

Economic Environment in Fostering the Internationalization of Higher Education Institutions: What Matters?

Chen Xiaofei, Siti Salina Mustakim, Aminuddin Bin Hassan

Faculty of Educational Studies, Universiti Putra Malaysia

Email: mssalina@upm.edu.my

To Link this Article: <http://dx.doi.org/10.6007/IJARBSS/v14-i2/20819>

DOI:10.6007/IJARBSS/v14-i2/20819

Published Date: 03 February 2024

Abstract

The article explores into a thorough examination of the profound influence of the economic environment on the internationalization of higher education in Guizhou province, China. Through a detailed analysis of various factors, a significant correlation between the economic landscape and efforts to internationalize higher education institutions in this Chinese province is acknowledged. The government's apparent oversight in managing funds dedicated to promoting internationalization and enhancing institutional infrastructure, shedding light on the challenges arising from this neglect is also discussed. Language barriers and cultural disparities emerge as critical considerations in the article. Beyond financial aspects, the complexities introduced by linguistic and cultural differences are underlined, indicating potential obstacles to the successful internationalization of higher education in Guizhou. The needs for more intensive government efforts to allocate and manage funds effectively is also discovered. Without strategic planning in this regard, the full potential of internationalization in higher education in Guizhou may remain unrealized. Cultural competency programs are also crucial to overcoming disparities and creating a globally aware learning environment. This article contributes to offer a nuanced understanding of the current scenario by highlighting the impact of the economic environment, funding mismanagement, language barriers, and cultural disparities, calling for strategic interventions and policy changes.

Keywords: Internationalization Higher Education, Competitive Market, Economic Environment, Government Policies, Globalization.

Introduction

Since the 70s, the Chinese government has revisited its strategies that were adopted for supporting internationalization and encouraged economic development in different areas to meet global standards Cohen (2010), and in recent times, the People's Republic of China has strongly focused on strengthening its internationalization programmes and initiatives for supporting higher education. This is vital to understand that Chinese universities and institutions have been experiencing immense pressure in getting their students ready for the

global competitive market in today's globalized world. The success of internationalization has been influenced by the economic environment that has further restricted the institution's executives to respond. To strengthen internationalization programs in higher education in China, it is essential to consider the specific development path of talent training internationalization in higher education (Yang et al., 2017). These needs being aware of the difficulties China's higher education system faces and adjusting to the demands of globalization on the teaching of foreign languages.

The large-scale enrollment of Belt and Road students presents an opportunity for Chinese universities to promote the internationalization of higher education (Yan et al., 2019). Similarly, China's higher vocational education internationalization plans can offer important lessons for the nation's higher education internationalization. It is important to note that the internationalization of higher education is a goal-oriented process that integrates the international, intercultural, or global dimension into the functions and services provided by higher education institutions (Nikonova, 2019). Karakozov and Ananin (2019) stated that this process is influenced by factors such as massification of higher education, information technology, and globalization. In the context of China, the internationalization of higher education is closely linked to economic globalization and the need to develop a higher education system with both Chinese characteristics and international elements (Hui, 2020). It also involves enhancing the worldwide influence and competitiveness of higher education, developing students' global perspectives, and increasing national exchanges. In this context, it is crucial to consider the specific development path of talent training internationalization, address the challenges faced by Chinese higher education, leverage opportunities presented by initiatives such as the enrollment of Belt & Road students, and integrate international, intercultural, and global dimensions into the higher education system.

The concept of internationalization emerged after the globalization and interpretation of both concepts can be found in existing research (Yang, 2003; Steger, 2003, Maringe, 2006). According to The scholars and researchers linked internationalization with worldwide integration of global economics and defined the process as an increase in revenues from international students that has been made through multilevel collaborations with foreign higher education sectors (Edwards and Edwards, 2001). In addition, Yang (2003) added that internationalization is a process in which the higher education system provides support in teaching, research, and service roles with high compatibility with international cultural boundaries, resulting in world-class standards for students and faculty (Yang, 2003).

The economic environment refers to the external factors that can impact critically on the internationalization of higher education. The remarkable economic growth has been found favorable for China, especially with the formation of 69 top universities offering research centers and attracting international students along with capable faculty. On the other side, the economic recession affected government policies and disrupted the financial flow of the government for the education sector, especially reducing the funding for the programs under internationalization (Altbach and Knight, 2007).

The sustainability of internationalization in the era of the Fourth Industrial Revolution is crucial, with a focus on the integration of information technology for sustainability enhancement this goes in line to Permitasari et. al (2019) who stated that the internationalization of higher education is significantly affected by external factors, including the macro-environment influenced by state policy and economic globalization. The impact of external factors on the internationalization of higher education, providing insights into sustainability, technology integration, language instruction, and competitiveness

management is further discussed in the next section of this article. They are relevant and appropriate for understanding the critical influence of the economic environment on the internationalization of higher education.

The Performances of Economic Environment Impact on Campus Internationalization

The economic environment refers to the condition of the economy especially during the in recent years that significantly affected internationalization efforts in higher education in selected province of Guizhou, China. A study conducted by Altbach and Knight (2007) significantly analyzed the economic environment and concluded that internationalization of higher education has helped promote the state's competitive force and investments made in developing knowledge can effectively support the country in maximizing the competitive edge. Focusing on the image of the country, education has been redeemed as a vital component of diplomatic policy which shows international cooperation in education, resulting in improved international relationships between countries. It also raises the contribution to peace among the countries and scientific communication can pose a country's recognition along with cultural survival (Marginson and Sawir, 2011).

Strategically, the economic environment can impact internationalization in higher education in the following ways

Economic Growth

The literature review deeply analyzed the impact of economic growth on the internationalization of higher education. Focusing on the institutional internationalization that is dependent on the continuous flow of financial resource, which relies on the nation's economic development (Altbach and Knight, 2007). The economic growth encourages the government to support better scholarship programmes and improve the collaboration among local educational institutions and international institutions with supportive financial management. Moreover, economic growth encourages educational institutions to develop better infrastructure, hire capable faculty, and extend more research under international collaborations and programmes, benefiting with the competitive position. On the other side, funding constraints from the government directly effects on the internationalization programmes that are totally dependent on the economic stability of the country. Conversely, limited scholarship opportunities also discourage the students from participating, affecting the collaborative efforts of the institutions toward internationalization. Similarly, funding constraints from donors or unfavorable government policies for investors can directly influence business partnerships and scholarships offered through collaborative efforts of local institutions and Western institutions, resulting in severe challenges at all levels (Wen, et al., 2019). The favorable economic environment provides an encouragement to institutions to offer training courses and materials, helping students to expand cross-cultural understanding along with teaching proficiency for the faculty.

Exchange Rates

The exchange rates play a vital role in stabilizing the economy and directly influence on the internationalization of higher education. A study conducted by Wiers-Jenssen et al. (2014) focused on exchange rates as major external factor that influence the affordability of the students regarding international courses for foreign students. The exchange rates directly effect on financial management of foreign students influencing on institution fees, tuition, housing, and living expenses, and most importantly raising mental stress for these students.

The financial element of studying in other countries affected changes in currency rates, discouraging foreign students (Wiers-Jenssen, et al., 2014).

The existing literature review focused on the local currency that impacts on the potential international students if it depreciates for their host country, raising their expenses. The currency rate fluctuation discourages foreign students from successful enrolment and reduces their diversity on campuses. Moreover, it is vital for countries to develop viable strategies for managing exchange rate fluctuation, especially for handling internal students. Scholarships and financial aid packages need to be developed to maintain the attractiveness of these international programmes, encouraging students to avail these offers. A study conducted by Bhandari and Chow highlighted the importance of academic counseling of these students. It demands effective international student advocacy and recruiting to ensure success (Bhandari and Chow, 2013).

Regional Economic Disparities

The existing literature deeply analyzed the study conducted by Huang (2017) that highlighted regional economic disparities as vital factor affecting the internationalization of higher education. The student mobility patterns have been found challenging for the students who hold willingness in international education. The study determined brain drain situation that is caused at student level due to the economic disparities. This migration of skilled individuals can deplete the human capital in the home region and hinder its capacity to develop and sustain a robust higher education system. The study suggested a strategy that focuses on better job opportunities that is needed once foreign students complete their graduation, benefiting nations with robust economies and improved employment rates (Huang, 2017).

The study highlighted another perspective of regions that have higher income brackets often having more resources for research and innovation, benefiting regions to support internationalization of higher education. This can result in a disparity in the quality and quantity of research output, impacting the international reputation of institutions from economically disadvantaged regions. Most importantly the collaborative efforts and exchange programs have been affected at the institutional level with limited resources struggling to engage in global research networks (Jin and Liu, 2019).

The literature review analyzed the concentration of students that gets low if the nations have weak economies. On the other side, students with low-income experience financial issues when pursuing for international education, acquiring better scholarship programmes and supportive financial management from the government (Huang, 2017).

Trade

A study conducted by Marginson and Rhoades (2002) focused on the international trade among two countries that also encourages the education sector to collaborate and promote joint efforts, resulting in internationalization of higher education. The study highlighted the priorities that have been linked with the trade between countries, support institutions to get benefit in different fields of education and extend their research programmes.

A study conducted by Chew and Koh (2010) strongly reviewed the priorities of the nations for their international trade, supporting internalization in higher education. The international trade requires sharing of experiences among the countries, particularly the graduates with experience in the international trade and businesses, supporting their nations with productive outcomes. On the other side, institutions can place stronger impact on internationalization with improved research and quality faculty. The study concluded that higher education with

an international focus equips students with the skills and knowledge needed to navigate a globalized economy. Graduates who have experienced international education are often better prepared to work in diverse and cross-cultural environments. This has contributed to a more skilled and adaptable global workforce, fostering economic growth and trade. The study shared the experience of Singapore, where trading benefited the country with a stronger emphasis on the internationalization of universities (Chew and Koh, 2010).

A study by Knight (2004) added that international trade among countries provides better competency to the nations to raise internationalization for higher education and produce graduates who can lead their businesses for the future. Moreover, the internationalisation of higher education allows for the mobility of students, researchers, and professionals across borders. As individuals gain education and experience in different countries, they contribute to the global talent pool. This mobility of talent can foster innovation, entrepreneurship, and economic growth, positively impacting international trade (Knight, 2004).

Brain Drain

A study conducted by Docquier and Marfouk (2005) was critically reviewed, which focused on internationalization that is affected by the brain drain factor. The brain drain refers to the migration of trained individuals from their native countries, resulting in a lack of availability of trained staff. The study highlighted the student scenario, when it comes to students preferring international education, the impact of brain drain can be both positive and negative, depending on various factors.

Similarly, study conducted by Saxenian (2005) highlighted the dilemma of replacing lost local talent, especially in the context of luring foreign talent, which can be a brain-draining economy. The local people understand the culture and language and can deliver more efficiently in comparison to the foreign talent. Moreover, institutions with higher learning value diversity help in developing the academic communities. The researcher shared the example of India which has been experiencing the same challenge of brain drain (Saxenian, 2005). Adding to it, exposure to international education benefit the students with a global perspective. They gain insights into different cultures, business practices, and academic approaches, which can be beneficial when they return to their home country, and it reduces the challenge associated with brain drain. The universities and the politicians need to adopt an efficient mechanism for combating brain drain, resulting in effective engagement of international talent.

Government Policies and Regulations

The government policies need to be favorable to support the internationalization of higher education. The favorable policies and regulations refer to the supportive immigration law, student visa, work permit procedure, and the post-graduation settlement regarding work permit. The supportive rules and regulation encourage the foreign students to enroll themselves with international programmes and universities. The study also implemented rigorous quality assurance mechanisms and accreditation systems for educational institutions can enhance the credibility and reputation of a country's education system. This, in turn, can attract more international students seeking high-quality education. Developing transparent and efficient processes for recognizing international qualifications ensures that degrees obtained abroad are acknowledged and valued. This is essential for the mobility of students and professionals across borders (Maringe, 2006).

This is important for the government to initiate policies that promote cultural and social integration, ensuring that the international students feel more welcome and comfortable in the host country. This includes initiatives to support language learning, community engagement, and intercultural exchange. Most importantly, scholars highlighted that these policies need to be focused on the proper allocation of funds promoting collaborative research projects, streamlining the student exchange, and strengthening internalization with effective partnerships (Kelo, et al., 2019). Conversely, changes in regulations can restrict the internalization of higher education, further reducing the foreign students enrolled in different programmes. The state government can be influenced due to economic factors, impacting the future of international students (Bertolini, et al., 2018).

The Influence of Economic Factors on Guizhou Environment

The economic environment varies from region to region, especially impact more on poor economies affecting international collaborations for higher education (Knight, 2019). The study focuses on the Guizhou province in China as a case study for assessing the influence of the economic environment on the internationalization of higher education. A study conducted by Luo et al (2021) deeply analyzed some indicators and found that low Gross Domestic Product per capita, poverty rate, and low foreign investment have been found as grey areas for the selected province of Guizhou, China. The economic environment has made a severe impact on the internationalization of higher education and the province has been lacking foreign faculty and students (Luo, et al., 2021). This is why the global alliance and partnership of local institutions with international institutions are lacking, resulting in a challenging environment for the province in comparison to the other provinces of China (Luo, et al., 2021).

This is important for the universities in Guizhou to focus on strategies through which internationalization can be promoted in suitable manner, with parallel focus on recognizing economic constraints. Guizhou have limited financial and human resources compared to more developed regions in China. Establishing and maintaining international programs, collaborations, and quality infrastructure may be challenging due to resource constraints. The expansion in the economy has been found favorable in the context of foreign investment, providing a benefit to Guizhou in expanding global participation, particularly in higher education. The government can play a vital role in assisting with exchange programmes and foreign student recruitment. The increase in foreign students selecting to enroll in Guizhou can be positive for raising the economic environment. The significant rise in the number of foreign students reflects the seriousness of the regional government towards promoting internationalisation as reported 5,000 in 2015 and recently reported 10,000 in 2019. Positively, institutions in Guizhou have focused on developing international partnerships that raised cross-cultural learning experiences and encouraged institutions to exchange faculties, resulting in the internalization in the curriculum.

Positive developments have been noticed in Guizhou's economic environment, showing interest of the government with financial assistance, and advancing internationalisation in higher education, particularly Guizhou Normal University (GZN). The university has proven internationalisation by developing a curriculum on international standards, enrolling foreign students in recent years, offering English language courses, and developing partnerships with notable outcomes. The university has enrolled over 1,000 foreign students out of which 500 were enrolled after 2015. The partnerships have been raised covering different universities from 20 countries. The intercultural environment within the university has supported

students to collaborate and interact with each other, developing more productive relationships and sharing of information. Similar practices need to be adopted by other universities in the province to support internationalisation and policymakers can play a vital role in encouraging other institutions to comply same practices in coming years.

Among influence of economic factors involves

Insufficient Funds

The previous research has shown limited financial resources for Guizhou due to which educational institutions lack in promoting the internationalisation in past, including Guizhou Normal University, when it comes to international partnerships. The government policies regarding financial support need to be reshaped to support these institutions in developing international partnerships, especially Guizhou Normal University can raise partnerships with European universities in coming years to increase foreign students and research experiences.

Language Barrier

The language barrier needs to be addressed properly, which was seen as a bigger challenge for students to interact with local faculty and students. Many foreign students failed to develop their understanding on the Chinese language, which created a barrier for them to continue their education in institutions in Guizhou. Though Guizhou Normal University has initiated English language courses to support foreign students and develop better harmony among the students and faculty for strengthening internationalisation.

Cultural Disparities

Cultural differences can present challenges in terms of communication, teaching styles, and understanding the needs of international students. Developing cross-cultural competence among staff and students is crucial for a successful internationalization effort. The cultural differences have developed a learning curve between overseas students and local students, requiring assistance and materials to assist overseas students in developing their understanding in new cultural environments.

Discussion

The internationalization of higher education is a multifaceted process influenced by various economic traditions that shape the campus environment. The economic environment on campus internationalization encompasses a wide array of factors, including financial development, sustainability, socio-economic perspectives, and the impact of internationalization on economic growth. The references provide valuable insights into the diverse economic traditions that influence the internationalization of higher education, shedding light on the complex interplay between economic factors and campus internationalization.

The influence of economic traditions on campus internationalization is evident in the study on the influence of rural financial development on farmers' income growth in Guizhou Province, which highlights the significance of rural finance in improving farmers' income and promoting overall rural development. This underscores the economic impact on the livelihoods of rural communities and the potential implications for agricultural and environmental practices. The empirical analysis on the factors affecting the development of the green economy in Guizhou Province emphasizes the role of per capita energy consumption and industrial solid waste utilization in driving green economic growth. This

demonstrates the interaction between economic activities, resource utilization, and environmental outcomes, shedding light on the potential for sustainable economic development in the region. The economic drivers and challenges faced by firms in the process of internationalization, emphasizing the need to understand the economic landscape for successful internationalization efforts. Moreover, the study on the effectiveness of internationalization provides insights into the economic implications of currency internationalization and its impact on capital flow (Hou et al., 2021). This stresses the economic dimensions of internationalization and the potential implications for financial markets and global trade.

Furthermore, the role of economic institutions in local economic development is examined, emphasizing the influence of economic traditions on regional engagement and the development of the local economy (Hendarso et al., 2019). The interconnectedness between economic policies, institutional frameworks, and local economic development, highlighting the need to consider economic traditions in fostering regional engagement and sustainable development is acknowledged. Also, the study on the moderation of economic institutions on local economic development sheds light on the role of economic institutions in shaping the economic landscape and influencing local economic development (Hendarso et al., 2019).

In these circumstances, the economic traditions of campus internationalization encompass a wide range of factors, including rural financial development, sustainability, urban-rural income gaps, carbon sequestration, and the role of economic institutions in local economic development. These economic traditions play a pivotal role in shaping the campus environment and influencing the internationalization of higher education, emphasizing the need to consider economic factors in fostering sustainable development and global engagement.

In the context of Guizhou Province, China, economic factors play a crucial role in shaping the environmental landscape and influencing various aspects of sustainable development. The references provide valuable insights into the complex impact of economic factors on the environment in Guizhou, encompassing rural financial development, green economy, urban-rural income gap, carbon sequestration, tourism, and regional economic growth. These factors are involved in understanding the complex relationship between economic activities and environmental sustainability in Guizhou. The influence of economic factors on the environment in Guizhou is evident in various domains. For instance, the study on the influence of rural financial development on farmers' income growth in Guizhou Province highlights the significance of rural finance in improving farmers' income and promoting overall rural development Li et al. (2016). This highlights the economic impact on the livelihoods of rural communities and the potential implications for agricultural and environmental practices. Moreover, the empirical analysis on the factors affecting the development of the green economy in Guizhou Province emphasizes the role of per capita energy consumption and industrial solid waste utilization in driving green economic growth (Li et al., 2016).

Conclusion

The article extensively explores into a comprehensive analysis of the intense impact that the economic environment has on the internationalization of higher education in Guizhou province, China. By analyzing various factors, an important correlation between the economic environment and the efforts to internationalize higher education institutions in this Chinese province is discovered. One significant aspect examined in this article is the apparent lack of

attention from the government regarding the management of funds dedicated to promoting internationalization and enhancing institutional infrastructure. Drawing insights from existing literature, the article sheds light on this critical oversight, which poses challenges to the effective implementation of internationalization strategies within higher education in Guizhou.

The consideration of language barriers and cultural disparities emerges as another crucial aspect of the article. Beyond financial considerations, the article highlights the complexities introduced by linguistic and cultural differences, indicating that these challenges can significantly impede the successful internationalization of higher education in Guizhou. The existing literature too forms a foundational basis for the article, providing valuable insights into the current state of internationalization efforts in Guizhou. By building upon this literature, the research not only identifies the challenges but also serves as a platform for proposing potential solutions and strategies to address these issues. Moreover, the article stresses the need for a more intensive effort from the government to allocate and manage funds effectively. Without sufficient attention and strategic planning in this regard, the article suggests that the full potential of internationalization in higher education in Guizhou may not be realized. This key observation points towards a crucial area for improvement and policy intervention, urging policymakers to prioritize and streamline financial support mechanisms. In addition to financial considerations, the article acknowledges the details related with language barriers and cultural disparities. These aspects, often underestimated, can significantly delay the seamless integration of internationalization initiatives. Addressing language barriers may involve enhancing language support programs, offering language courses, and fostering a more inclusive and diverse linguistic environment within educational institutions.

Another consideration is cultural disparities, which on the other hand, pose challenges related to understanding and adapting to different cultural norms and practices. The development of cultural competency programs and initiatives that promote cross-cultural understanding among students and faculty is important. By addressing these cultural disparities, higher education institutions in Guizhou can create a more inclusive and globally aware learning environment. In a nutshell, by spotlighting the impact of the economic environment, funding mismanagement, language barriers, and cultural disparities, the research offers a nuanced understanding of the current landscape. The identified challenges serve as a clarion call for strategic interventions and policy changes to pave the way for a more robust and successful internationalization process within higher education institutions in Guizhou.

References

- Altbach, P. G., & Knight, J. (2007). The internationalization of higher education: Motivations and realities. *Journal of Studies in International Education*, 11(3-4), 290-305. <https://doi.org/10.1177%2F1028315307303542>
- Bhandari, R., & Chow, P. (2013). Trends in International Student Mobility. Institute of International Education. <https://www.iie.org/Research-and-Insights/Publications/Trends-in-International-Student-Mobility>
- Chew, J., & Koh, C. H. (2010). Entrepreneurial universities in Singapore: Regional hub in a global economy. *Journal of Business Ethics*, 95(4), 517-530.
- Cohen, W., (2010). China's rise in historical perspectives. Vol. 30, No.4-5, pp. 683-704. Rowman and Littlefield Publishers.

- Docquier, F., & Marfouk, A. (2005). International migration, remittances, and the brain drain (pp. 151-200). World Bank Publications.
- Edwards, R., & Edwards, J. (2001). Internationalisation of education: A business perspective. *Australian Journal of Education*, 45(1), 76–89.
<https://doi.org/10.1177/000494410104500107>
- Hendarso, Y., Suleman, Z., Supriyanto, S., & Ali, M. (2019). Effect of the moderation of economic institution on local economic development. <https://doi.org/10.2991/sores-18.2019.80>
- Hou, S., Huang, L., & Zhang, X. (2021). The effectiveness of RMB internationalization. <https://doi.org/10.2991/assehr.k.211209.244>
- Huang, F. (2017). Patterns and motives of international student mobility: A case study of Chinese postgraduate students in the UK. *Journal of Ethnic and Migration Studies*, 43(2), 211-229.
- Jin, J., & Liu, J. (2019). Strategic planning for internationalization of higher education in China: A case study of a comprehensive university. *Journal of Studies in International Education*, 23(2), 141-159.
- Karakozov, S. D., Ananin, D. P. (2019). Competitiveness Management of Teacher Training Universities as Part of Higher Education Internationalization Process. In: Valeeva R (Ed) V International Forum on Teacher Education, Kazan Federal University, Russia. 29-31 May 2019. *ARPHA Proceedings 1*: 1371-1380.
- Kelo, M., Välimaa, J. and Ylijoki, O. H., (2019). Drivers and consequences of international research collaboration: Perspectives from Finnish universities. *Higher Education*, 78(4), 593-611.
- Knight. (2004). Internationalization remodeled: Definition, approaches, and rationales. *Journal of Studies in International Education*, 8(1), 5-31.
- Knight, (2019). Internationalization of Higher Education: Towards a Conceptual Framework. In *Internationalization of Higher Education* (pp. 3-30). Springer.
- Li, C., Xue, Y., Luo, L., Liu, X., Zhang, M., & Zhang, W. (2016). Empirical analysis on the factors affecting the development of green economy in Guizhou province, China. <https://doi.org/10.2991/icemc-16.2016.23>
- Luo, H., Zhang, X., Cao, S. and Wang, J., (2021). Guizhou policy change and path choice for the internationalization of higher education. *Journal of Educational Studies*, 39(1), 1-15.
- Marginson, S., & Rhoades, G. (2002). Beyond national states, markets, and systems of higher education: A glonacal agency heuristic. *Higher Education*, 43(3), 281-309.
- Marginson, S., & Sawir, E. (2011). *Ideas for Intercultural Education*. Palgrave Macmillan.
- Maringe, F., (2006). University internationalization and the role of national policies and strategies: A case study of the University of Southampton. *Higher Education*, 52(1), 181-209.
- Nikonova, E. (2019). Teaching business communication in foreign languages within internationalization of higher education. <https://doi.org/10.15405/epsbs.2019.12.44>
- Permitasari, D., Nurhaeni, I., & Haryati, R. (2019). Sustainability of internationalization of higher education in industrial revolution 4.0 era: a systematic literature review. <https://doi.org/10.2991/icas-19.2019.19>
- Saxenian, A. (2005). From brain drain to brain circulation: Transnational communities and regional upgrading in India and China. *Studies in Comparative International Development*, 40(2), 35-61.

- Saxenian, A., (2005). From brain drain to brain circulation: Transnational communities and regional upgrading in India and China. *Studies in Comparative International Development*, 40(2), 35-61.
- Steger, M., (2003). *Globalization: A Very Short Introduction*. Oxford: Oxford University Press.
- Wiers-Jenssen, J., Stensaker, B. and Groggaard, J. B., (2014). "I am not going abroad; I am going to the University of Nottingham": An empirical analysis of UK and Norwegian student decisions to study abroad. *Studies in Higher Education*, 39(2), 320- 337.
- Yang, (2003). *Globalization and Higher Education Development: A Critical Analysis*. *International Review of Education*. Vol. 49, No. 3/4 (Jul. 2003), pp. 269-291.
- Yang, L., Liu, D., Ding, L., & Zhu, W. (2017). The enlightenment of American higher education personnel training internationalization to Chinese higher education. <https://doi.org/10.2991/icsshe-17.2017.49>
- Yang, N. and Shang, M. (2016). Development research of transnational higher education. <https://doi.org/10.2991/emim-16.2016.328>