

# Strategies Modification of University Student Development in Fulfilling the Requirement of Free Trade Zone Policy in Hainan of China

## การปรับเปลี่ยนกลยุทธ์การพัฒนานักศึกษามหาวิทยาลัยให้เป็นไปตามเงื่อนไขของนโยบายเขตการค้าเสรีในมณฑลให้สำนักงานคณะกรรมการรัฐบาลประชาชนจีน

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### Abstract

The main purposes of this study were to find out the current and desirable strategies of student development in university management and propose student development strategy for university management in accordance with the requirements of the Free Trade Zone Policy (FTZ) in Hainan of China. The study was conducted by using the opinionnaire to collect data during July-September 2019 from three selected universities in Hainan of China. 190 respondents were drawn for this study data collected during July-September, 2019, were then analyzed by demographic statistics, means, standard deviation, multiple regression analysis, and content analysis. It was found that the current and desirable strategies of student development were at a moderate and a high level, respectively. According to the analysis, a proposal of student development strategy covered the government's guidance programs to direct the talents cultivation, a policy for the faculty members, and student's development simultaneously towards world-class university management, and some related laws and regulations as well. strategies on effective.

**Keywords:** Strategy of university student development, the Free Trade Zone Policy, universities in Hainan of China

### บทคัดย่อ

วัตถุประสงค์หลักของการศึกษาครั้งนี้ คือ การค้นหากลยุทธ์ปัจจุบันและที่พึงประสงค์ของการพัฒนานักศึกษา มหาวิทยาลัยในการจัดการและเสนอغلยุทธ์การพัฒนานักศึกษาของมหาวิทยาลัยในให้สำนักงานนโยบายเขตการค้าเสรีของจีน ดำเนินการวิจัยโดยใช้แบบสอบถามความคิดเห็น เพื่อรับรวมข้อมูลในช่วงเดือนกรกฎาคม - กันยายน 2562 จากมหาวิทยาลัยที่เลือก 3 แห่งในให้สำนักงานนโยบายเขตการค้าเสรีของจีน 190 คน นำข้อมูลที่รับรวมได้มารวบรวมโดยใช้แบบสอบถามที่เลือกมาศึกษา 190 คน นำข้อมูล

ผลการวิจัยพบว่า ยุทธศาสตร์การพัฒนานักศึกษาของมหาวิทยาลัยอยู่ในระดับปานกลางและกลยุทธ์ที่พึงประสงค์ในการพัฒนานักศึกษาอยู่ในระดับสูง จากการวิเคราะห์ดังกล่าว จึงกำหนดเป็นข้อเสนอแนะที่การพัฒนานักศึกษาสำหรับการบริหารมหาวิทยาลัย คือ กลยุทธ์ของรัฐบาลในการกำหนดโปรแกรมและแนวทางเพื่อชี้นำการพัฒนาความสามารถในการพัฒนาอาจารย์ และนักศึกษาพร้อมกันไป และนำการจัดการมหาวิทยาลัยระดับโลกมาใช้ รวมถึงกฎหมายและระเบียบต่าง ๆ ที่เกี่ยวข้องด้วย

**คำสำคัญ:** กลยุทธ์การพัฒนานักศึกษามหาวิทยาลัย,นโยบายเขตการค้าเสรีของจีน,มหาวิทยาลัยในให้หลักประเทศจีน



## Introduction

In the higher education in China, creating an atmosphere of teaching and learning in higher education provides institutional guarantees. According to the existing higher education policies and regulations, the university student affairs management in China is summarized as the following five aspects: First, the student status management, that is, the entrance, registration, graduation, employment, transfer, transfer, suspension, and return of college students, and withdrawal from university. The second is the category of reward and punishment, which is to give appropriate recognition and reward to outstanding collectives and individuals with excellent academic performance and good daily performance, and to impose corresponding punishments on collectives and individuals who violate the school rules and regulations and cause serious impacts, so as to maintain a normal campus order; The third is the community management, which encourages students to participate in the associations they are interested in, so that students can improve their own quality in the daily community activities and achieve the overall development of the individual. The fourth is education guidance, that is, new students' enrollment education, daily ideological and political education, graduate education, etc., timely giving students staged

education guidance and guiding students' healthy development; fifth, serving students, namely student accommodation, employment guidance and occupation Career planning, student funding, mental health counseling, study counseling, etc. (Kong, 2015, pp.12-13)

As a result of its rapid economic growth during the last three decades, China is now facing a looming shortage of homegrown talents. (Zhang & Nesbit, 2018, p.380). Until now, it seems to be the problem of higher education, the same situation happened especially in Hainan province of China. With time going on talent is always a prerequisite for the establishment of a free trade zone and port. Therefore, to develop Hainan into an important force in gearing up regional integration, the province must give the foremost priority to talent introduction and cultivation. Provincial government of Hainan also realized that talent is one of the key factors of implementing the FTZ policy successfully. How to solve the problem of talent shortage for implementing the FTZ policy? One way is keeping training the current talents and making development for current talents. Another way is working for “import talents” from home and abroad to get more high-end talents. (Zhou, 2006, p.38).

In order to solve the problem of shortage

of talents, Hainan government has already set the goal of recruiting one million in outstanding talents to the province by 2025. Liu, & J., reported that the Fourth Plenary Session of the Seventh Session of the Hainan Provincial Committee reviewed and approved the “Million Talents Entering Hainan Action Plan (2018-2025)” (hereinafter referred to as the “Action Plan”). On the evening of May 13, the Hainan Provincial Government Information Office held a press conference, answering hot questions that everyone cares about: 1. Where and why should talents be introduced? Wang, member of the Standing Committee of Hainan Provincial Party Committee and organization, said that the introduction of talents through government is only a small part of the Action Plan. A large number of talents should be attracted, retained by giving full play to various types of employers. Realize the optimal allocation of human resources. To this end, the Action Plan has several designs: First, vigorously support the construction of innovative and entrepreneurial carriers. Second, vigorously gather all kinds of key industrial enterprises. Enterprises are the main employers with the most demand for talents. Third, support all types of talents to independently innovate and start a business. 2. How to cultivate local talents? Liu, deputy governor of Hainan Province, said that to solve the shortage of talents, one must rely on introduction and the other on cultivation.

In short, the above analysis is shown that great numbers of internationalized talents are demanded by the FTZ policy. However, currently the undergraduates from the local university can't fulfill the requirement of new FTZ policy in both quantity and efficiency. According to the latest national college list published by the Ministry of Education in 2015, there are 184,733 students in Hainan Province, including 75,861 three-year

program students, 104,704 undergraduates, 3,975 graduate students, and 193 doctoral students. While according to Hainan government at least one million talents is required for FTZ policy. This is why Hainan government has already set the goal of recruiting one million in outstanding talent to the province by 2025.

Local undergraduate colleges and independent colleges are the main force of the regional economy, transport a large number of high-quality compound talents for local, especially when the local industrial is up grading and high-end talent is demand. For local colleges and independent colleges, it is necessary to cultivate high-end talents of applied technology skill to adapt the regional economic development and industrial structure adjustment to make up for this level of the talent gap, which can link up higher vocational education.(Wan, Liu, Li, & Wang,2016,p.369)

Therefore, there is a gap between what the current undergraduates' efficiency and the requirement of FTZ policy. To develop local university students into talents for local economy development is the obligation by the local universities and the requirement for implementing local FTZ policy. How to bridge the gap is crucial to investigate in this dissertation. In long-term perspective, local undergraduates should adopt to serve the requirement of local economy development. Therefore, local university and undergraduates have to develop the students' efficiency into internationalized talents required by the FTZ policy. Therefore, this paper will focus on what strategies can develop undergraduates into internationalized talents for university management in Hainan of China.

## Objective

There are two objectives of this study comprising of: 1) to identify the current and desirable strategy of student development in university management in fulfilling the requirements of the FTZ policy in Hainan of China, and 2) to propose the strategy of student development for university management to develop undergraduates into internationalized talents in Hainan of China for the FTZ policy. There are four questions to answer the two objectives: 1. What are the current and desirable strategies of student development in university management to develop undergraduates into internationalized talents in fulfilling the requirements of FTZ policy in Hainan of China? 2. What student development strategies expected for university management to develop undergraduates into internationalized talents for FTZ policy in Hainan of China? 3. Which components of strategies for student development can predict the internationalized talents cultivation for FTZ policy? 4. What are the proposed student development strategies for university management in Hainan of China?

## Literature Review

The literature review precedes from the two center phrases: strategies of higher student development and requirements of FTZ policy.

**Strategies of higher student development.** This part includes 3 strategies and 19 sub-strategies as follows: 1. Apply good principle and process of student development in university management. 1.1. To co-facilitate provision of authentic contexts relating to specific skills development outcomes of the students by complementing and enrich core curriculum. To provide authentic activities by devising skill

development and support applications (services), on context to another. 1.2. To provide access to expert performances, the modeling of process, multiple roles and perspective to facilitate with a coaching and mentoring style and provide room for the modeling of positive behaviors through skills programmes and counseling; to specifically developing modeling process through the enhancement of mentorship skills for both staff and students. 1.3. To support collaborative construction of knowledge and promote reflection to enable tacit abstractions to be formed to create room for students to participate and self-construct knowledge about new skill and self; to promote meta-cognition; to assist and encourage whole brain thinking and the development of multiple intelligence. 1.4. To promote articulation to enable tacit knowledge to be made explicit by creating safe environments (confidential, respectful, permissive) for self exploration and knowledge experimentation for the individual and /group; to facilitate and promote reflective behavior. 1.5. To provide coaching and scaffolding by the educator at the critical times to challenge individuals and groups to extend personal or group boundaries and comfort zones. 1.6. To provide authentic assessment of learning within tasks by promoting self-assessment, reflection and external assessment as sources of knowledge and further construction. (Van Heerden, 2009, pp.144-146)

2. Follow general Regulations, Rules and Laws of Student Affairs in University. (see details of 2.1-2.7 in conceptual framework in p.8) (UNESCO, 2002, pp.11-13, Miser, K., 2007, pp.143-146)

3. Make good and efficient student personnel administration in university management. 3.1 To keep good student faculty contact; Create components of positive

student-faculty relationships: accessibility, authenticity, knowledge about students, and the ability to communicate with students. 3.2. To promote cooperation among students, prompt feedback and be active learning in student affairs. 3.3 To time on task in students affairs and set high expectations, and respect for diverse talents and ways of learning. 3.4. Student affairs and services, as a profession, must develop and adhere to high standards of practice and behaviour including educational training and preparation; ongoing professional development; certification and licensure qualification processes; internal and external evaluation of services and programmes; assessment of student outcomes; staff performance review systems; codes of ethics; and management practices. All are necessary in order to deliver the best in services and programmes and be accountable to students and other stakeholders. 3.5. Student affairs funding ideally should be multifaceted and must include significant institutional support. Funding from outside sources such as grants, private sector foundations, fund-raising, and alumni donations, may have to be employed to provide the level and array of services required of a particular culture and nation. Resources must be allocated to those student services and programmes that enhance student learning and success in relation to need and demand. 3.6. The required expertise for student affairs and services work: 1) Knowledge of students and student cultures. 2) Model and theoretical framework. 3) The staff needs to be able to translate concepts into programmes and activities. 4) Interpersonal skills The central focus of student affairs and services being students, staff must be accomplished in dealing with individuals and must possess superior communication skills, including listening. 5) Leadership and management

skills: (a) curriculum development and programme design; (b) budget development and resource allocation; (c) programme administration; (d) effective operation within the context of institutional governance; (e) marketing of accomplishments; (f) research, evaluation, assessment and knowledge of students; (g) staff supervision and professional development; (h) strategic planning, mission and vision development; (i) legal dimensions of working with university/college students; and (j) integration of appropriate technology into programme/service delivery. ( UNESCO, 2002, pp. 15-17)

**The requirements of FTZ policy.** The generalized Free Trade Area (FTA) is bilateral or multilateral, state-to-state, and eliminates tariffs and other restrictive trade regulations on trade liberalization between two or more independent tariff entities. Free Trade Zone (Hereafter is abbreviated as FTZ) is a unilateral one. It refers to a special economic zone that is fenced in a country or in a separate customs territory and placed outside the jurisdiction of the customs. By 1984, when the early success of the SEZs had been confirmed, China resolved to open its economy further, by extending similar favorable policies to 14 coastal open cities, and in the following year to cities in the Pearl River Delta, the Yangtze River Delta, and the Min Delta in Fujian. And, as noted above, in 1988 a fifth, Hainan Special Economic Zone was established. Since then Hainan SEZ has also experienced an irregular development path. After an initial surge in development following its establishment, Hainan's performance has been hindered by a real estate bubble as well as by corruption. In 2010, according to Several Opinions of the State Council on Promoting the Construction and Development of Hainan International Tourism Island, Hainan formally

started the step of construction of International Tourism Island. Infrastructure construction, public transportation, fundamental education and medical service and so on have been greatly improved. With the above background, at a meeting to commemorate the 30th anniversary of the establishment of Hainan province and the Hainan Special Economic Zone, Xi said that the entire island will be transformed into a free trade zone, with plans for the construction its own free trade port.

This key phrase covers 11 requirements of FTZ policy concluded from the above background from Hainan as follows. 1. Do a good job of distinguishing between the free trade pilot zone and the free trade port with Chinese characteristics. 2. Explore the establishment of a statutory body with market-oriented functions. (See item 3-11 in Figure 1 in p.8) This research just delimitated to the requirements of internationalized talents by FTZ policy (No.9) from the perspective of student development in university management in Hainan of China.

**Internationalized talent** refers to people who possess the following characteristics: 1. Strong application ability of foreign language. 2. Have an international vision on the basis of mastering professional knowledge of his/her own field. 3. Have a global perspective on the basis of mastering professional knowledge of his/her own field. 4. Strong ability to use modern technology to process information for cross-border communication and service. 5. Strong ability to use other tool or means to process information for cross-border communication and service. 6. Strong ability to use modern technology to analyze information for cross-border communication and service. 7. Strong ability to use other tool or means to analyze information

for cross-border communication and service. 8. Healthy psychological quality to cooperate with others. 9. Strong ability to cooperate with others. 10. Ability of lifelong learning. 11. Strong sense of national responsibility for safeguarding his/her own national culture in multicultural context. (Xuan-qi, L. I. U., 2009, pp. 34-36) 12. Strong cross-cultural communication skills. 13. Familiar with international practices and rules of the industry. (Zhang, 2003, p. 82) 14. Master the international development of his/her own industry. 15. Participate in his/her own industry Exchange and cooperation can promote an organization to gain and maintain competitive advantage in international competition. (Tang, 2016, p. 9)

### Conceptual Framework

As described in the literature review, there are two constructs to study, one construct is strategies of student development (see p5-6 and p.9). Another construct is the requirements of Free Trade Zone policy in Hainan which includes 11 requirements (see Figure 1 in p. 9), this research only focus the requirements of internationalized talent cultivation in requirement No.9. There are 3 variables in strategies (include 19 sub-strategies) of student development (see p5-6 and p.9); and 15 variables in characteristics of internationalized talent (see p7). The conceptual framework of this research is depicted in terms of diagram shown in Figure 1 overleaf.

### Methodology

It uses a mixed research method, covering both quantitative and qualitative researches, which research questions No. 1-No. 3 are quantitative, question No. 4 are qualitative. (see question1-4 in page5)

## Population and Sample

The theoretical population are seven universities: Hainan University, Hainan Normal University, Hainan Medical University, Sanya University, Hainan Tropical University, Haikou College of economics and Qiongtai Normal University in Hainan of China, among which Sanya University and Haikou College of economics are private university, the rest five universities are public (state-owned) university. Select three universities as research sample. According to the comprehensive Competitiveness ranking list of universities by Alumni Association in 2018, Hainan Normal University

was Rank No.2 and Hainan Tropical Ocean University was Rank No.4 of state-owned university in Hainan while Sanya University was Rank No.1 of private universities in Hainan. (Sources: <https://www.liuxue86.com/a/3599101.html>, in Chinese).

There are 924 teachers and 19386 students in

state-owned Hainan Normal University, there are 1000 teachers and 20000 students in private Sanya University, there are 840 teachers and 18200 students in Hainan Tropical Ocean University.

Respondents are any people who are holding administrative position covering head of department, dean, associate dean, president and vice president at universities in Hainan of China. Numbers of respondents from sample Universities. Select the number of respondents by quota sampling technique proportionally according to sample size estimation proposed by Krejcie & Morgan as the following table, assume population of 0.5 and confidence 95% (Krejcie, & Morgan, 1970, pp.607-610). Therefore, the numbers of respondents are 88, 51 and 51 respectively in Hainan Normal University, Hainan Tropical Ocean University and Sanya University, total 190 respondents.

**Figure 1**

*The conceptual framework of strategies of higher student development in university management to fulfill requirement of FTZ policy in Hainan province, China*



The research instrument used for data collection was a questionnaire. The questionnaire consisted of four sections Section 1: Questions about the respondents' demographic data, section 2: Questions about the current and desirable strategies of higher student development for university management to develop undergraduates into internationalized talents in fulfilling the requirement of FTZ policy in Hainan of China with five rating scale, Section 3: Questions about the current level of characteristics of internationalized talents cultivated by universities in Hainan of China with five rate scale and section 4 Section 4: Additional Comments or Suggestions. The rating scale of 5 to 1 refers to the level of practices in university management as follows: 5 = the highest level of practice, 4 = the high level of practice, 3 = the middle level of practice, 2 = the low level of practice, 1 = the lowest level of practice.

The content and structural validity were determined with the Item Objective Congruent (IOC) by five connoisseur in the aspects of educational administration. The appropriate questions with suitable content validity based on the IOC value are selected; the IOC value of each question should be higher than 0.50. Based on the results of the specialists' examination, each selected question has the 0.9 IOC value.

The reliability of the questionnaire was proved by the tryout data by SPSS from the answers from respondents of Hainan which do not belong to the sample universities. The respondents include 2 vice presidents, 2 deans, 2 associate deans, 24 heads of department, the total number

of 30 people. The Cronbach's Alpha Coefficient formula is used to compute the data collected to identify the reliability value of the questions; the alpha reliability coefficients are 0.991 for the questions inquiring about the current strategy, 0.990 for those inquiring about the desirable strategy and 0.983 for those inquiring about the level of internationalized talents' characteristics cultivated by universities in Hainan. Therefore, the questionnaire appears to have a high reliability value and can be used to collect data.

### **Data Collection**

The letter of cooperation for data collection from the Graduate School, Eastern Asia University together with the copy of the online questionnaires was sent to sample universities in Hainan of China electronically during July –September, 2019. The data were collected online after being completed by respondents. All the documents for Chinese were then translated into Chinese.

### **Statistical Analysis**

1. The descriptive statistics were used that included frequency, percentage, mean and standard deviation. 2. The inferential statistics used was multiple regression analysis. 3. The proposal of student development strategy analysis was content analysis.

### **Findings**

The results of this study implemented with three selected universities with 190 respondents were as following. (See Table 1 and 2)

**Table 1***Respondents' personal information clarified by number of position*

Head of department	160
Vice dean	17
Dean	6
Vice president	4
President	3
Total	190

**Table 2***Respondents' personal information clarified by age, gender, educational level, position and years of working*

N=190

Demographic data		Number	Percentage
Age	Under 30	18	9.4
	30-40	113	59.5
	41-50	40	21.1
	over 50	19	10
Gender	Male	60	31.5
	Female	130	68.5
Educational level	Bachelor degree	43	22.6
	Master degree	108	56.8
	Doctoral degree	39	20.6
Position	Head of department	160	84.2
	Associate dean	17	8.9
	Dean	6	3.2
	Vice president	4	2.1
	President	3	1.6
Years of work	Less than 5 years	20	10.5
	5-10 years	52	27.4
	11-15 years	61	32.1
	16 years up	57	30

1. Result of respondents' demographic profiles. Result of the respondents in this study included age, gender, educational level, position and the years of work. In these 190 respondents, the majority ranges were between two groups of 30-40 years which was 59.5% and 41-50 years which was 21.1% of all respondents; The major of respondents were female, which was 68.5% of total respondents; In this three selected universities most of respondents were master degree, 108, which were 56.8%, and the position of majority group were head of department, 160, which accounted for 84.2%, the majority of population of years of work consisting of 2 group of 11-15 years were 61 which took up 32.1%, 16 years up were 57 which accounted for 30% and 5-10 years were 52 which were 27.4%, the rest

were 20 respondents working less than 5 years, accounting for 10.5% of the total.

2. Results of current and desirable strategy The findings indicate that an overall picture of the current strategy of student development in university management in Hainan of China is at a moderate level ( $\bar{X}=3.06$ ,  $SD=0.78$ ). When considering each strategy, No.2: follow general regulation, rules and laws of student affairs has the high mean value( $\bar{X}=3.08$ ,  $SD=0.79$ ). While the desirable strategy of student development in university management in Hainan of China is at a high level ( $\bar{X}=4.13$ ,  $SD=0.69$ ). When considering each strategy, No.1: implement good principle and process of student development in university management has the highest mean value ( $\bar{X}=4.15$ ,  $SD=0.67$ ).

**Table 3**

*The current and desirable strategy of student development in university management in Hainan of China*

Strategy of student development	Current Strategy				Desirable Strategy			
	$\bar{X}$	SD	Level	Order	$\bar{X}$	SD	Level	Order
1. Implement good principle and process of student development in university management.	3.03	0.79	moderate	3	4.15	0.67	High	1
2. Follow general Regulations, Rules and Laws of Student Affairs in University Management.	3.08	0.79	moderate	1	4.11	0.69	high	3
3. Make good and efficient student personnel administration in university management.	3.06	0.78	moderate	2	4.13	0.69	high	2
Grand mean 1-3	3.06	0.78	moderate		4.13	0.69	high	

3. Result of PNI selection of Strategy of student development. The highest PNI modified values are 0.474-0.363 and the lowest PNI Modified values are 0.251-0.362. The findings on the analysis of each area of student development strategy in Hainan of China on the table 6 indicate that strategy No.1 Strategy1 implement good principle and process of student development has the highest PNI Modified, 0.370, is identified as the expected strategy with 5 expected

sub-strategies of higher student development in university management in Hainan of China. The area gaining the low PNI Modified strategy No.2, follow the general regulations, rules and laws, 0.334, is unexpected strategy in total but with two expected sub-strategies and strategy No.3: make good and efficient student personnel administration, 0.350, is also unexpected strategy in total but with two expected sub-strategies in university management in Hainan of China.

**Table 4**

*The PNI Modified of strategies obtained from the overall analysis of current and desirable strategy employed in university management in Hainan of China. (hereafter E is for expected, U is for unexpected)*

Strategies of higher student development	PNI modified	Order	E/U
1. Implement good principle and process of student development in university management.	0.370	1	E
2. Follow general Regulations, Rules and Laws of Student Affairs in University Management.	0.334	3	U
3. Make good and efficient student personnel administration in university management.	0.350	2	U
Grand mean	0.350		

4. Result of causal relationship between current strategy and level of internationalized talents. The researcher conducted an analysis of the components of strategies of university student development which can predict the internationalized talent cultivation for FTZ policy employing the data collected in the opinionnaires and make multiple analysis of the data collected. Apply the above data in SPSS by multiple regressions, the result will be shown in Table 5 (see overleaf). From Table 5, the relationship between current strategy of student development  $\bar{X}$  and current level of internationalized talent cultivated by universities in Hainan of China  $\hat{Y}$  is as follows:

$\hat{Y} = 1.011 + 0.081 \bar{X}_1 + 0.272 \bar{X}_2 + 0.345 \bar{X}_3$   
Where  $\hat{Y}$  is the mean of current level of internationalized talent by 190 respondents,  $\bar{X}_1$  is the mean of strategy1 make good principle and process of student development by 190 respondents,  $\bar{X}_2$  stands for the mean of strategy2 follow general regulations, rules and laws in student affairs by 190 respondents,  $\bar{X}_3$  represents the mean of Strategy3 make good and efficient student personnel administration by 190 respondents. And the overall prediction power = 33.33%.

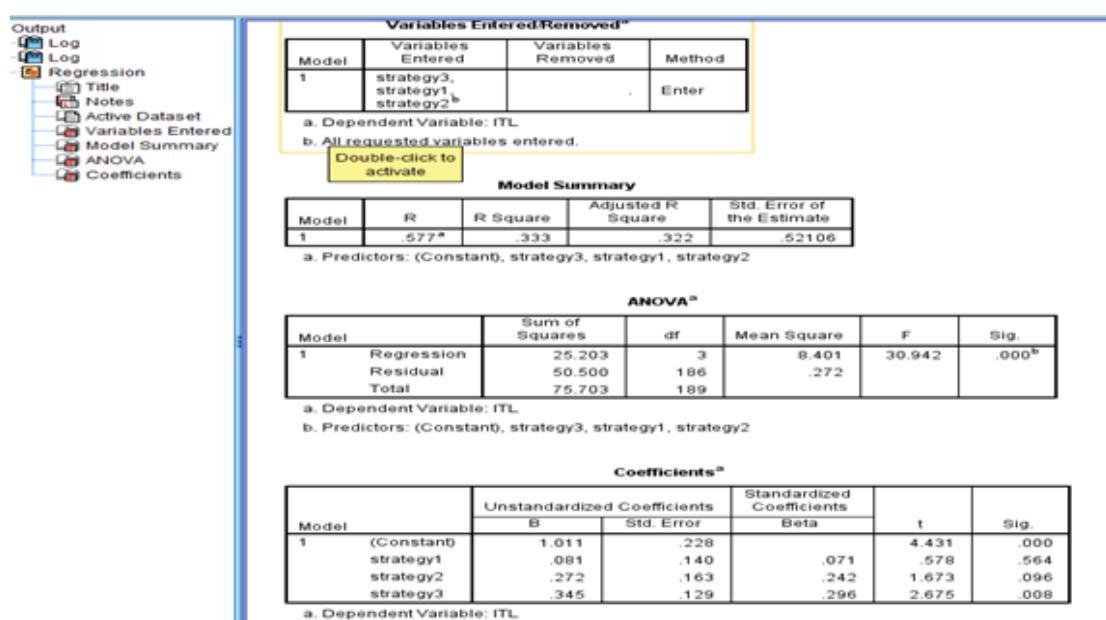
5. Result of analysis of additional comments or suggestions. There are total 190 opinionnaires collected from respondents, 48 opinionnaires filled with additional comments

or suggestions. All the comments or suggestions can be divided into the following aspects: From the aspect of government: 1. It is suggested that the Hainan Provincial Department of Education and other relevant departments issue relevant guidance programs to further direct the talents of the province's colleges and universities to further international standards. 2. Provide financial subsidies to strengthen teacher training in colleges and universities in full coverage, design the teachers' position in a big picture with the international vision. Universities, teachers, and

students develop themselves simultaneously; the government relaxes policies and gives a good development environment to the university without intervening. 3. Policy guidance, creative drive or drive together for the student development. Related policies should be inclined to college students, create objective, fair and equitable environment and provide price preferential policy to university students. Provide more employment and entrepreneurial opportunities to

**Table 5**

*the result of multiple regressions of current strategy and internationalized talent level (ITL) cultivated by universities in Hainan of China*



The screenshot shows the SPSS output window with the following sections:

- Output Tree:** Shows the structure of the output, with 'Regression' selected.
- Variables Entered/Removed<sup>a</sup>:**

Model	Variables Entered	Variables Removed	Method
1	strategy3, strategy1, strategy2 <sup>b</sup>	.	Enter

a. Dependent Variable: ITL  
b. All requested variables entered.  
Double-click to activate
- Model Summary:**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.577 <sup>a</sup>	.333	.322	.52106

a. Predictors: (Constant), strategy3, strategy1, strategy2
- ANOVA<sup>a</sup>:**

Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression 25.203 Residual 50.500 Total 75.703	3 186 189	8.401 .272	30.942	.000 <sup>b</sup>

a. Dependent Variable: ITL  
b. Predictors: (Constant), strategy3, strategy1, strategy2
- Coefficients<sup>a</sup>:**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1	(Constant) 1.011 strategy1 .081 strategy2 .272 strategy3 .345	.228 .140 .163 .129	.071 .242 .296	4.431 .578 1.673 2.675	.000 .564 .096 .008

a. Dependent Variable: ITL

the universities and students. 4. Provide free land and invite world-class universities to build university branches in Hainan, and run the university branches with management of world-class level. From the aspect of the university: 1. Cultivate students into compound talents with an international vision and a spirit of hard work; develop students' comprehensive ability to conform to the requirements. and achieve

integration of teaching and research. 2. Make students have solid professional foundation knowledge; make students master the trend and direction of the internationalization of their own industry, strengthen the study of professional and English application skills of students. 3. Cooperate with international universities, Expanding foreign exchanges and improving the status quo of closure and backwardness, try to send student

aboard and start exchange learning! Strengthen international exchanges and the construction of online platforms. 4. To make students understand the basic knowledge of international trade practices and international commercial law, understand the basic rules of international relations, and master the second and third languages. 5. Starting from satisfying the needs of students' study, combined with geographical advantages, enrich practical activities for students.

Grasp all possible opportunities and promote the development of university students. 6. Improve the quality education of college students, make them think more, communicate with others more, widely involved in making friends to broaden their horizons, provide many opportunities to cooperate with students, let students boldly display their talents, improve foreign language ability, go out and cultivate an international perspective. 7. Professionally prepare statistics on the employment of university graduates in Hainan in the past 5 years, the core content of the statistics includes the development of employment ability; Universities should conduct surveys on Hainan employers in different levels, provide more practice platform for college students and establish an effective evaluation system.

6. A Proposal of university student development strategy. The proposal of university student development strategy will be combined from the above results of PNI selection, multiple regression analysis and comments or suggestions. Strategy 1 Introduce world-class level of university management into Hainan through preferential policy by government. Provide free land and invite world-class universities to build university branches in Hainan, and run the university branches with management of world-class level.

Strategy2 Government makes policy to develop university, teachers and students simultaneously with sufficient financial support. Sub-strategy2.1 Provide financial subsidies to strengthen teacher training in colleges and universities in full coverage, design the teachers' position in a big picture with the international vision. Universities, teachers, and students develop themselves simultaneously; the government relaxes policies and gives a good development environment to the university without intervening; Sub-strategy2.2 Policy guidance, creative drive or drive together for the student development. Related policies should be inclined to college students, create objective, fair and equitable environment and provide price preferential policy to university students. Provide more employment and entrepreneurial opportunities to the universities and students.

Strategy3 Government issue guidance programs to direct the talents cultivation according to international standard for university. The Hainan Provincial Department of Education and other relevant departments issue relevant guidance programs to further direct the talents of the province's colleges and universities to further international standards.

Strategy 4 Apply good principle and process of student development in university management. Sub-strategy 4.1 Increase support of promoting articulation to enable tacit knowledge(international vision and a spirit of hard work, comprehensive ability) to be made explicit by creating safe environments (confidential, respectful, permissive) for self exploration and knowledge experimentation for the individual and group, facilitating and promoting reflective behavior. Sub-strategy 4.2 Enhance support collaborative construction of knowledge(solid

professional foundation knowledge) and promote reflection to enable tacit abstractions(the trend and direction of the internationalization of their own industry, to be formed to create room for students to participate and self-construct, knowledge about new skill(professional and English application skills) and self, to promote meta-cognition, to assist and encourage whole brain thinking and the development of multiple intelligence. Sub-strategy 4.3 Increase support of providing access to expert performances (especial through international exchanges by cooperation with international universities), the modeling of process, multiple roles and perspective to facilitate with a coaching and mentoring style and provide room for the modeling of positive behaviors through skills programmes and counseling; to specifically developing modeling process through the enhancement of mentorship skills for both staff and students. Sub-strategy 4.4 Enhance co-facilitate provision of authentic contexts relating to specific skills (the basic knowledge of international trade practices and international commercial law, the basic rules of international relations, and master the second and third languages.) development outcomes of the students by complementing and enrich core curriculum. To provide authentic activities by devising skill development and support applications (services), on context to another. Sub-strategy4.5 Increase support of providing coaching and scaffolding by the educator at the critical times to challenge individuals and groups to extend personal or group boundaries and comfort zones.

Strategy 5 Follow the general regulations, laws and rules in student affairs. Sub-strategy 5.1 Increase support of providing student-centered services and programmes (satisfying the needs of

students' study), and include students as partners and responsible stakeholders in their education. Programmes must be established and resources allocated for the purposes of meeting student affairs/services primary goals: enhancement of student learning/development. Sub-strategy5.2 Enhance partnerships with all sectors within and immediately outside higher education must be established to promote not only lifelong learning, but also learning for life. Student developmental service also must be available to all and particularly those who demonstrate the greatest need for assistance, make them think more, communicate with others more, widely involved in making friends to broaden their horizons, provide many opportunities to cooperate with students, let students boldly display their talents, improve foreign language ability, go out and cultivate an international perspective.

Strategy 6 Make research on employment ability in Hainan according to the data in past five years. Professionally prepare statistics on the employment of university graduates in Hainan in the past 5 years, the core content of the statistics includes the development of employment ability; Universities conduct surveys on Hainan employers in different levels, provide more practice platform for college students and establish an effective evaluation system.

Strategy 7 Make good and efficient student personnel administration. Sub-strategy7.1 Increase support of that student affairs funding ideally should be multifaceted and must include significant institutional support. Funding from outside sources such as grants, private sector foundations, fund-raising, and alumni donations, may have to be employed to provide the level and array of services required of a particular culture and nation. Resources must be allocated

to those student services and programmes that enhance student learning and success in relation to need and demand. Sub-strategy7.2 Enhance time on task in student affairs and respect for diverse talents and ways of learning.

## Discussions

Based on the analysis of the current strategy of student development in university management the research findings reveal that the overall picture of student development strategies in university management to develop under graduates in Hainan of China is at a moderate level, as well as each aspect. The findings imply that the universities should improve the practice level of strategies of higher student development in each aspect to develop undergraduates.

Based on the analysis of the desirable strategy of student development in university management the research findings reveal that the overall picture of student development strategies in university management to develop undergraduates in Hainan of China is at a high level, as well as each aspect. The findings imply that the respondents in the universities want to practice level of student development strategies higher than that of the present in university management in each aspect to develop undergraduates. When considering each strategy, No.1: implement good principle and process of student development has the highest mean value, and the finding implies that although in the current strategy of student development in university management every respondent feel supported by the strategies, the practice level of strategy may be insufficient and the strategies needed to be implemented more and deeply.

The research findings indicate that the expected strategy of student development in

university management in Hainan of China only includes implement good principle and process of student development with five subcomponents. The unexpected strategy are follow general regulations, rules and laws of student affairs in university management but with two expected subcomponents and the unexpected strategy making good and efficient student personnel administration in university management in Hainan of China but with two expected subcomponents. The findings imply that all the expected strategies and sub-strategies are not sufficient in practice for university student development in Hainan of China for FTZ policy.

The relationship between current strategy of student development and current level of internationalized talent cultivated by universities in Hainan of China is:

$$\hat{Y} = 1.011 + 0.081 \bar{X}_1 + 0.272 \bar{X}_2 + 0.345 \bar{X}_3$$

That is to say, strategy 3: make good student personnel administration in university management can predict the level of internationalized talent cultivation by universities in Hainan more than strategy 2: follow general regulations, rules and laws of student affairs in university management and strategy 1, implement good principle and process of student development in university management by 0.345 times. Therefore, strategy 3: make good student personnel administration in university management, should be focus more in increasing level of cultivation of internationalized talent by universities in Hainan of China.

The proposal of university student development strategy combined from results of PNI selection and multiple regression analysis and comments or suggestions imply that developing university students into internationalized talents for FTZ policy can be made by practice high level

of proposed strategies.

## Recommendations

The universities in Hainan should improve the practice level of the expected 4 strategies of student development in proposal to a high level in university management for improving the level of internationalized talents by university in Hainan of China for FTZ policy.

The future research should further explore how the practice level of student development strategy can be improved in case studies in universities of Hainan.

The future research should apply more qualitative approaches probe into the current and desirable strategy of student development to develop undergraduate into internationalized talent for FTZ policy in Hainan of China. Based on the research findings, the average of the current strategy of student development to develop undergraduates into internationalized talent for FTZ policy in Hainan of

China is not much different, as well as the desirable state. Therefore, the researcher wants to comprehensively study current and desirable strategies with more qualitative approaches.

The future research should also be conducted on developing success indicators for practices on each role of student development. Based on the research findings, main strategies, sub-strategies of the government and universities of Hainan have already been made; however, the success indicators for each strategy have not been developed.

The future research should study the sub-strategies: to promote articulation to enable tacit knowledge to be made explicit of student development to develop undergraduates into internationalized talents in Hainan of China. Based on the research findings, the PNI modified indicate that promote articulation to enable tacit knowledge to be made explicit is regarded as the most expected sub-strategy.



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