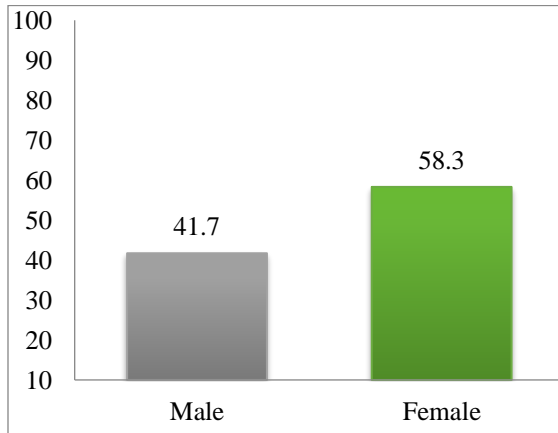


# Appendix

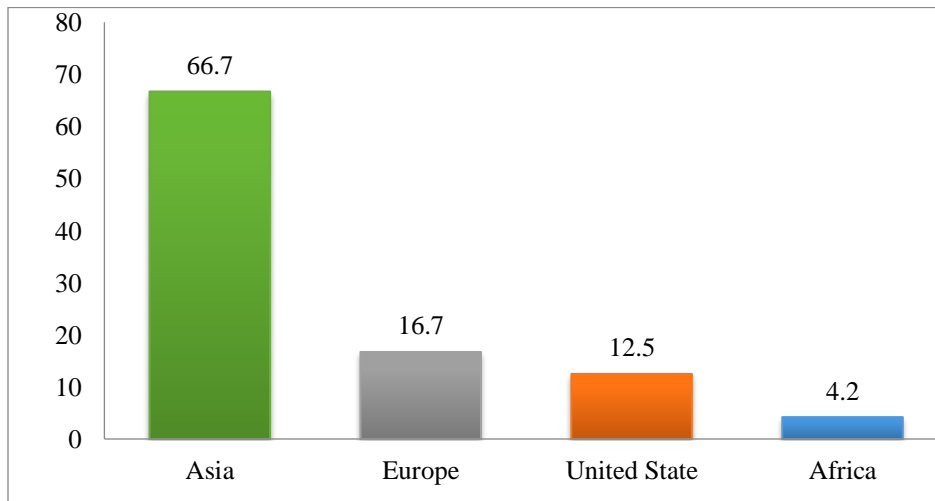
## Findings

### Demographic Information of the Participants



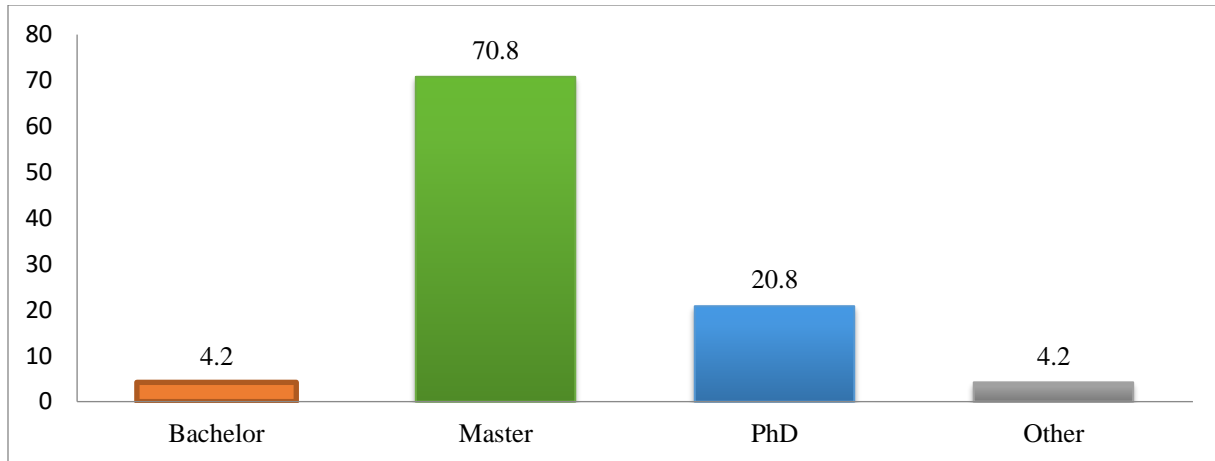
**Figure 3. Gender Information**

According to the result, 41.7% of these students are male and 58.3 % are female in the FELP and INEI program.



**Figure 4. Geographical Information of Participants**

In these programs, the students are from different countries and different part of the world. According to the result, most of the students are from the Asia.



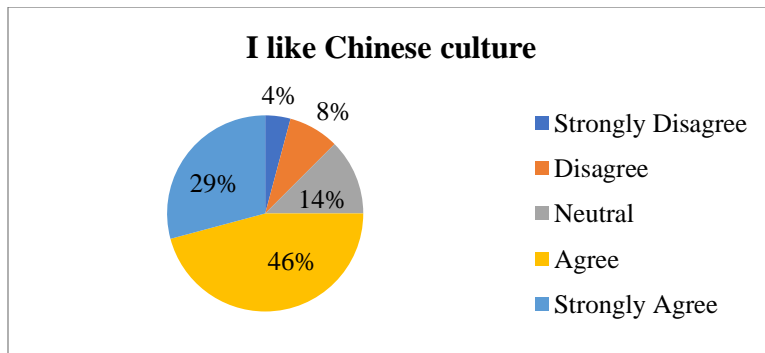
**Figure 5. Educational Background Information.**

These programs are some part of investment in higher education of China. Therefore, most of the participants are master's degree holders.

### Quantitative findings

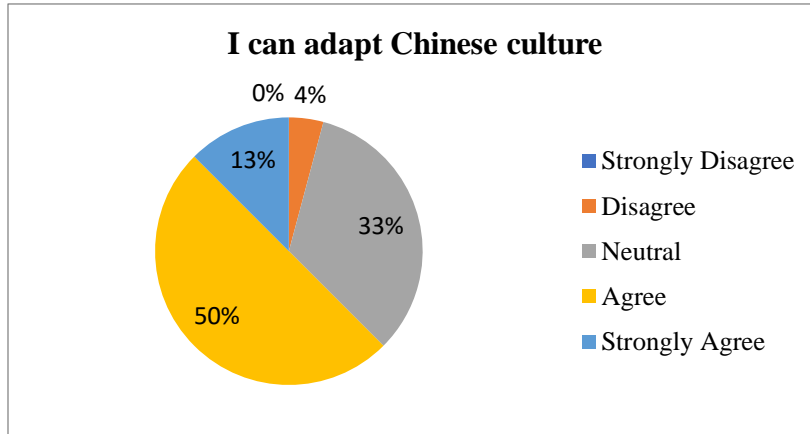
After developing the instruments for the research and doing data collecting with these instruments, the result of the investment in higher education from the perspective of international students from B&R Future Excellent Education Leaders Program (FELP) and International Education Investment Programs, were examined. By using statistical analysis, the results are discussed in the first portion.

### Finding for International Students' Perceptions on the Chinese Culture and Investment in Higher Education



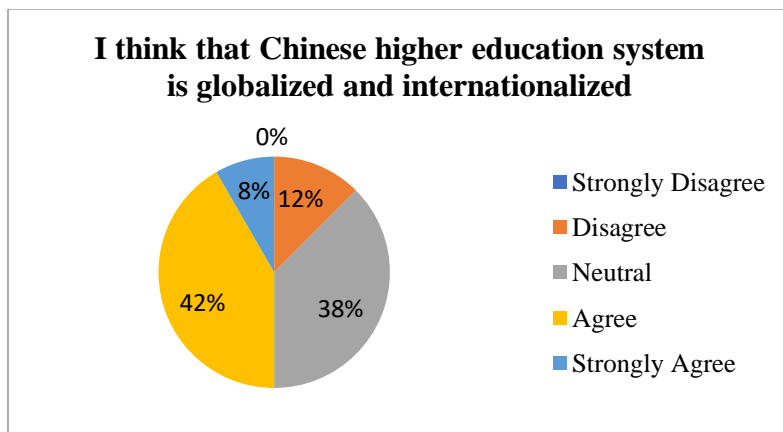
**Item 1: I like Chinese culture**

29% of students responded Strongly Agree (SA), 46% Agree (A), 14% Neutral ,8 % Disagree (D), and 4% Strongly Disagree(SDA). Based on the result, most of the international students like Chinese culture. In this program, according to schedule, the students learned about Chinese culture and opera.



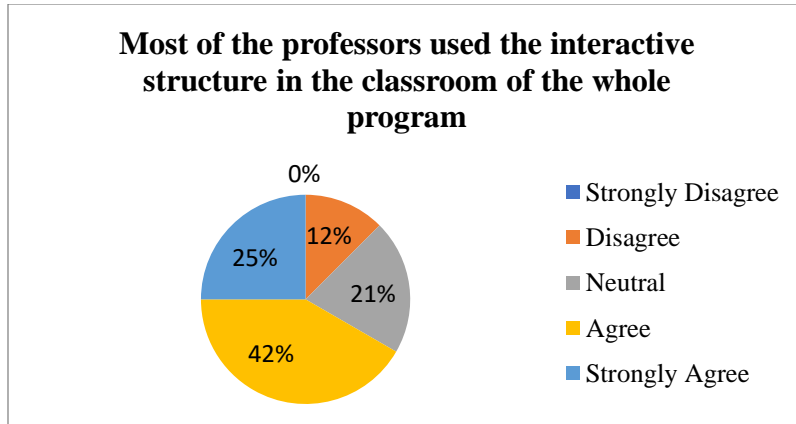
**Item 2: I can adapt Chinese culture**

13% of students responded Strongly Agree (SA), 50% Agree (A), 33% Neutral ,4 % Disagree (D), and 0% Strongly Disagree (SDA). Based on the result, most of the international students can adapt Chinese Culture. In this program, the students had many discussions about the cultural exchange and they visited some places where Chinese culture can be seen. Cultural adaption is one of the important factors to make the education system to be internationalized and globalized.



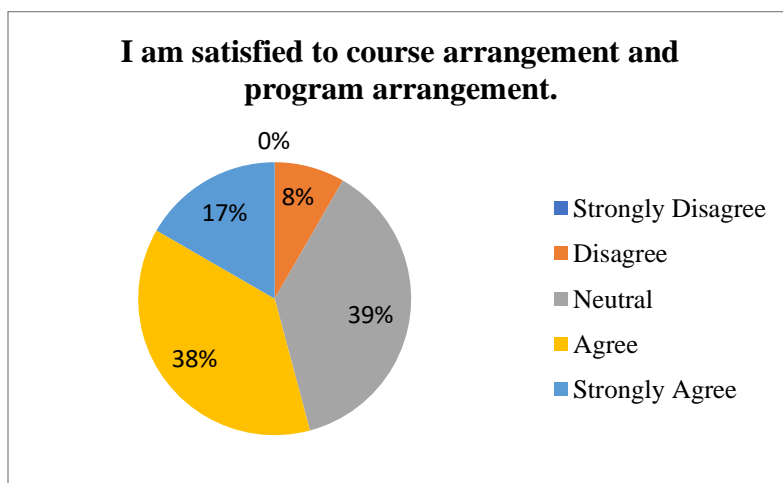
**Item 3: I think that Chinese higher education system is globalized and internationalized**

8 % of students responded Strongly Agree (SA), 42 % Agree (A), 38% Neutral, 12 % Disagree (D), and 0% Strongly Disagree (SDA). According to the result, 50 % of the participants think that Chinese higher education system is globalized and internationalized. Chinese government is still trying to make higher education to be internationalized. Nowadays, the government make a lot of investment in higher education to become internationalized.



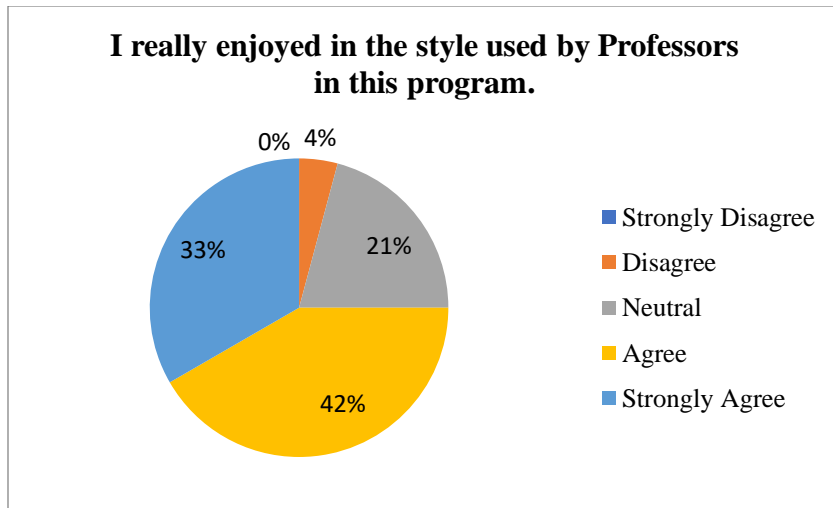
**Item 4:** Most of the professors used the interactive structure in the classroom of the whole program.

25% of students responded Strongly Agree (SA), 42% Agree (A), 21% Neutral ,12% Disagree (D), and 0% Strogly Disagree (SDA). According to the result, most of the professor used the interactive structure in the classroom. According to schedule, there were many professors from different field and different countries.



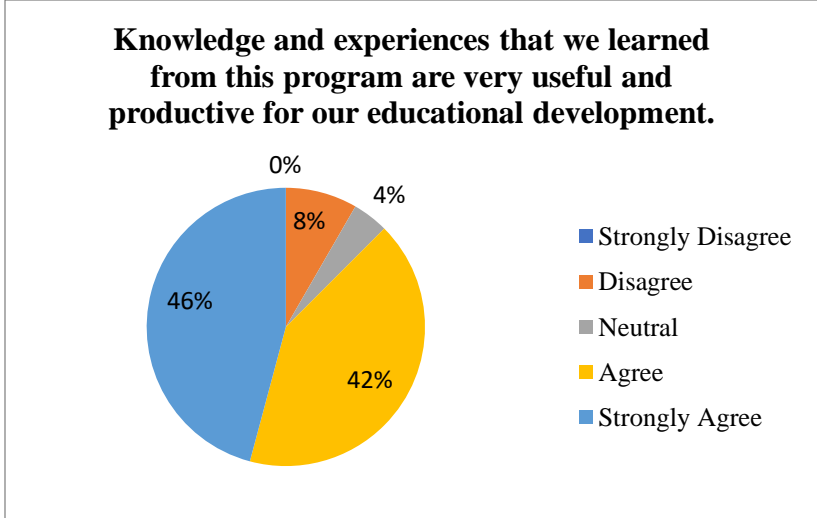
**Item 5:** I am satisfied to courage arrangement and program arrangement.

17% of students responded Strongly Agree (SA), 38% Agree (A), 39% Neutral ,8 % Disagree (D), and 0% Strongly Disagree(SDA). Based on the result, half of the participants are satisfied to courage arrangement and program arrangement. Some people suggest that the schedule should be changed because the schedule is strict and it starts form 8:00 AM to 9:30 PM



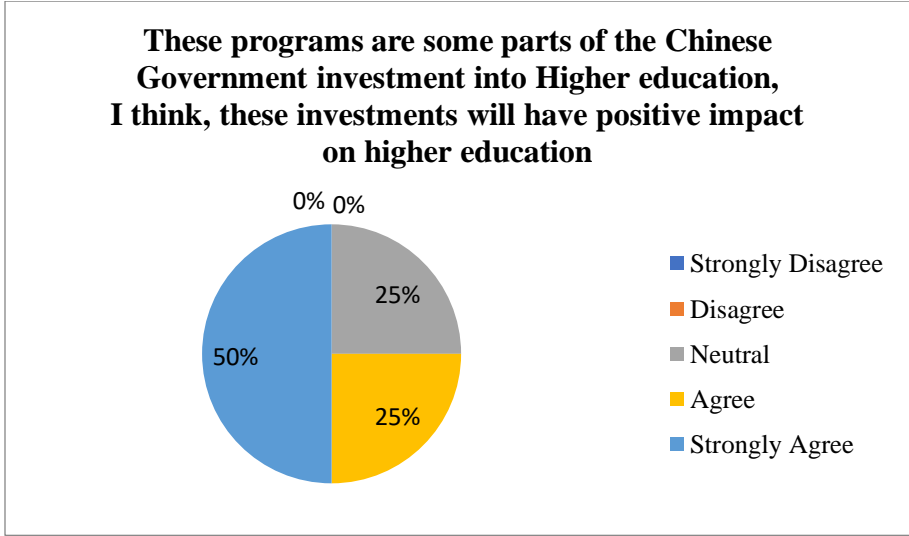
**Item 6:** I really enjoyed in the style used by professor in these programs

33% of students responded Strongly Agree (SA), 42% Agree (A), 21% Neutral ,4% Disagree (D), and 0% Strongly Disagree (SDA). According to the result, most of the participants really enjoyed in the style used by the professors during the program. All of the professors used group work, interactive discussion and brain storming. These techniques are very popular in the 21<sup>st</sup> century classroom.



**Item 7: Knowledge and experiences that we learned from this program are very useful and productive for our educational development.**

46% of students responded Strongly Agree (SA), 42% Agree (A), 4% Neutral, 8% Disagree (D), and 0% Strongly Disagree (SDA). Most of the students replied that they learned a lot of valuable and productive knowledge for their educational development. In these programs, most of the lectures are focused on the international higher education, globalization, global competency framework and teacher education. These contexts are very important information to make the education system globalized.



**Item 8: These programs are some parts of the Chinese government investment into higher education, I think, these investments will have positive impact on the higher education.**

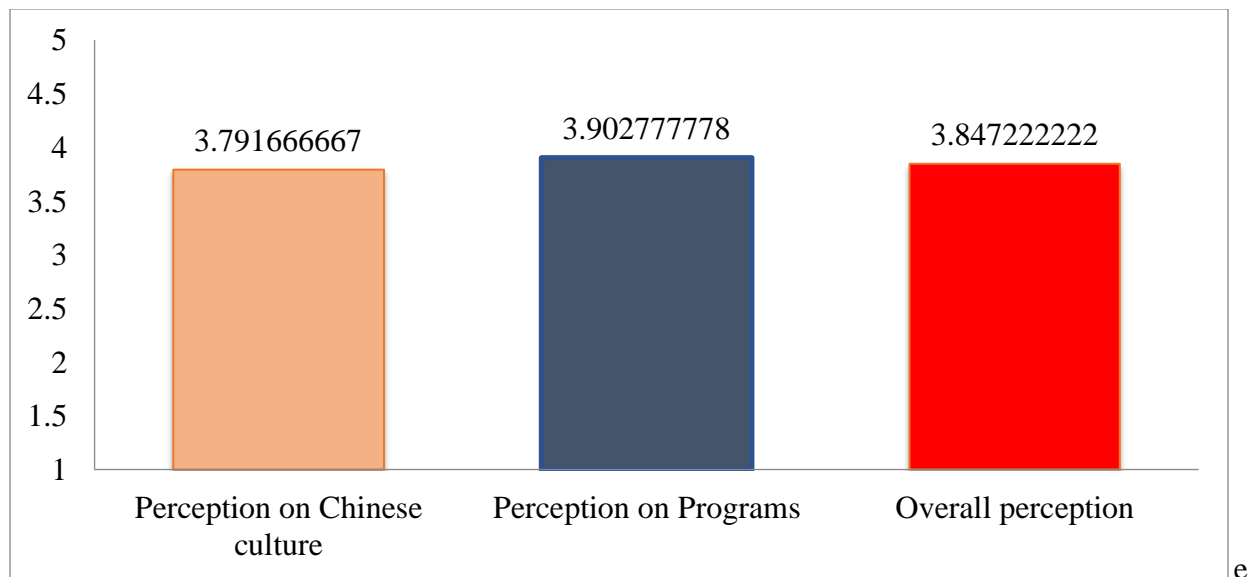
50% of students responded Strongly Agree (SA), 25% Agree (A), 25% Neutral ,0 % Disagree (D), and 0% Strongly Disagree (SDA). According to the result, most of the participants think that the international investment programs will have positive impact on higher education of China.

**Findings of Means and Standard Deviation of International Students' Perceptions toward Investment Programs in Higher education**

The questionnaire was composed of two dimensions. The first dimension is about Chinese culture and the second is about the programs. 24 students were selected from the future excellent education leaders program and international educational investment program which are conducted by Beijing Normal University. The study of two dimensions was conducted. Descriptive analysis revealed the differences in means and standard deviations

**Table 1. Means and Standard Deviation of International Students' Perceptions toward Investment Programs in Higher education**

	Minimum	Maximum	Mean	Std. Deviation
Chinese culture	2.00	5.00	3.7917	.77903
Program	2.67	5.00	3.9028	.62538
Overall perception	2.92	5.00	3.8472	.58806



**Figure 6. The Mean Score for Perception on the Investment Programs in Higher Education**

According to figure, the mean score for perception on Chinese Culture was 3.79, the mean score for perception on the programs was 3.90 and the mean score for overall perceptions was 3.84. Based on this result most of the international students in FELP and INEI program of Beijing Normal University possess positive or good perceptions on the international investment programs in higher education of China.

## **Qualitative Findings**

The researcher used interview and put open-ended question to get in depth data.

Nowadays, Chinese government makes different kind of investment in higher education. FELP and INEI are some part of the Chinese Government investment in Higher Education. Therefore, the researcher asked them about the purpose of these programs and to know whether this purpose can be achieved. The first question is as follows.

### **1. “How do you think what is the purpose of this program (FELP and INEI)?**

For this question, the researcher put in the questionnaire and used as a interview question. The respondents are around about 20. Among them, some of the responses are generally the same. So, the responses are divided into the same categories.

Some of the people said that

*“This program is a part of internationalization strategy of Chinese higher Education policy, which aims to strengthen connection with the world’s education community, exchange ideas and share experiences”*

*“In my opinion, this program’s purpose is training excellent students, who can share opinions, students who comes different countries can get some experiences, discussion any topic”*

*“This program is purposed for being different minds of the world together for a common course of national benefit. Again, cultural exchange and knowledge are meant to be shared amongst participants during the program. Finally, to improve the fuel of internationalization process.”*

*“The purpose is to make relationships between countries, between culture, to exchange knowledge and to broaden minds”.*

*“To contribute the communication of students’ who comes from all over the world, try to build cross-cultural platform for meaningful intellectual dialogue, to provide connectivity in globalization, localization and regionalization society.”*



According to the result, we can conclude that the purpose of this program is to improve education by internationalizing and globalizing.

But, some of the researcher's responded that

*"To open our minds about China, Chinese higher education and Chinese culture"*

*"In order to promote Chinese Culture and higher education to abroad, so they give some opportunity to foreigner"*

*"The purpose of this program is to inform how China government investment in education and how to make globalized and internationalized higher education."*

*"Gathering all knowledge of each country and make consensus about Chinese higher education, future education etc."*

*"To know Chinese HE, and to share different point of view about higher education. Also, learning different cultures from the people all around the world"*

According the result, the purpose of this program is to make Chinese higher education to be internationalized and to expand Chinese culture. Besides that, some people think that the purpose is to train future leader all around the world. The responses are as follows,

*"To build basement for the future generations, to improve education in their own country and to exchange by experiences."*

*"To unite the global south countries to be competent in market ruling world through developing younger generations under the B&R initiatives."*

Based on the all responses from all participants, we can conclude that the purpose of the investment program in higher education is to exchange knowledge and ideas and to solve the common issues , to enhance the communication skills and to make connection all over the world by exchanging the educational experiences.

## **2. The second question is that what did you learn from these programs?**

These programs aim to know more about pedagogy, Chinese history and cultural and international policy practice and academic research with a teaching framework, "lecture-fieldwork-group discussion and internationalization and globalization process.

The responses of the participants are as follows,

*"I learned a lot of difference cultural experience and the current trend of higher education and teacher education framework"*

*“the need for us as future global education leaders to question the status quo- to see how the system that are set in place may benefit some but oppress others. We need the perspectives of all the world if we are to take global issues.*

*“This program was part of higher education investment. We learnt from each other. I learnt that it may be possible that cultural values are different but human and moral values are common no matter wherever we belong from”*

*“I learned a lot about the American history of higher education and globalization of higher education.”*

*“Team working in group with different countries .How to be representative of my country particularly in the education field and leadership”*

*“I have learned that collaboration and sustainability are human values that can living us all together. In an academic way, I have better understanding now about that influence and impact of globalization in the field education”*

According to the result, they learned about internationalization of higher education and globalization process. The purpose of the program is to internationalize higher education and how to make education to be internationalized.

But some of the participant replied that they learned a lot about Chinese higher education. The responses are as follows,

*“learn different culture, make friends and acknowledge education system of china”*

*“more in depth understanding of Chinese higher education so far, a little bit understanding on some Chinese culture.”*

*“ I learned from this program what the main trends of Chinese and Western educational research, developed communication skills, deepen knowledge about American, Canadian, Brazil, British and Chinese Education”.*

According to all responses, we can conclude that they learn the nature of higher education of china and how they do investment in higher education and the globalization of the higher education all over the world. Some people said that they learned differences cultural experiences and sharing knowledge with each other. Some people said that they got the collaborative skill within a teamwork and leadership skills. Therefore, we can conclude that the learning outcomes of the programs (investment in higher education) are effective and successful.

3. ***What will you do and how will you contribute for your country or China after this program?***

*“put more hours on academic reputation and research that can prepare both countries and bound practitioners though networking, communication and commitment as well as collaboration”*

*“share my experiences studying in China as a whole. Invite more friends to study in China because as a whole it’s been a very rewarding experience.”*

*“I have some suggestion how and what we need to change in our education system. Now I can see what the problem in my country is”*

*“knowledge and experiences that I learned from this program are very useful and productive for my future (educational development). I have so many ideas, knowledge about higher education and globalization.”*

*“I will challenge the system in place that oppress others in my field. I will keep the global network created here and will contact to grow my global network of college, I will continue my studies and continue to be an educator.*

*“I will continue to work on my research topic about provision an equal access to higher education for students in my home country by using knowledge gained during this program and more contribution to improve the financial and policy of HEI in my country.”*

*“I will contribute my university first because mu university is same with Beijing Normal University in nature, teacher training. Therefore, these experiences are very important factors for developing the quality education”*

Based on all responses from participants, we can conclude that Most of the people said that they want to continue their educational development and they want to do contribution to change the education system in their local context. Some people said that after this program, they will share their knowledge and experiences to their countries. Some people responded that they want to make relationship between china and their country to improve and upgrade the quality of education.

## Statistical Output

### Reliability

#### Case Processing Summary

		N	%
Cases	Valid	24	100.0
	Excluded <sup>a</sup>	0	.0
	Total	24	100.0

a. Listwise deletion based on all variables in the procedure.

#### Reliability Statistics

Cronbach's Alpha	N of Items
.797	8

### Demographic Information

#### Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	10	41.7	41.7	41.7
	Female	14	58.3	58.3	100.0
	Total	24	100.0	100.0	

#### EducationLevel

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bachelor	1	4.2	4.2	4.2
	Master	17	70.8	70.8	75.0
	PhD	5	20.8	20.8	95.8
	Other	1	4.2	4.2	100.0
	Total	24	100.0	100.0	

### Geographicallocation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Asia	16	66.7	66.7	66.7
	Europe	4	16.7	16.7	83.3
	United State	3	12.5	12.5	95.8
	Africa	1	4.2	4.2	100.0
	Total	24	100.0	100.0	

### Frequencies

#### I like Chinese Culture

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	4.2	4.2	4.2
	Disagree	2	8.3	8.3	12.5
	Neutral	3	12.5	12.5	25.0
	Agree	11	45.8	45.8	70.8
	Strongly Agree	7	29.2	29.2	100.0
	Total	24	100.0	100.0	

#### I can adapt Chinese Culture

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	4.2	4.2	4.2
	Neutral	8	33.3	33.3	37.5
	Agree	12	50.0	50.0	87.5
	Strongly Agree	3	12.5	12.5	100.0
	Total	24	100.0	100.0	

**I think that Chinese higher education system is globalized and internationalized**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	3	12.5	12.5	12.5
Neutral	9	37.5	37.5	50.0
Agree	10	41.7	41.7	91.7
Strongly Agree	2	8.3	8.3	100.0
Total	24	100.0	100.0	

**Most of the professors used the interactive structure in the classroom of the whole program**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	3	12.5	12.5	12.5
Neutral	5	20.8	20.8	33.3
Agree	10	41.7	41.7	75.0
Strongly Agree	6	25.0	25.0	100.0
Total	24	100.0	100.0	

**I am satisfied to course arrangement and program arrangement.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	2	8.3	8.3	8.3
Neutral	9	37.5	37.5	45.8
Agree	9	37.5	37.5	83.3
Strongly Agree	4	16.7	16.7	100.0
Total	24	100.0	100.0	

**I really enjoyed in the style used by Professors in this program.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	1	4.2	4.2	4.2
Neutral	5	20.8	20.8	25.0
Agree	10	41.7	41.7	66.7
Strongly Agree	8	33.3	33.3	100.0
Total	24	100.0	100.0	

**Knowledge and experiences that we learned from this program are very useful and productive for our educational development.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	2	8.3	8.3	8.3
Neutral	1	4.2	4.2	12.5
Agree	10	41.7	41.7	54.2
Strongly Agree	11	45.8	45.8	100.0
Total	24	100.0	100.0	

**These programs are some parts of the Chinese Government investment into Higher education,I think, these investments will have positive impact on higher education**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Neutral	6	25.0	25.0	25.0
Agree	6	25.0	25.0	50.0
Strongly Agree	12	50.0	50.0	100.0
Total	24	100.0	100.0	

## Descriptive

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Chineseculture	24	2.00	5.00	3.7917	.77903
Program	24	2.67	5.00	3.9028	.62538
Overallperception	24	2.92	5.00	3.8472	.58806
Valid N (listwise)	24				