

# **Development Strategies for International Participation of Young Teachers in Local Colleges and Universities in China: A Case Study of Colleges and Universities in J Province**

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## **ABSTRACT**

As an important part of higher education in China, local colleges and universities are actively involved in the construction of internationalisation to comply with the development trend of higher education, break through the bottleneck of self-development and seek their development path. As a special group of colleges and universities, young teachers participate in teaching and scientific research and become an important factor in the university's internationalisation. Based on the international motivation theory of higher education and teacher development theory, this paper builds a research model to explore young teachers' international participation in local Chinese colleges and universities, the factors that affect their participation behaviour, and formulate internationalisation strategies. Using the case analysis method, selecting young teachers from local colleges and universities in J province of China to conduct the research, this paper adopts quantitative and SWOT matrix analysis methods. This study hopes to provide theoretical and empirical support for international development in local Chinese colleges and universities and provide a reference for formulating an international development strategy. Therefore, this study has certain theoretical and practical significance.

*Keywords: Local Colleges and Universities, Young Teachers, Participation in Internationalisation*

## **INTRODUCTION**

Internationalisation is one of the main features of the development of higher education in the 21st century and has become the inevitable trend of the development of higher education. According to the subordinate relationship between investment and administrative jurisdiction, China's higher education system is divided into central and local universities. Local colleges and universities refer to the institutions of higher learning invested in and in charge by the local government. (Yue Chen, 2017) For local Chinese universities, formulating and implementing effective internationalisation strategies is a necessary response to globalisation's impact and adaptation to globalisation's development and an important way to pursue excellence and narrow the gap with first-class universities. According to the National Statistical Bulletin on the Development of Education (Chinese Ministry of Education, 2022) issued by the Ministry of Education, there are 725 local colleges and universities in China, accounting for more than 59% of the total number of undergraduate colleges and universities in China.

Regarding quantity and scale, local colleges and universities have become the main part of higher education. The international construction of local colleges and universities has also become an important part of China's internationalisation of higher education. (Lai, 2018).

To realise the internationalisation of universities, we must first realise the internationalisation of teachers (Stohl, 2007). Teachers are always regarded as the most critical

participants and contributors to ensure the success of the internationalisation process of colleges and universities (Green & Olson,2007). Young teachers have accumulated natural advantages and great potential to participate in internationalisation and promote the development of university internationalisation as the main body of staff in teaching and science research. But there's a phenomenon; universities are sparing no effort to promote the internationalisation of teachers; meanwhile, young teachers' identification and participation in internationalisation are limited. (Li & Tu, 2012) This paper focus on young teachers' participation in local universities, selects local universities in J province as a case to carry out an empirical investigation, and expert to understand the current situation of young teachers' international participation, and the demands for the development of young teachers, to explore the factors that affect young teachers' participation in internationalisation, then provide reference and basis for local colleges and universities to formulate internationalisation strategies.

## **PROBLEM STATEMENT**

Although internationalisation has become a common choice for contemporary universities, before starting the internationalisation agenda, it is still necessary to carefully consider the purpose, the stakeholders, and the key factors of campus internationalisation. (Mok, 2007) From the perspective of literature collection, there are many types of research on the internationalisation of education in China and abroad. The research on the internationalisation of higher education mainly focuses on internationalisation's connotation, motivation, and strategy analysis (Childress, 2010; Emmanuel, 2010; Fields, 2010; Schwietz, 2006). Little attention has been paid to the research on the internationalisation of young teachers, and research on the internationalisation of young teachers in local colleges and universities is even rarer. The importance of young teachers in the internationalisation process of colleges and universities has been clarified above. But the reality is that, on the one hand, local colleges and universities actively promote internationalisation; on the other hand, young teachers' international participation is limited. It is difficult for young teachers to choose between internationalisation and self-development, and we know little about their internationalisation and development needs. How to incorporate the actual needs of young teachers into the strategic planning of university internationalisation is not only related to the international development of young teachers' academic profession, but it is also an important issue in the process of internationalisation of colleges and universities in China (Xu Zhaoheng et al.,2018). Therefore, this study intends to select case universities to conduct an investigation and analysis, understand the situation of young teachers' international participation and personal development needs, and determine the influencing factors of young teachers' participation in internationalisation. And then put forward teachers' internationalisation strategies to meet the needs of universities' development and teachers.

## **LITERATURE REVIEW**

From the perspective of literature collection, there are many kinds of research on the internationalisation of education in China and abroad. The research on the internationalisation of higher education mainly focuses on the connotation, motivation, and strategy analysis of internationalisation, mostly the definition and theoretical exposition of the concept; the internationalisation of teachers' participation has become the focus of many related studies in foreign countries. Higher education scholars and practitioners have identified several components integral to internationalisation (Ellingboe, 1998; Knight & de Wit, 1999; Mestenhauser, 2002; Paige, 2005; Paige & Mestenhauser, 1999). Many empirical studies also try to analyse the relationship between university internationalisation and teacher participation from many angles (Mestenhauser & Ellingboe, 1998; Dewey & Duff, 2009; Beatty, 2013).

In contrast, the current research in China is mainly on the level of school development, focusing on the requirements and indicators of teacher internationalisation under the framework of school internationalisation. (Chen & Zhang, 2014; Feng & Liu, 2013) Although a few scholars have begun to pay attention to the research on the internationalisation of teachers' academic profession, they focus on comparing different types of teachers' participation and discussing the factors that affect teachers' participation in internationalisation. (Zhang & Lu, 2006; Cui, 2009) Little attention has been paid to the research on the internationalisation of young teachers; the research about the internationalisation of young staff in local colleges and universities is even rarer. There is still a gap in the research which combine the internationalisation of young teachers with the individual development of young teachers.

According to Knight (2011), the motivation for the internationalisation of higher education refers to the driving force of a country, higher education ministry, or university to invest in internationalisation, which is reflected in all aspects, such as policy formulation, project development, and project implementation. It dominates the benefits or results that people expect from internationalisation efforts. As it was proposed and developed, four major factors summarised by De Witt and widely recognised and accepted by scholars are political, economic, sociocultural, and academic factors, constituting this thesis's motivation and theoretical basis. (Hans De Wit H., 2002; Xia Junsuo, 2013; Su Fangling, 2010)

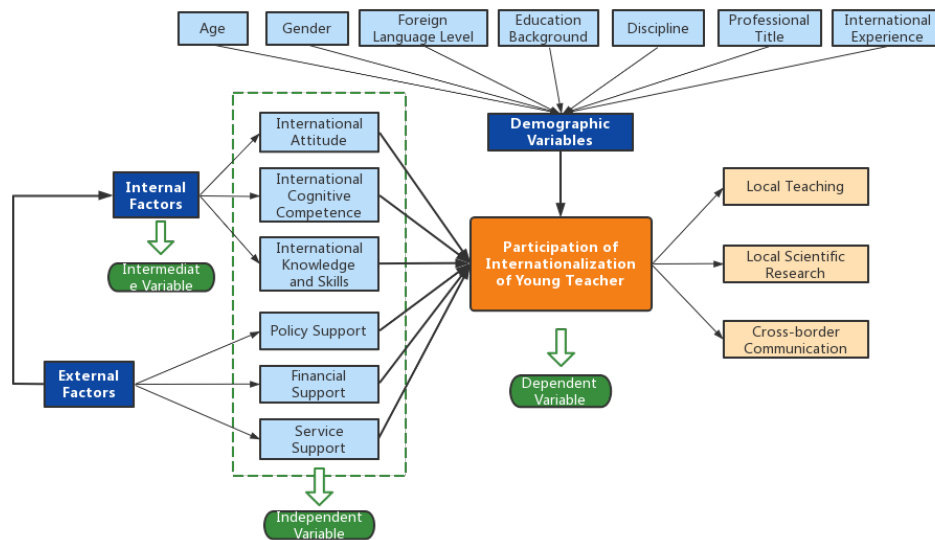
The theory of teacher development has an evolution process. The researchers of the theory of university teacher development have put forward a series of models for this theory, from three aspects such as attitude, process, and structure (Bergquist & Phillips, 1975) to teachers' individual development, teaching development, organisational development, and professional development. (Centra, 1978) In this study, the research on the development of young teachers is carried out from four dimensions which gradually accepted the theory of "four elements" of teacher development (Fan, 2013), referring to personal development, teaching development, professional development, and organisational development.

## **METHODOLOGY**

### **Research Design**

This study belongs to the study of teacher internationalisation at the micro level, which belongs to the category of empirical research, using deductive and inductive reasoning paradigms and quantitative analysis methods. Quantitative study as the researcher intended to determine relationships between independent variables and young teacher participation in internationalisation (Creswell, 2014). Combined with the analysis of the existing literature on the ways of teachers' participation in internationalisation, according to the division of teachers' international regions, a quantitative questionnaire survey was conducted from three aspects: local teaching, local scientific research, and cross-border communication (Finkelstein & Sethi, 2014). According to the relevant research, individual (internal) and environmental (external) motivations significantly account for faculty international engagement (Finkelstein et al., 2013). Therefore, we assume positive relationships between internal and external factors with international participation exist. Li and Eddy (2014) have discussed the possibility of an intermediate factor between an environmental factor and faculty behaviour, which indicates that individual willingness may be an intermediate factor to affect internationalisation by external factors. This empirical study also intends to study the relationship among internal factors, external factors and faculty behaviour of internationalisation. Based on these, we put forward 21 hypotheses to verify the relationship between internal factors, external factors, and the international participation of young staff. On this basis, combined with the research results and strategic management theory, further analysis on how to formulate the internationalisation

strategy of staff in local colleges and universities was operated through the SWOT model analysis method.



**Figure 1.** Conceptual Framework

### Population and Sampling

This study takes "Jiangxi Province" as the regional scope of the research object and chooses four local undergraduate universities in Jiangxi Province as the research object according to different cities, different types, and different levels (Luoyu & Li Bowen, 2018). The subjects are required to be full-time on-duty teachers in sample Universities, and the job types are teaching, scientific research, and teaching-scientific research posts; the age of the subjects is limited to less than 45 years old.

### Data Collection

This study adopts the way of questionnaire to collect relevant data and information. The questionnaire consists of four parts and 51 questions, including personal information, content and degree of young teachers' participation in internationalisation, factors influencing young teachers' participation in internationalisation, and internationalisation strategies of teachers in local colleges and universities. To make the questionnaire as scientific and accurate as possible, the contents and items of the questionnaires come from other questionnaires that have been carried out in relevant research. (Wang, 2018; Zeng, 2015; Xu, 2018; John, 2014; Christian, 2017). Meanwhile, the reliability and validity will still be analysed before it is officially implemented. 305 valid questionnaires were collected through the survey website. This study analyses data with SPSS26.0 and SmartPLS3.0 software using descriptive statistical analysis, reliability and validity analysis, path analysis, mediation effect test, regulatory effect test, independent sample T-test, and one-way ANOVA.

### Measurement

During the study, the Smartpls3.0 software calculated Cronbach's alpha coefficients to examine the internal consistency of the subscales (Nunnally & Bernstein, 1994). It is generally believed that the reliability coefficient Cronbach's  $\alpha$  of the test results is greater than 0.70; the measurement model has better reliability. The three important reference indexes of convergent validity were Factor Loading, Average Variance Extracted (AVE), and Composite Reliability (CR); it is generally considered that the load coefficient  $> 0.5$ ,  $CR > 0.7$ ,  $AVE > 0.5$ , this

indicates that the latent variable has ideal aggregate validity. The reliability and validity test results of this research are shown in Table 1.

**Table 1.** Reliability and Validity of Test

Construct	Items	loading	CR	AVE	Cronbach's a
Cross-border Communication	B1a	0.900	0.924	0.754	0.891
	B1b	0.876			
	B1c	0.864			
	B1d	0.831			
Local teaching	B2a	0.929	0.958	0.850	0.941
	B2b	0.927			
	B2c	0.924			
	B2d	0.907			
Local Scientific Research	B3a	0.870	0.922	0.747	0.887
	B3b	0.876			
	B3c	0.830			
	B3d	0.881			
Internationalisation Attitude	C1a	0.897	0.948	0.820	0.927
	C1b	0.925			
	C1c	0.922			
	C1d	0.878			
International Cognitive Competence	C2a	0.860	0.929	0.766	0.898
	C2b	0.868			
	C2c	0.897			
	C2d	0.875			
International Knowledge and Skills	C3a	0.839	0.932	0.775	0.903
	C3b	0.899			
	C3c	0.919			
	C3d	0.862			
Policy Support	C4a	0.873	0.910	0.717	0.868
	C4b	0.804			
	C4c	0.846			
	C4d	0.862			
Financial Support	C5a	0.880	0.932	0.775	0.913
	C5b	0.831			
	C5c	0.873			
	C5d	0.933			
Service Support	C6a	0.907	0.939	0.794	0.903
	C6b	0.845			
	C6c	0.925			
	C6d	0.885			

## RESULTS

### Description And Analysis

Gender distribution: the proportion of males (43.93%) and females (56.07%) in the sample is the same; Age distribution: the samples are mainly concentrated between 40 and 45 years old (44.92%), and the number of other age groups is equal; Discipline distribution: the sample covers 11 disciplines, covering all majors in the humanities and social sciences, mainly concentrated in literature (15.08%), management (15.42%), engineering (17.05%), education (12.79%) and art (12.46%); Educational background distribution: the sample qualifications are mainly concentrated in doctorate (50.82%) and master's degree (40.33%); Professional title distribution: in the sample, the respondents with the titles of lecturer and associate professor accounted for 56.39% and 26.89% of the total sample respectively, only 6.89% of the groups had professors' titles, and 9.84% of the groups were teaching assistants. This paper describes and analyses the international participation behaviour of young teachers, the average index as in Table 2.

**Table 2.** Description and Analysis of International Participation of Young Teachers

Content	Minimum	Maximum	Mean	Std. Deviation
Internationalisation of local teaching	1	5	2.03	1.131
Local Scientific Research	1	5	2.36	1.105
Cross-border Communication	1	5	2.40	0.979

### Difference Analysis

Independent sample t-test and one-way ANOVA these two methods were adopted to test the differences between young teachers with different characteristics in the internationalisation of local teaching, local scientific research, and cross-border communication. There are significant differences among teachers of different foreign language levels in the internationalisation of local teaching (Fair5.973  $P < 0.05$ ), local scientific research (Fair5.182  $P < 0.01$ ), and cross-border communication (Fair9.137  $P < 0.01$ ). There are significant differences among teachers of different international experiences in local teaching internationalisation (Fair3.001  $P < 0.05$ ), local scientific research internationalisation (Fair3.411  $P < 0.05$ ), and cross-border communication internationalisation (Fair3.345  $P < 0.01$ ).

### Hypothesis Testing

The resampling sample with a capacity of 5000 is selected from the original data by using the Bootstrapping algorithm in the SmartPLS3.0 software to analyse the path test results of the model, the model path test results are shown in the following Table 3.

**Table 3.** Summary of Hypotheses Testing

Hypotheses	Path relationship	Path coefficient	SE	t-statistics	P-level	Decision
H1	IA → LT	0.211	0.043	4.941	0.000	Supported
H2	ICC → LT	-0.010	0.053	0.189	0.850	Not Supported
H3	IKS → LT	0.149	0.047	3.197	0.001	Supported
H4	IA → LSR	0.164	0.056	2.919	0.004	Supported
H5	ICC → LSR	0.085	0.060	1.421	0.156	Not Supported
H6	IKS → LSR	0.177	0.077	2.280	0.023	Supported
H7	IA → CBC	0.172	0.052	3.325	0.001	Supported
H8	ICC → CBC	0.009	0.049	0.180	0.857	Not Supported
H9	IKS → CBC	0.140	0.043	3.278	0.001	Supported

H10	PS → LT	0.246	0.054	4.577	0.000	Supported
H11	FS → LT	0.235	0.057	4.112	0.000	Supported
H12	SS → LT	0.083	0.049	1.684	0.093	Not Supported
H13	PS → LSR	0.135	0.078	1.738	0.083	Not Supported
H14	FS → LSR	0.208	0.063	3.291	0.001	Supported
H15	SS → LSR	0.048	0.054	0.888	0.375	Not Supported
H16	PS → CBC	0.310	0.055	5.681	0.000	Supported
H17	FS → CBC	0.216	0.054	4.013	0.000	Supported
H18	SS → CBC	0.139	0.047	2.970	0.003	Supported

**Note:** CBC = Cross-border communication; LT = Local teaching; LSR = Local scientific research; IA = Internationalisation attitude; ICC = International cognitive competence; IKS = International knowledge and skills; PS = Policy support, FS = Financial support, SS = Service support.

### Intermediary Effect Test

The Bootstrapping algorithm in SmartPLS3.0 software selects a resampling sample with a capacity of 5000 of the original data to verify the mediating effect of internal factors between external factors and international participation behaviour. The test results are shown in Table 4, which shows that the mediating effect of the intermediate variable between the antecedent variable and the result variable is significant.

**Table 4.** Results of the Indirect Effect

Path Relationship	Path Coefficient	Se	T-statistics	P-level	LLCI	ULCI
EF → IF → CBC	0.159	0.035	4.476	0.000	0.092	0.222
EF → IF → LSR	0.204	0.044	4.634	0.000	0.118	0.293
EF → IF → LT	0.177	0.033	5.295	0.000	0.105	0.243

**Note:** EF = External factors; IF = Internal factors; LSR = Local scientific research; CBC = Cross-border communication; LT = Local teaching; LSR = Local scientific research.

## DISCUSSION

### The Degree of International Participation

Based on the description and analysis of the internal and external causes of young teachers' international participation behaviour, it is found that the overall level of young teachers' local teaching internationalisation, local scientific research internationalisation, and cross-border communication internationalisation is low, and the degree of international participation is not high. As for the three internal factors, teachers' perception of international knowledge and skills is the highest, followed by international attitude, and the perceived level of international cognitive ability is the lowest. For the recognition of the three external factors, the perception level of policy support is the highest, the perception level of financial support is the second, and the perception of service support is the lowest. It can reflect the deficiency of young teachers' international knowledge, professional level, and foreign language ability. Teachers participate in a few international organisations, mainly publishing academic papers in international journals; the main activities are focused on participating in international conferences and scholar exchange programs, with a single form and a low level of communication. This result confirms the difficulties and shortcomings of the literature review on promoting the internationalisation of local universities. (Chen Shicai,2013; Wang Qing et al., 2011). Meanwhile, distinguishes the internationalisation of local universities from the internationalisation of key universities, shifts the focus of internationalisation research from domestic key universities to local universities (Guo Wei et al.,2018; Shu Jun & Li Bihong,2015), combines the requirements of international development of local universities and the personal

development needs of young teachers. This will provide new perspectives and ideas for the international development of local colleges and universities.

### **Differences of International Participation under Different Subject Characteristics**

There are no significant differences in gender, age, education, discipline, professional title, and other characteristics in international participation. However, it is found that there are significant differences among teachers with different foreign language proficiency and international experience in local teaching internationalisation, local scientific research internationalisation and cross-border communication internationalisation. The university teachers who have studied abroad are significantly more than (usually twice as many) locally grown teachers participating in international academic conferences and maintaining contacts with overseas scholars. (Welch,1997) Lack of English proficiency has become an important factor restricting teachers' participation in internationalisation. (Luocheng,2016) The higher the foreign language proficiency, the higher the degree of international participation, the more international experience, the higher the degree of international participation. On the one hand, teachers are actively organised to participate in foreign language training organised by relevant national and provincial departments; on the other hand, universities should formulate teachers' short-term overseas study and study plans to improve their language ability and professional accomplishment, to pave the way for further internationalisation.

### **Influence of Different Factors on the Internationalisation of Teachers**

This study intended to analyse the relationship between internal factors, external factors, and three-dimensional international participation. Among the influencing factors, international attitude, knowledge, and skills impact teachers' participation in internationalisation. We can deduce that the internal factors dominated the determinant of the behaviour of international participation, which also confirms the research on the internationalisation of faculty (Finkelstein et al. 2013). Skill and knowledge are important in internationalisation; the international dimension of teachers' working ability is the foundation of internationalisation. (Childress,2010) In the process of formulating the internationalisation strategy, the establishment of the internationalisation concept and goal of the young teachers should be focused, let the young teachers agree with the goals and measures of the international development of the university, realise the common development of teachers' personal development and university internationalisation. (Guo Lijun & Zhou Qingming, 2011).

We also find that, beyond internal factors, external factors such as policy support, financial support, and service support significantly affect the behaviour of international participation positively. As a result, international faculty engagement could be intensified when the environment is well-established. (Fairweather and Rhoads 1995). Compared with service and policy support, financial support is a crucial factor in promoting local teaching and scientific research internationalisation. To some extent, the result shows that funding local colleges and universities is a big problem in internationalisation. In China. Key universities get sufficient support from the government to realise self-development, including policy and funds. Compared with them, local universities face a shortage of funds and resources for development (Yang 2004). In formulating internationalisation strategies, schools should ensure financial support and help teachers carry out the internationalisation of local teaching and research and cross-border communication. Teachers should give more policy and service support in the foreign communication process.

From the analysis above, another finding is external factors can be transformed into internal factors or through the influence of internal factors to further affect teachers' international participation. The mediating function of internal factors is transmission; it transfers the influence from external factors to the behaviour of international participation (Li



Bihong & Tu Yangjun, 2015). This empirical study contributed to relevant research about the relationship among internal factors, external factors, and faculty behaviour (Colbeck & Weaver, 2008). Thus, it can be seen that the guarantee of an internationalisation system, financial support, and services in place will further enhance teachers' enthusiasm and willingness to participate in internationalisation and enhance teachers' awareness of internationalisation and their skills to participate in internationalisation. From this point of view, constructing an international environment and guaranteeing measures are the fundamental way for local colleges and universities to promote internationalisation.

**Formulation Of Internationalisation Strategies**

Researchers have used SWOT analysis to deal with complex strategic management (Learned, 1969). This method not only emphasises the strategic importance of the organisation but also clarifies the organisation's internal strengths and weaknesses and the opportunities and threats faced (Dyson, 2004). Based on empirical analysis, the research combines the results of empirical analysis with the SWOT analysis model. The internal and external factors, including teachers' international attitude, teachers' international skills, policy support, financial support, and service support, which are positively related to international participation behaviour, are put into the SWOT strategy model, obtain the general strategy and combination strategy of local colleges and universities to promote the internationalisation of teachers.

<b>Internal ability</b>	<b>Strength</b>	<b>Weakness</b>
	1. The state has issued policies and measures to support the development of local universities. 2. Local Government's support to Local Colleges and Universities. 3. Development advantages and characteristics of local colleges and universities.	1. The underdevelopment of local colleges and universities. 2. The overall level of discipline construction in the school is not high. 3. The overall level of schoolteachers is not high.
<b>External factors</b>		
<b>Opportunity</b>	<b>SO Strategy</b>	<b>WO Strategy</b>
1. The state's adjustment of the development direction of local colleges and universities and the introduction of policies. 2. Transformation and self-development of local colleges and universities. 3. The needs of local government economic construction.	1. Strive for the policy support of the state, local governments, and educational departments, and increase policy and financial support for local universities. 2. Local colleges and universities should seize the opportunity for transformation and development and local economic development. 3. Give full play to teachers' initiative in internationalisation, create a good atmosphere, safeguard measures in place, and increase teachers' language training.	1. Make full use of external conditions and advantages and actively use national preferential policies and local government support. 2. Seize the opportunity of "double-first class" construction and the transformation and development of local universities to actively carry out exchanges and cooperation with local governments to serve the local economy. 3. Efforts should be made to retain and introduce talents and strengthen the international construction of high-quality, high-level teachers.
<b>Threaten</b>	<b>ST Strategy</b>	<b>WT Strategy</b>
1. Insufficient and unbalanced support from current policies for local colleges and universities.	1. Expand social resources, use the advantages of running schools to tap potential resources, develop schools and enterprises, and	1. Explore the path of differential development, use all available policy support, and reform dividends and social capital for the self-construction

<p>2. Brain drain caused by competition in colleges and universities.</p> <p>3. The development of the international situation and emergencies.</p>	<p>transform school advantage resources into development resources.</p> <p>2. Promote the connotative development and cooperation of the school based on itself.</p> <p>3. Formulate and improve policies and measures for teachers' internationalisation.</p>	<p>of local colleges and universities.</p> <p>2. Take pressure as a driving force, take measures to actively participate in international construction, and seize every opportunity to enhance their competitiveness.</p> <p>3. Seize every opportunity to enhance their competitiveness, especially through the international training of teachers.</p>
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**Figure 2.** General and Combination Internationalisation Strategy of Young Teachers in Local Colleges and Universities

## CONCLUSION AND IMPLICATIONS

This study is based on the motivation theory of internationalisation of higher education, the theory of teacher development, and existing literature research results, puts forward hypotheses for the situation of young teachers' participation in internationalisation, uses SPSS and SmartPLS data software to analyse, constructs the SWOT analysis model, and finally draws the following conclusions.

To strive for external resources to promote the development of internationalisation. Comply with the trend of national education reform, make full use of the dividends brought by the national university reform and development policy, and at the same time take the initiative to serve local economic development, find the right orientation and direction, and obtain resources and opportunities for development in serving the local economy. Integrate all kinds of social resources to help the development of the school.

To improve the planning orientation and working mechanism of teachers' internationalisation. Reasonable positioning of school development and international promotion, based on the reality and characteristics of colleges and universities, to seek differential development. Establish a complete international management body and division of responsibilities, carry out classified management according to different situations and teachers, and scientifically promote the construction of international teachers.

To innovate the management of teachers' international development. To establish the policy guidance, incentive mechanism, and assessment mechanism for the international development of young teachers. Formulate relevant guidance and incentive measures for young teachers to carry out teaching, scientific research, and cross-border communication, improve the process and performance evaluation mechanisms for teachers to participate in internationalisation, and enhance teachers' willingness to participate in internationalisation.

To improve teachers' professional ability and skills to participate in internationalisation. Set up international courses to encourage young teachers to carry out international teaching. Guide young teachers to participate in international scientific research, provide policy support and service guidance, and comprehensively improve teachers' international teaching and customer support ability. Carry out language skills training, break down language barriers to participate in internationalisation, and comprehensively improve teachers' cross-cultural communication ability.

To create an environment for the development of international talents. To achieve "please come in and send out", formulate preferential policies to introduce overseas talents, give full

play to the international advantages of overseas talents, and promote the school's international development. At the same time, excellent young teachers are selected to study and exchange abroad, and their academic qualifications are improved. Balance the relationship between overseas and on-campus talents and create a good atmosphere for promoting internationalisation in both directions.

To strengthen the guarantee of teachers' international service. Strengthen the construction of funds, platform resources, and daily service management. Raise funds through multiple channels, strive for all kinds of projects at all levels, build a platform for the international exchange of teachers, and do a good job tracking service management, to provide a strong organisational guarantee for teachers' international education.

The research on young teachers' international participation is investigated in two-dimensional space, which avoids examining the international participation behaviour from the official perspective of colleges and universities in traditional research. From the perspective of "people-oriented" personal development, this study combines the motivation of internationalisation with the study of teachers' personal development. It combines the perspective of "top-down" with the perspective of "bottom-up" demands to find the meeting point of the two forms the intersection of the motivation of the two subjects of internationalisation. The analysis combines the quantitative method with SWOT strategies, which have high accuracy and guidance for formulating internationalisation strategies. It has a certain guiding value.

This study pays attention to the development of teachers' internationalisation from the perspective of schools and teachers, but as the stakeholders of local university teachers' internationalisation, such as the needs and strategies of society and government, the information is not comprehensive enough, there is still a lot of work to be done to achieve the optimal policy plan, the follow-up research can try to carry out in-depth exploration from different regions and different group. Furthermore, comparative studies can even be conducted with same-level universities in other countries.

## **DATA AVAILABILITY DECLARATION**

The original contributions encompassed within this study are comprehensively documented in the article and accompanying supplementary materials. Should additional inquiries or data-related requests arise, kindly direct them to the attention of the corresponding author.

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## **CONFLICT OF INTEREST**

The authors herein assert that the research undertaken was executed without the influence of any commercial or financial affiliations, which may be perceived as potential conflicts of interest.

## **PUBLISHER'S NOTE**

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## **APPENDICES**

Appendix A: Questionnaire on the international participation of young teachers in local universities

### **Questionnaire on the international participation of young teachers in local universities**

Dear teacher,

Hello!

In order to have a more comprehensive understanding of the situation of young teachers in local colleges and universities participating in internationalisation and the problems and difficulties they are facing, and to seek to explore the strategies to promote the internationalisation of teachers in local colleges and universities, this research group has specially carried out this questionnaire survey. I sincerely hope to get your support and assistance!

This survey will be conducted following the requirements of the Statistics Law. Please fill in the relevant options according to your real situation.

We will keep the relevant information strictly confidential, and all materials and data will only be used for research and statistical analysis.

Thank you from the bottom of my heart for your support and help!

Good luck with your work!

Live a happy life!

Fill in the form description: 1. Please mark the tick before the answer you choose for each question.  
2. You can write your own opinion in the "other" option.

**A. Basic personal information (The purpose of this section is to understand the relevant educational background and current work status of your preparation for your academic career.)**

**A1 Your subject: [Single choice] [Required]**

- Philosophy   Literature   History   Legal   Economics   Management  
Science   Engineering   Agronomy   Medicine   Education science   Military  
science   Art Studies

**A2 Your highest degree: [Single choice] [required]**

- Doctor   Master   undergraduate   other

**A3 Your title: [Single choice] [required]**

- Professor   associate professor   lecturer   assistant

**A4 Before entering the school, you were outside the country (border): [Multiple choice ] [Required]**

- I have not communicated or worked outside countries (border) before work  
Academic exchange as a visiting scholar (student)  
Study, and earn a bachelor's degree or equivalent  
Study, and get a master's degree or equivalent  
Study, earn a Ph.D. or equivalent  
Work, engaged in postdoctoral research work  
Work, teach or engage in scientific research in overseas institutions of higher education  
Work, hold , or work in overseas non-higher education institutions

**The degree of participation in internationalisation (This section aims to understand your participation in internationalisation, which is divided into communication cross-border, international teaching at home, and international research at home)**

**Instructions:**

Please read each description statement carefully and indicate your choice by ticking the corresponding box, that is, the number that describes how you feel about the statement.

1	2	3	4	5
Not at all	Hardly ever	Occasionally	Sometimes	Frequently

**B1 Cross-border communication refers to teachers' international exchanges outside the country.**

	1	2	3	4	5
a. Go abroad to attend international conferences					
b. Carry out teaching and lectures outside of China					
c. Participate in the Scholars Exchange Program (visiting students abroad upon invitation)					
d. Carry out scientific research outside China					

**B2 Local teaching: refers to teachers carrying out international teaching at home.**

	1	2	3	4	5
a. The courses include a great deal of international knowledge, cross-culture, etc.					
b. Help students improve their international vision, knowledge, culture and skills					
c. Participate in the teaching or related tutoring of foreign students					
d. Online courses for foreign students					
e. Offering bilingual courses for Chinese students (excluding foreign language courses)					

**B3 Local Scientific Research: refers to teachers conducting international scientific research at home.**

	1	2	3	4	5
a. Often participate in lectures and training on the knowledge and culture of other countries					
b. Independently undertake or cooperate in international scientific research projects					
c. Publish the results of scientific research in international journals					
d. Join an international organisation or association					
e. Regularly consult the research results of relevant foreign disciplines					

**C: Factors affecting teacher participation in internationalisation (this section aims to understand the factors affecting your participation in internationalisation, divided into internal and external factors)**

**Instructions:**



Please read each description statement carefully and indicate your choice by ticking the corresponding box, that is, the number that describes how you feel about the statement.

1	2	3	4	5
<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>

**C1 Internal factor-internationalisation self-motivation: refers to teachers' recognition and willingness to participate in internationalisation.**

	1	2	3	4	5
a. Internationalisation is very important to the development of your school					
b. I would like to expand my teaching work to include international content					
c. I am willing to expand scientific research work to include international content					
d. Teachers look forward to participating in the internationalisation project					
e. I think internationalisation will bring win-win development for all parties					

**C2 Internal factor-international cognitive competence: refers to the teaching and research ability of teachers to participate in internationalisation.**

	1	2	3	4	5
a. I can use foreign teaching materials and cases in teaching					
b. I can connect the school curriculum with the curriculum of foreign universities					
c. I can teach overseas students smoothly					
d. I can undertake or cooperate in international scientific research projects independently					
e. I can give a lecture at an international academic conference					
f. I can publish articles in foreign journals					

**C3 Internal factors-international knowledge and skills: it refers to teachers' international vision, understanding of international culture, language communication and so on.**

	1	2	3	4	5
a. I pay attention to global hot topics					
b. I understand the training mode of foreign higher education					
c. I understand foreign cultures and customs					
d. I can teach in a foreign language					
e. I can read and talk in a foreign language.					
f. I can give a report in a foreign language					

**C4 External factors-policy support: refers to the policy support and institutional guarantee provided by schools for teachers to participate in internationalisation.**

	1	2	3	4	5
a. International education is an important part of school strategic development planning					
b. In the evaluation and employment of teachers' professional titles, the school regards the applicant's participation in internationalisation as an important assessment index					

c. The school has introduced many measures to encourage teachers to study abroad					
d. The school has a system related to internationalisation					

**C5 External factors-financial support refers to the financial support provided by schools for teachers to participate in internationalisation.**

	1	2	3	4	5
a. The school is fully funded and rewarded for teachers' participation in global or cross-cultural activities in the academic profession					
b. The school has sufficient funds to support teachers to go abroad					
c. The school provides sufficient international teaching funds					
d. The school provides sufficient funding for international scientific research					

**C6 External factor-service support refers to the non-material service support provided by the school for teachers to participate in internationalisation.**

	1	2	3	4	5
a. The school sets up international institutions to promote international exchanges					
b. The school provides service support for teachers to participate in global or cross-cultural activities					
c. College and department leaders support teachers' participation in international activities					
d. In addition to funding, the school provides abundant resources for teachers to participate in global or cross-cultural activities in the academic profession					

**D: Promote teacher internationalisation strategy (The purpose of this section is to understand your views and suggestions on the strategy of promoting teacher internationalisation in your university or local university).**

**Instructions:**

This part uses SWOT analysis theory to understand the strengths, weaknesses, opportunities and threats faced by local colleges and universities in promoting teachers' internationalisation in the way of open problems.

D1: What do you think are the advantages of local universities in promoting the internationalisation of teachers?

D2: What do you think are the disadvantages of local colleges and universities in promoting the internationalisation of teachers?

D3: What do you think are the opportunities faced by local colleges and universities in promoting the internationalisation of teachers?

D4: What do you think is the threat that local colleges and universities face in promoting the internationalisation of teachers?

**Thank you again for participating in this questionnaire!**