese as medium of instruction' and 'education quality and environment' to know exact area of students' issues.

3.3 Procedures

Personal visit was made to collect data from students and to take interviews of educational/cultural attaches. International students were asked to rate the extent to which a series of total 19 statements out of which 9 represented not at all, some degree, considerable degree or very much and 10 statements represented no problem, minor problem, moderate problem or major problem. In addition to this all views/suggestions of students and cultural/educational attachés interviews were included in descriptive way.

Data received from international students was analyzed numerically on SPSS and responses of students were ranked in mean to show extent of problems. To depict potential issues, five core set (language & cultural barriers, Part Time Job opportunities, Need of consultation body, Academic & social problems, facilitation provide by the university) of variables were categorized to know the variance of problems. All correlated variables were included under each core set of problem. Students' suggestions and comments were incorporated in descriptive way.

The data received from educational/cultural attachés was analyzed in descriptive way and important problem areas of students were made prominent in elaboration as pointed out by educational/educational attaches.

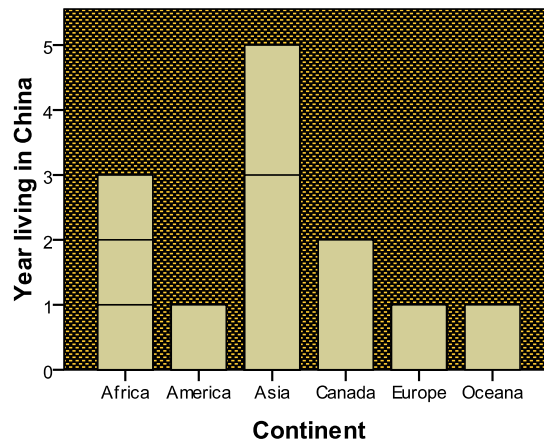
4. Results

The scores were tabulated for each area of issues and powerful insight emerged as shown in descending order in Table I. The result is especially noteworthy; the international students in sample staying in China since different years and effects of culture shock and other problems might be expected different depending on time already spent in China. The issues are ranked to indicate the concern of students in potential areas.

Table 1. Ranking of mean Issues levels

Ranking of Issues levels by area		Mean Issue Level
1.	Language and Cultural Barriers	2.96
2.	Enhancement of Health Facilities	2.93
3.	Part Time Job Opportunities to International Students	2.91
4.	Need of Consultation Body for International Students	2.80
5.	Chinese as Medium of Instruction	2.62
6.	Food and Living Problem	2.60
7.	Financial Problems	2.56
8.	Students Activities for International Students	2.56
9.	Study and Social Environment	2.53
10.	opportunities to be developed socially and culturally	2.38
11.	Reluctant Behavior to Provide Data to Foreign Students	2.38
12.	Academic Record	2.36
13.	Limited public opened Research Areas	2.31
14.	More Lengthy Study Duration because of Language	2.22
15.	Hard to Access Research Data	2.20
16.	Facilitation Provided by University Administration	2.18
17.	International Office Services	2.07
18.	Chinese Warrantor in Case of Self Paid Student	2.02
19.	Admission and Selection Problem	1.96

The above results show that students were having minor issue ranging from 2.18 to 1.96 mean scores in least 4 problem areas and these problems were moderately small. In five areas the issue was biggest language and cultural barrier (3.01), health facilities (2.98), part time job opportunities (2.97), need of consultation body (2.80), and Chinese as Medium of Instruction (2.70). The five least problematic areas were facilitation provided by administration 2.20), hard to access to research data (2.18), international office services (2.10), Chinese warrantor in case of self paid student (2.00), Admission and selection problem (2.00). Some issues nearby received moderate concerns food and living problem, followed by financial problem, activities for international students, study and social environment. The important issue areas were language and cultural barrier, Health facilities and part time job opportunities received the greatest concern of the students.

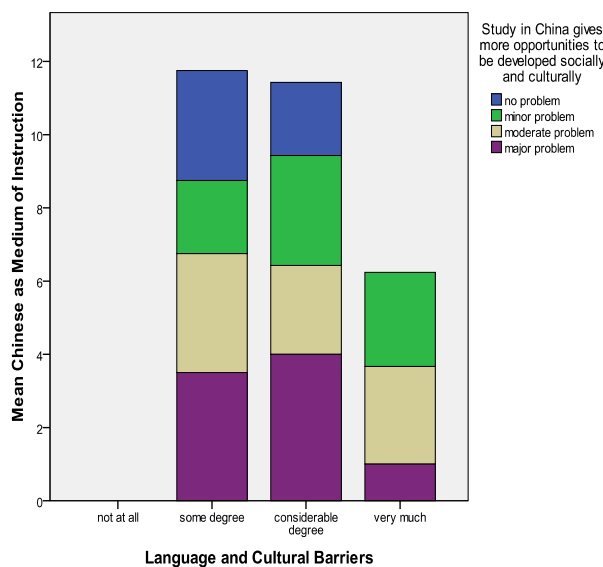


Graph 1. Students already spent years in China from different areas of world

The above graph shows years already spent of the participants in China of different areas of world ranking highest to Asia. It makes clear that students are in majorities who have already spent 1 year in China followed by 2 years and 3 years. The maximum range of the participants in duration of stay in China is 5 years.

To show the target issue areas, all potential areas were combined in to five core important groups: 1. Language & Cultural Barriers, 2. Part time job opportunities, 3. Need of consultation body, 4. Study & Social Problems, 5. Facilitation provided by university administration. Under each core area, all correlated issue areas were included in each group. To get closer insight results in cultural, social and academic issues of the students, the all variables were combined under groups to highlight important issues of students.

1. Language & Cultural Barrios



Graph 2. Ranking of Language & Cultural Barrios related problems

In diagram, the first set of potential area ‘language and cultural barriers’ are contributing considerable degree as blockade for opportunities to be developed socially & culturally and to Chinese as medium of instruction. As in Table 1, these 3 barriers are ranked 3.0, 2.70 and 3.50 respectively that is the indication of language barriers as moderate problem. The ‘language and cultural’ area is correlated to language barriers, ‘Chinese as medium of instruction’ and to ‘study in China provides more opportunities to be developed socially and culturally’. The participants showed these potential issues as major problems that might be barrier to be adjusted in such cultural environment.

2. Part Time Job Opportunities

The second potential problem area was need of ‘Part time job opportunities’ (2.91) as major problem indicated link with financial issue to be sorted out. The ‘financial need’ was the major component of international students while staying abroad and this issue was highlighted as major issue and ‘need of part time job opportunities’ was indicated as 3rd major problem as compare to ‘financial problem’ that was ranked on 7th number in table 1.

3. Need of Consultation Body

The third potential area was identified ‘need of consultation body’ ranked as 2.80 hinting the need to know daily life issues of students like ‘health facilities’ (2.93) as major, ‘food & living’ and ‘students’ activities’. These all problems were directing the need of consultation body at university level to mitigate the extent of issues in social areas.

4. Study & Social Environment

Table 2. Ranking of Study & Social Environment related Issues

Ranking of Issues	Mean
1. Study and Social Environment	2.55
2. Reluctant Behavior to Provide Data to Foreign Students	2.40
3. Easy to Achieve Academic Record	2.40
4. Limited public opened Research Areas	2.35
5. Hard to Access Research Data	2.18
6. More Lengthy Study Duration because of Language	2.25

The fourth identified area was ‘study & social environment’ as moderate issue explained as more highest in rank among overall students’ issues in study and social environment as mentioned in table 2.

5. Facilitation Provided by University

The last minor potential areas were noted as minor issues including ‘facilitation provided by university administration’, ‘International Office Services’, ‘admission & selection process’ and ‘to provide warrantor’.

In addition to examining the extent of potential areas, table 3 provides suggestions of participants and analysis to display importance of students' problems related to financial aid, placement services, academic advising and records, health services, social-personal, and living and dining. There are several concrete steps that can be taken as part of Policy for International students in China. It is fact that international students may experience language barriers but the social issues that increase the cultural barriers must be addressed. As elaborated in table 3, all suggestions of students were incorporated related to social, cultural life in China. It is more surprising that suggestions were made to have 'equal treatment with all students from different countries and students showed their concern to be treated unequally.

In the following table3, it is obvious that social environment issue was particularly evident in the comments from a student:

“All posters and notices are in Chinese at shops and post offices. All notices must be written in English”.

One female from Republic of Korea commented like this: “to create friendly environment there is need to live with Chinese students in their dormitories”.

Some respondents specifically mentioned that nothing was centralized and we went office to office. No staff is good in English. For instance, one African student commented:

“Full information should be given about the School and the major before arrival in China”. On the other hand, some students had feeling of unequal treatment in academics and one Indonesian student expressed her feelings: “Treatment should be equal to International students regardless of their country of origin”.

These excerpts illustrated the feelings of some international students who had experienced in adjusting to a new living and study environment.

Table 3. Suggestions of Students divided area Wise Studying in different Programs

Countries of participants	Language, Undergraduate, Master, PhD and on Exchange	Major of participants
America Australia Azerbaijan Bangladesh Belgium Canada Comoros Egypt Ethiopia France Germany India	<div style="background-color: #90EE90; text-align: center; padding: 2px;">Asia</div> <ul style="list-style-type: none"> • Treatment should be equal to International students regardless of their country of origin. • Need of more socially open environment. • Language Barrier must be decreased. • To create more friendly environment need to live with Chinese students in same hostels. • Need of specific committee to answer and help in problems of international students. • Living and food problems sorted out. • International students on exchange programs sign 6 months contract for accommodation although their stay is for only 3 to 4 months 	Chemistry Chinese Foreign Policy Chinese Language Chinese Law Chinese Literature Clinical Medicine Diplomacy

Indonesia	<ul style="list-style-type: none"> • Need of language instructors for all foreign students to learn language. • All posters and notices are in Chinese at shops and post offices. All notices must be in written bilingual. 	Economics Engineering Environment Sciences Foreign Relations Global Politics International Relations Journalism MBA MBBS Physics Political Science Psychology Public Policy
Iraq		
Japan		
Malaysia	<ul style="list-style-type: none"> • The behavior of Chinese Officers is not good. They give favors to some foreign students so good although those students are not good in studies. This brings mentally stress for others. • There is no proper guidance for foreign students. 	
Nepal		
Pakistan	Europe	
Republic of	<ul style="list-style-type: none"> • There is need to have more Chinese friends and be more emerged in Chinese culture in order to have more from China and Chinese people. • Part times jobs help students to understand more about China. 	
South Africa		
Russia	Africa	
Singapore	<ul style="list-style-type: none"> • Full information should be given about the School and the major before arrival in China. • Problems of Certificate of degree equivalency in home country for international students. • Language barriers must be considered, more recreational activities should be increased, opportunities to be given to foreign students to visit places in China. • To get residence permit is too lengthy for those who have official passport, Facilitation of scholarship should not be return back to university in shape of medical expenses, internet charges, residence permit payment. • Need to improve living conditions. 	
Thailand		
Tunisia		
Uganda		
Zimbabwe		
	America	
	<ul style="list-style-type: none"> • Problems of communication about the problems foreign students face. • Living conditions must be improved and social and cultural environment as well. 	
	Oceania	
	<ul style="list-style-type: none"> • Chinese Language is complex one itself and there should be much time given to language • Health insurance should be easy to access for students 	

In the second part of the analysis, foreign affairs of China in Higher education sector were analyzed and the findings of interviews with cultural/educational attaché of embassies of developing countries were incorporated. The major issues confronted by international students reported to embassies, to some extent were same as displayed in student survey results.

- Communication
- Language
- Research
- Cultural Shock

- Food
- Weather Shock
- Financial Issues
- Social Issues
- Health Issues

Other questions asked to the cultural/educational attaché were about China's worldwide presence and projects in higher education and in cultural exchange programs and need of developing countries to have strong linkages with China. The results showed the way of understanding between China and other developing countries and effects of policies on further exchange of students. The answers displayed in table 4 depict Chinese Higher education policy impact and increase in international exchange and cooperation. The ties between China and other developing countries can be strong to make more and more exchanges in higher education and in cultural exchange as shown in table 5.

Regardless of whether China was their first choice, developing countries appeared to have a very positive insight of the country, which helped in their decision to have further linkages with Chinese universities and especially in Science and technology fields. It was more inclination towards China that showed in results believing that China is having more potential to adjust policies and increase worth in higher education sector.

The response of developing countries gave an idea to transform Chinese universities in to advancement of knowledge and to create more progressive destination for international students. The belief in reciprocal exchange of culture and education was traced in bilateral agreements between China and developing countries.

The both parts of analysis depicted the common issues of international students experienced while staying in China by international students and same issues were reported to embassies as major concern in China. Those potential areas were 'language barriers' and 'part time job opportunities' as pointed out by both international students and educational/cultural attaches.

The dire need to provide service and support to international students to create welcoming and homely environment in universities at China was obvious by international students and need of more educational cooperation with developing countries was highlighted by educational/cultural attaches' comments to have better foreign affairs of China in higher education.

Table 4. Cultural/Educational Attachés responses

Questions	Ethiopia	Egypt	Ivory Coast	Yemen	Ghana	Philippines	Sudan	Pakistan
<i>Scholarships provided by China Government per year</i>	40	13	20	40	30	10	30	92

<i>Self Paid Students Studying in China</i>	15	10	7	180	183	200	30	6000
<i>Academic standard of Chinese universities in engineering, technology and medicine</i>	It is Good and there is need to Improve more to cope with international standards.	It is good and China is doing much better.	In medicine there is no practice in hospitals and there is need to improve in medicine side	Language is main barrier and it can be overcome through changes in policies.	Best and only language is problem for students.	China is improving it more and more because China knows that it is demand of time.	To compete at international level it needs more improvement.	It is good and China is improving it more.
<i>Chinese as Medium of Instruction</i>	It is not practically good Chinese as Medium of Instruction, Chinese Language can be good as communication source to understand culture and business exchanges but not for as medium of instruction.	Chinese Universities should offer more and more programs in English	It is not practical to teach all technical courses in Chinese so there is need to open more and more English courses.	It is very difficult for students to grasp on all subjects in Chinese.	China is trying to adopt English in teaching for international students	China is opening more programs in English	Language is itself complicated so the barrier of language must be decreased.	China is offering mostly programs in English and students need to learn Chinese at home countries before coming to China.
Questions	Ethiopia	Egypt	Ivory Coast	Yemen	Ghana	Philippines	Sudan	Pakistan
<i>Comments on Foreign Affairs of China in Higher Education Sector</i>	From the last 40 years China is having good relations and in different sectors having cooperation like Vocational Training Schools and in	It will increase more and more.	China's more cooperation is required in education sector to help other countries.	It is increasing day by day.	There are bilateral cooperative programs going on and it will work better.	The ASEAN countries agreed to exchange students by 2020 and encourage more student exchange programs.	Since 1970 China is education partner and lot of educational exchanges has been done.	It has increased much more and more educational cooperation.

	Technical support.							
<i>Satisfaction with Educational Cooperation of China</i>	Satisfied and more cooperation should be in education with good quality of education can be enhanced.	Satisfied and more Chinese students are also studying at Alazher university.	It is satisfactory and much more technical fields' needs improvement.	Satisfied in field of education and technical cooperation.	Very much satisfied and it is good for developing countries.	Satisfied but Universities need little modifications and improvements.	Satisfied but Universities need to change teaching methodologies	Pakistan is having much more collaboration with Chinese Universities and having satisfactory outcomes.
<i>Quality of Education in China</i>	Some Universities are good in that and some are not up to the mark	good	It must be according to international standards	in technology and science fields, it is good	It is good for developing countries	All universities need to improve much better.	It must be improved.	China is doing well in curriculum improvement and quality.

6. Policy Implication and Recommendations

The main results and findings indicate the extent of issues of international students studying in China and improvement in foreign affairs of China in higher education sector, are the need of time. Recommendations for policy implication are integrated to cope up with upcoming challenges for China as destination of international students.

China is playing important role to plant global human capital for developing countries and contributing in developing their educational policies. The time is to understand why international students' education important in China and the need of developing countries in technical education to make stronger ties with developing countries. The help and cooperation in exchange relationship boost political and foreign affairs. The immediate need is to fulfill the emerging needs of developing countries through educational exchanges.

International education has become important component of universities in China and the value is improved through government support. Universities in China are giving more importance to academic exchange and cooperation with foreign universities and more improvement can make it better in carrying out the demand of upcoming territory education of developing countries.

To loosen the burden of financial problems of international students, there is need to open more opportunities for them of trainings and employment. The living cost in China is increasing day by day and there is need to increase the amount of scholarship for students to manage the decreasing value of currency. More and more room should be provided to international students to have practical insight of application of studies in China and this exposure will enhance the vision of international students.

In the current issue of the journal of Foreign Affairs as reported by Nick Chen Times Higher Education (2010), Professor Levin president of Yale University argues that while the ambitions of Asian universities are unparalleled, their teaching often "focuses on the mastery of content, not on the development of the capacity for independent and critical thinking".

Guiding theme of China's education reform 2010 to 2020 is to build the foundation for a learning society by modernizing the current educational system in its entirety. Main goal for a modernized Chinese education system is to be able to surrender globally competitive human resources to the working world.

China is doing pretty good in improving good system of education but there is need to develop universities themselves in some areas of education system. Continuously much need to provide good educational plans to attract international students. In countries such as China, Japan and South Korea, traditional pedagogical methods see students "rarely challenge one another or their professors in classes", Nick Chen reported on Yale President advises.

As reported by Nick Chen in Times Higher Education (2010) Don Olcott, chief executive of the Observatory on Borderless Higher Education said that Chinese universities had done a "pretty remarkable job" in learning from overseas competitors and adopting a more flexible curriculum.

Improvement in teaching and living facilities will enhance the Social involvement or interaction with local people is a further display of international students' adjustment come across some problems related to cultural and social changes, such as social integration, isolation, financial crisis, and family stress. Study environment must be homely environment while involving students in daily life activities (Wan et al, 2003). Detail information and remove communication gaps between international students and full guidance and information must be provided. It should be ensured that their living and food a problems are not much extent and they are having full social and study environment.

Cross cultural understanding and adaptation is significant in prevailing soft power of China in context of its functions and uses in Chinese Government Policy. Political and cultural ideas has made China as potentially the prominent regional power and China is making head way and with healthy environment and educational cooperation and agreements with developing countries will make China another big power in Asia and will be the destination of international students in Asia.

7. Conclusion

The economic development of China is increasing demand in international education. Education is the important tool in foreign policy of China and China needs to enhance international cooperation in education and it is very important for China to meet the needs and challenges. It is important for China to have regular survey on international students all over in China. Such steps will increase the more reforms and success for international students in China.

The study has also produced a number of recommendations for addressing the needs of International students in China. Some of these recommendations involve raising the profile of international students on campus, enhancing cross-cultural understanding and providing greater opportunities for international students to be involved in the local community. A number of students have suggested initiatives which raise the side view of international students and their cultures such as having an “Interaction with more Chinese students” and need of required education for developing countries.

The researches on International students’ show that international students come across with socio cultural problems in daily life and communication is the most problem (Sherry, Thomas & Hong. C., 2009). Unfamiliarity with culture and linguistic environment increases loneliness (McClure, 2007). The host universities mostly concentrate on academics and brush aside the language and cultural stress of international students is the acute issue to be addressed (Sherry, et al., 2009).

This study recommends improving the English ability for staff on campus in order to construct a friendly campus environment for foreign students. Moreover, as China government’s vision, to cultivate world citizen and create a global role in improving human capital is another good point for Asian countries in developing their educational policies since Asian countries has played an increasingly important role in world society.

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