

International Mobility of Chinese Tertiary Students: New Trends and Influential Factors---Taking NUFE as an Example

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ABSTRACT. *In recent years, the number of Chinese students choosing to study abroad is continuously increasing. The expanding scale of students' international mobility has exerted important influence on the politics, economy, culture and society of the countries of both origin and destination. This study has two purposes. First, by searching for secondary data, it analyzes the new trends of Chinese tertiary students' international academic mobility: (1) Though the number is still continuing to grow, the increasing rate is slowing down; (2) The United States is still the first choice for the Chinese students but the advantage is not as obvious as before; (3) Among the students studying abroad, the proportion of their parents who are ordinary worker has ranked first; (4) More diversified destination countries to study abroad; (5)There is an obvious differentiation within the students studying abroad. Second, this paper tries to provide an empirical investigation into the factors influencing Chinese students' cross-nation mobility and give some tentative recommendations that may help to stimulate the flows. Project publicity, project content, and economic situation, educational level of parents, destination and quality of higher education, all these are all important factors influencing college students' choice of studying abroad. The research is helpful to the foreign educational institutions to better design their enrollment policies. At the same time, it can also provide guidance to the domestic universities for the improvement of higher education quality and the internationalization development of tertiary education.*

KEYWORDS: *China; tertiary students; international mobility; trends; influential factors; higher education*

1. Introduction

International mobility of tertiary students is the most active factor and important indicator for the internationalization of higher education. According to the statistical reports released by the Chinese ministry of education, the total number of Chinese

students studying abroad is 1.62 million from 1978 to 2009. Entering the 21st century, the number increased from 39,000 in the year of 2000 to 459,800 in 2014, with the average annual growth rate of 24.82 %. From 2015 to 2018, the number grew from 523,700 to 662,100, with the average annual growth rate of 9.6%. Among them, over 90% are at their own expense (The Chinese Ministry of Education)^[1].

Table 1 Number of Students Studying Abroad from 2014-2018

Year	2014	2015	2016	2017	2018
Number					
Number of students studying abroad	459.800	523.700	544.500	608.400	662.100

(* All the numbers are collected from The Chinese Ministry of Education)

Though the annual growth rate of the year 2014-2018 is smaller than the previous period, the total number of the students choosing to study abroad is still much bigger than that of the other countries.

In 2016, there were total 3.5 million international students enrolled in tertiary programs across the OECD countries. Of these, over 860,000 came from China, accounting for 24.57% of the total (OECD, 2018)^[2]. According to the number released by IIE, in the academic year of 2017/18, there were 363,341 Chinese students studying in US, which accounted for 33.2% of the whole. India, ranking in the second place, was about 17.9% of the total with 196,271 students studying in the United States (Institute of International Education, 2018)^[3]. China has become the largest source country for the world international academic mobility (Wang, 2012)^[4]. Given the historical trends, the number of Chinese students studying abroad is expected to increase continually.

Several reasons can give explanation to the continuing growth. On the individual level, the economic globalization has led to the increasing demands for internationalized talents in the labor markets. The graduates with the international studying experience often see advantage because their overseas experience and proficiency in English are highly valued in the employment sectors in the country of origin (García& de Lourdes Villarreal, 2014)^[5]. Compared with the graduate students who obtain the master degree in Chinese local universities, the annual income of the overseas returnees is significantly 36 percent higher. For the graduates with bachelor degree, the returnees are more likely to get promoted in contrast to the native graduates. The higher income of returnees is the joint result of signal effect and human capital effect (Sun Yuting, etc. 2016)^[6]. On the family level, rising wealth in China has further promoted students from a growing middle class family to seek educational opportunities abroad. According to the data released by the report of White Paper on Chinese Students Studying Abroad • 2019^[7], in recent five years, the proportion of the students studying abroad whose parents' job background is ordinary employees has increased year by year. In 2019, the ratio rises to 43% and becomes the most mainstream type. Parents' educational background has a great effect on their children's education choice. For the Chinese people, in the year of

2011, only 1.71% of those born in 1950s received higher education. The figure increases to 4.93% for the 1960s birth cohort and 10.19% for those born in the 1970s (Li Gan et al. 2012)^[8]. On the national level, with the improvement of national comprehensive national strength, the economic, political and cultural integration of countries around the world and the opening of international educational resources, they all contribute to the development of internationalization of higher education in China.

For the host country, the incoming students not only increase national revenue but also contribute a lot to the labor force (Dessoff, 2010)^[9]. Marketization of the higher education together with competition for highly skilled talents forces the host countries to take different measures to attract more international students coming into the nation. Increased mobility of students may be crucial to strengthen the both the origin and destination countries' position as knowledge-based economy.

2. Literature review

The expanding scale of students' international mobility has exerted an important influence on the politics, economy, culture and society of the countries of both origin and destination. Scholars from various countries are also discussing the issue and tremendous studies have been carried out to understand the factors that influence the students' international mobility.

"Pull –push" theory is a typical model to explain factors influencing the students' international mobility (Altbach, 1998; Mazzarol and Soutar, 2002; Mei Li and Mark Bray, 2007)^{[10][11][12]}. According to push-pull theory, the migration behavior is affected by both the "push force" of the moving-out place and the "pull force" of the moving-in place. As a form of international education transfer, studying abroad is also influenced by the domestic "push" and the foreign "pull". The most obvious "push force" in China includes the pressure of competition for entrance examination to higher education and the backward education system compared with developed countries. Correspondingly, higher education institutions of the foreign host country having regionally recognized quality programs have greater ability to attract nonresident students (Baryla and Dotterweich, 2001)^[13]. One of the "pull" factor of the moving-in countries is to replace the examination with the application process. Another pull factor lies in the more mature education system and training mode abroad, which can provide a broader prospect for the future development of students with overseas study experience. According to this model, pushing factors compelling the students to leave their home country include the inability to access the tertiary education because domestic demand exceeds supply, the university quality, the restrictive requirements of job markets, family expectations and so on (Perkins, R., & Neumayer, E. 2014)^[14]. While pull factors operate in the host country to make it more attractive than other potential destinations. The developed economies, perceived quality of higher education system and research institutions, opportunities to study in English are all the pull factors (Ashley Macrander, 2017)^[15]. Park (2009) stated that in the process of making decisions of destination country, the students form images about the tertiary

institutions, the society and the host countries and these images influence the choices and lead them to decide their mobility direction^[16].

Following the human capital theory, rational individuals weigh the costs and the returns of various education alternatives (Lauer, C. 2002)^[17]. Karemera (2000) found that a modified gravity model could be used to explain the international population flows^[18]. On studying the students' cross-nation flows, the researchers stated that distance plays an important role in influencing the final choice of destination (Kyung W, 1996; Alm J, and Winters, 2009; Spiess and Wrohlich, 2010)^{[19][20][21]}. The students are motivated to study abroad with the main purpose of acquiring more advanced knowledge, understanding the host country's social culture and improve their foreign language (Kahanec and Králiková, 2010; Perkins and Neumayer, 2014)^{[22][23]}.

The factors influencing the choice of study abroad could be the educational factors, social factors, distance factors and so on. All these are macro external factors. However the micro internal factors, interest and family background also play an important role in affecting the students' choice. Students who do not study abroad still see it as beneficial. They choose not to participate in the international mobility just because of a lack of interest (Kerri Spiering and Sheri Erickson, 2006)^[24]. Besides individual interest, family income exerts an important role in shaping individual decisions to move and the education of the head of household is generally important in increasing the probability of choosing university in a different region (Claudio Lupi and Patrizia Ordine, 2009)^[25]. Li (2018) used the linear regression theory of econometrics to analyze the influential factors and concluded that family's economic burden is the main factor to be considered and the exchange rate of RMB has a certain impact on College Students' participation in international exchanges^[26].

3. New Trends

Since 1978, especially in the new century, the policy of studying abroad in China has become more and more stable and open. In recent ten years, the trend of college students studying overseas has become a boom. China has become one of the main source countries of international students. In summary, the current situation can be summarized as follows.

(1) The number of students studying overseas increases rapidly and studying abroad turns from elitism to popularization.

Before 1978, the government screened and sent students to study abroad. Studying abroad was a national behavior. The government was responsible for the whole cost. In this period, there were no more than 1000 people had the chance to study overseas and the selection criteria were very strict. Being able to win the chance to study abroad means that they are the country's elite talents. After 1978, China's policy has gone through a process from limited quota to gradual opening and self-funded students have become the main body of studying abroad. Studying overseas has been transformed from ability-based competition for limited resources into a common educational choice, showing a trend of de elitism. It is an

indisputable fact that returned students no longer have a halo and need to face employment pressure together with domestic college graduates.

(2) Service for studying overseas shows the trend of marketization.

For the Chinese students, service organization for scholarly exchange is still the main way to deal with the whole process of studying abroad, taking up 56.28% of the total market (White paper on Chinese students studying abroad, 2017-18)^[27]. Since 2000, self-funded overseas-studying students have accounted for about 90% of the total number of overseas students. Since the late 1990s, the intermediary service for studying abroad began to appear, and with the rapid rise of the number of students, it has been increasing. Prior to the cancellation of the qualification of study abroad intermediary by the state in 2017, there were nearly 650 intermediary institutions recognized by the Ministry of Education. At present, the industry related to overseas study service has formed a very mature market segment, covering all aspects of study abroad. According to the incomplete statistics released by China Study Abroad Development Report (2012), 60% of self-funded students choose to go abroad through the intermediary agencies^[28]. It can be seen that, while the self-funded students has become the main body of studying overseas, the industry of overseas study has shown a high market-oriented trend. With the increasing of China's comprehensive national strength and the accelerating pace of internationalization of education, the enthusiasm of cooperation between domestic universities at all levels and overseas institutions has also been significantly enhanced, which has led to a slight increase in the number of students who choose to study abroad through school cooperation projects. However, the lack and low level of projects provided by the higher education institutions reduced the attraction of the overseas study.

(3) Increasing in the proportion of parents who are ordinary workers.

The proportion of parents with higher education background increased. Compared with the education background of the parents of those who intend to study abroad in the past five years, the proportion of those who have graduate education or above is on the rise; the proportion of those who have returnees' background is also increasing year by year. Compared with 2018, the growth rate in 2019 is particularly obvious, from 6.9% to 8.6%. The education level of parents will not only affect the way of cultivating their children, but also influence the choice of children's outlook on life and values. With the higher and higher education level of Chinese families, the education standards and needs will be more diversified in the future.

Among the students studying abroad, the proportion of their parents who are ordinary worker has ranked first. According to the statistics released by the White Paper on Chinese Students Studying Abroad • 2019, the proportion of parents with the background of unit head or senior executives is basically the same from 23% in 2015 to 22% in 2019. The proportion of middle-level leaders was 48% in 2015 and 35% in 2019. However, the average employee's family rises from 29% in 2015 to 43% in 2019. In other words, in 2019, the proportion of families whose parents are ordinary employees is the highest among those who intend to study abroad. With the improvement of national comprehensive national strength, parents' family planning emphasis on children's education and the increasing pressure of domestic

employment and education competition, many families have the intention send their children to study abroad. In addition, the economic, political and cultural integration of countries around the world and the opening of international educational resources have created conditions for more children from ordinary families to go further study abroad.

(4) More diversified destination countries to study abroad

With the increasing openness of international educational exchanges, Chinese students' destinations for studying abroad have become more diversified. The United States, Britain, Australia and Canada are still the main destinations for Chinese students to study abroad. The regional mobility caused by geographical and cultural factors has also increased the proportion of Chinese students to Japan and South Korea. Influenced by geographical and linguistic factors, the proportion of Chinese students to Germany, France and other European countries is far lower than that of English speaking countries and East Asian countries such as Japan and South Korea.

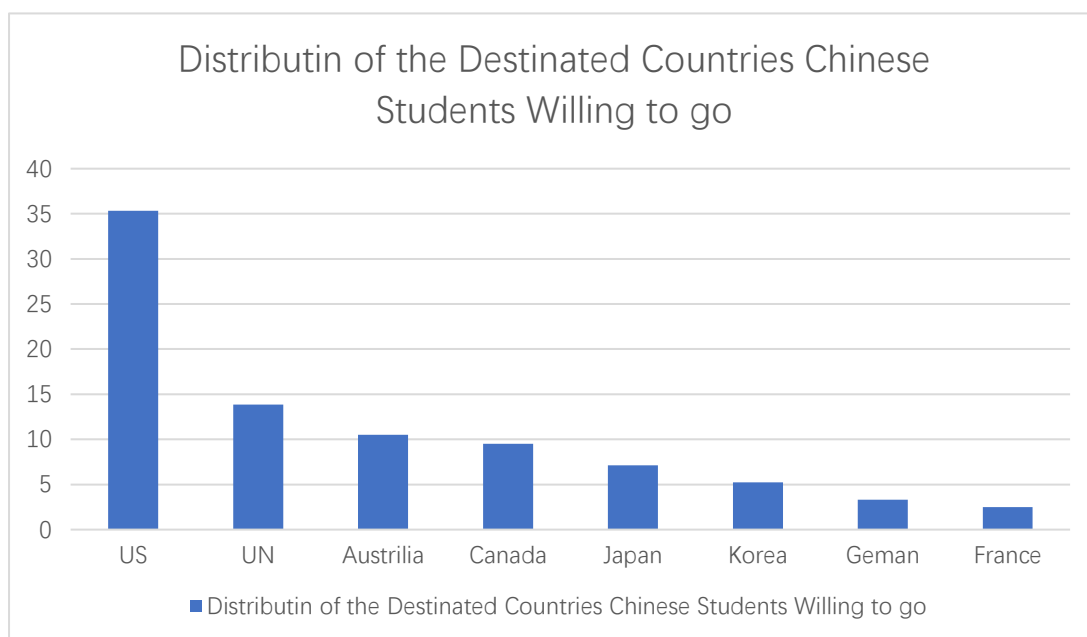


Figure. 1 Distributin of the Destinated Countries Chinese Students Willing to go

Comparison of the latest five-year data shows that the United States is still the first choice for the Chinese students accounting for 43% in 2019 but the advantage is not as obvious as before. The number of people going to the UK is growing rapidly. The proportion of students who prefer to study in the UK has increased significantly to 41% with a great momentum to catch up with and surpass the number of students studying in the United States ^[29]. On the whole, the trend of diversification of study

destination countries still goes on. Students' choice will be influenced by the national development strategy. With the gradual progressing of the "Belt and Road" initiative put forward by China, the number of students choosing to study in the countries along the road in 2017 was 66 100, an increase of 15.7% over the previous year and it has become a new growth point. It can be expected that more talents will respond to the call of the "Belt and Road" initiative in the future and further diversify the destination of studying abroad.

(5) *There is an obvious differentiation within the students studying abroad.*

The differentiation of the value of studying abroad is the inevitable result of the de-elitism of studying abroad. Chinese college students choose to study abroad mainly for two purposes: to escape the competition pressure of domestic postgraduate entrance examination and to learn more cutting-edge knowledge and skills. According to statistics, the number of college graduates in 2019 is expected to reach 8.34 million with 2.9 million students applying for the postgraduate entrance examination. Since 2017, the proportion of past graduates has increased year by year since part-time enrollment was included in the unified examination. In 2018, the proportion of previous graduated students reached 45%. That is to say, in 2019, according to the number of applicants and the enrollment ratio, about 362500 fresh graduates were finally admitted, only accounting for 4% of the total number of graduates in that year. The comparative data shows that although number of the annual enrollment does not decrease, the competition pressure for candidates is growing [4]. Taking the report to record ratio, 4:1 means that only one of the four students who take the exam can be admitted, which is more difficult than the application of foreign universities by virtue of their transcripts and language scores.

In recent years, although the trend of Chinese students studying abroad at a younger age is more and more obvious, the number of Chinese students going abroad to receive graduate education still accounts for a large proportion. Compared with the developed countries of higher education, there are still some problems in China's graduate education, such as the lack of innovative and international high-quality graduate education, no enough access to good research facilities and conditions, and without enough chance to choose high-level tutors. On the other hand, advanced educational ideas, scientific educational methods and flexible and meticulous educational system constitute the three advantages of some nations' graduate education. Some students are not satisfied with the current situation of education in China and want to be a member among the world-class universities with their excellent academic performance. The differentiation of the purpose of studying abroad leads to the differentiation of the value of studying abroad. The value of studying abroad usually refers to the comparative advantage obtained through going abroad compared with receiving education at home. On one hand, the value of studying abroad comes from the knowledge and diploma acquired through foreign education. On the other hand, it comes from the improvement of students' comprehensive quality, such as the language skill, thinking mode and international vision got in the foreign environment.

From the perspective of salary and treatment of overseas returnees, the 2017 China returnees' employment and entrepreneurship survey report released by China and the Globalization Think Tank shows that nearly 20% of them have a monthly

after tax income of more than 10000 yuan, of which 5.8% are more than 20000 yuan. However, 44.8% of returnees' monthly after tax income is less than 6000 yuan. Nearly 70% of returnees said their actual working income was far below their personal expectations. Therefore, it can be seen that there has been internal differentiation in the group of international students. There are some students who study abroad with high-level and high-quality performance, but it also can be concluded that some students graduated with average completion.

4. Research Data and Samples

The data of this study is obtained through a questionnaire survey that was conducted in Nanjing University of Finance and Economics which is hereafter named NUFE in 2019, a full-time institution of higher education giving its priority to the business majors. The questionnaire includes students' basic information, economic status, parents' educational level, motivation to study abroad and the influence of the project itself. A total of 566 valid questionnaires was collected. The study, using cross-over and person chi-square analysis to puts its focus on the factors that influence the students' choice of studying abroad. The definition of choosing study abroad includes two parts: the willingness to study abroad and the actual choice to study abroad. The influencing factors selected in this study mainly include individual characteristics, family background, program publicity, program contents and students' values.

5. Empirical results

(1) Analyzing the influence of majors on the choice of studying abroad.

There are 16 different schools in NUFE. According to the design of the questionnaire, the majors are divided into business major and non-business major. Business majors mainly include the students from the School of Finance, Accounting, Marketing and Business Administration. The cross validation analysis is carried out to analyze the willingness of these two parts students without considering their economic conditions and the following results are obtained.

Table 2 Non-business and Business Students' Attitude towards Studying Abroad

Majors	Definite participation	Possible participation	hesitation	No Participation	Total number
Business Major	121(30.78%)	156(39.69%)	90(22.90%)	26(6.61%)	393
Non-business Major	45(26.01%)	74(42.77%)	44(25.43%)	10(5.78%)	173

From the above results, it can be seen that the proportion of non-business students and business students' attitude towards studying abroad is basically the same and the difference of colleges and majors has little influence on whether to choose to study abroad or not. Therefore, when negotiating overseas programs or seeking the overseas cooperating partners, the university should fully consider the current needs of all the students to provide an all-around programs choice.

(2) Analysis of the students' study motivation.

Through the statistical analysis of the data collected by the questionnaire, it can be seen that among the 566 students surveyed, 320 students will accept foreign high-quality education resources as the first choice of motivation to study abroad. Students' dissatisfaction with the domestic postgraduate education may be an important driving force for them to choose to go abroad for postgraduate education. The second factor is to improve their employment competitiveness which accounts for 27.4%. The data sample shows that the main motivation of NUFE undergraduates to choose to study abroad is to receive advanced education resources. When choosing to go abroad, the students are less affected by the external environment and other personnel.

(3) Students' preference to different type of program.

Analyzing the influence of the programs themselves without considering the students' economic condition, it can be seen that when other factors are completely fixed, only considering the students' own willingness, the students who extremely want to study abroad, the proportion of choosing the undergraduate 2 + 2 double degrees program is quite high, accounting for 43.37% and students who choose the postgraduate program is 42.17%. For the 3 + 1 exchange programs(studying in the foreign university for one year without obtaining its bachelor degree), only no more than 2.5% students show their preference. The results are quite similar to the students who are hesitating and showing no interest in studying abroad. The empirical research results and the research conclusions of Yuting Sun are mutually supported. According to Yuting Sun's data analysis, compared with the local graduate students, the annual income of overseas returnees is significantly higher by 36% and the hourly income is higher by 33%; there is no significant difference between the undergraduate returnees and the local undergraduate students in terms of income and working hours; under the same educational background, overseas returnees are more likely to get job promotion. In some working units in China, double degree graduates can enjoy the same salary as master graduates according to the individual employment policy. At the same time, if the college students gets a bachelor degree of the overseas university, it will benefit them when they apply for the graduate programs of the universities of that country. Therefore, when higher education institutions design the study programs for the students, they could take this result into consideration.

Table 3 Students' Preference to Different Type of Program

X\Y	Tour study program	2+2 Undergraduate Double degrees program	3+1 Undergraduate Exchange program	Postgraduate program	Total
Definite participation	20(12.05%)	72(43.37%)	4(2.41%)	70(42.17%)	166
Possible participation	40(17.39%)	104(45.22%)	3(1.30%)	83(36.09%)	230
Hesitation	24(17.91%)	62(46.27%)	3(2.24%)	45(35.58)	134
No participation	9(25%)	14(38.89%)	0(0.00%)	13(36.115)	36

(4) Influence of the family economical background

Using the cross-over method, we make a cross analysis between the results of choosing studying abroad only with the consideration of personal preference and the results of total consideration of the comprehensive economic situations of the family, to get the following results. For those students who show strong willingness to participate the programs from the perspective of personal interest, the result is quite different when they take the economic situation into consideration. Among them, only 26.51% students are still firm in their original choice while 38.55% are in a state of uncertainty and the others will certainly not take part in the study abroad program. For students who show hesitation first, 42.17% say they need more consideration while 51.49% of them show a clear attitude that they will not do further study abroad. Through the above analysis, we can know that universities should take into account the actual family situation of students and provide more free opportunities for them to study abroad so as to cultivate more talents for the country.

Table 4 Influence of the Family Economical Background

X(without consideration of cost)\Y(with actual consideration of family condition)	Definite participation	Hesitation	No participation	Total
Definite participation	44(26.51%)	64(38.55%)	58(34.94%)	166
Possible participation	10(4.35%)	123(53.48%)	97(42.17%)	230
Hesitation	1 (0.75%)	64(47.76%)	69(51.49%)	134

(5) Influence of the parental educational background.

When consider the influence of parents' educational experience, this paper divides all the parents into three categories: finishing junior middle school, completing senior middle school or technical secondary school, and graduating with bachelor degree or above. For these investigated students, their parents mostly were born in the late 1960s who had the chance to attend the entrance examination but failed to catch up with the expansion of higher education in China. The cross

validation analysis of parents' education level and students' willingness to study abroad without considering the family economic situation shows the following results.

Table 5 Influence of the Parental Educational Background

X\Y	Definite participation	Possible participation	Hesitation	No participation	Total number
Junior middle School or below	2(11.11)	8(44.44)	6(33.33)	2(11.11)	18
Senior middle School technical Scondary school	109(26.84)	173(42.61)	99(24.38)	25(6.15)	406
Bachelor degree or above	55(38.73)	49(34.50)	29(20.42)	9(6.33)	142

It can be seen from the above results that with the increase of parents' education level, the proportion of students who want to participate in studying abroad programs increases while with the decrease of parents' education level, the proportion of students who do not want to participate increases. Therefore, the educational level of parents is positively related to students' intention to study abroad.

(6) Influencing factors about the studying destination

Through a systematic analysis of the survey questionnaire, the author finds that among the 566 students, 474 put the educational quality on the top of the considering factor. Surprisingly, opportunities of staying to work after graduation goes to the second. It is easy to conclude that students are more inclined to choose those countries with developed higher education system. At the same time, countries with more Chinese immigrants, loose political environment and more cultural inclusiveness are relatively more attractive to the students. What is different from the study of the other researchers is that, among the whole list, the second most important consideration after the quality of higher education is the opportunity to stay after graduation. On the other hand, the educating cost and geographic distance are not on the top of the importance degree. The number of students who did not take the above two factors into consideration was 239 and 222 respectively.

(7) In the questionnaire survey, we want to get the influential factors by putting the following questions to the students: whether they are worried about the future salary and related welfare will not be in direct proportion to the investment in study abroad; whether they are satisfied with the ranking of the foreign cooperative universities provided by their own university; whether they are satisfied with the current situation of enrolling proportion of domestic postgraduate entrance examination; whether they are pleasant with the quality of the current domestic postgraduate education; whether they are aware of the public recognition of the

returnees who have finished their graduate or postgraduate study abroad. Students' responses to the influencing degree of each question are divided into five levels from “no” to “strong” with 1-5 points respectively. For the convenience of comparison, this paper divides the students into “Yes” and “No” according to their willingness to study abroad or not. The results of person chi square test show that all these factors have a significant impact on students' willingness to study abroad.

Table 6 Person chi square test Analysis of the Influential Factors

Group	Yes	No	Total	χ^2
Salary is not directly proportional to the investment in study				323.298***
1	27	12	39	
2	54	17	71	
3	129	50	179	
4	107	52	159	
5	79	39	118	
The ranking of current foreign cooperative universities provided by the University				331.659***
1	67	28	95	
2	73	25	98	
3	184	84	268	
4	62	23	85	
5	10	10	20	
The difficulty and proportion of postgraduate entrance examination				358.167***
1	69	29	98	
2	97	29	126	
3	164	74	238	
4	51	23	74	
5	15	15	30	
Quality of Postgraduate Education				349.135***
1	36	18	54	
2	84	28	112	
3	185	71	256	
4	75	38	113	
5	16	15	31	
Recognition of overseas students and domestic students in the job market				344.371***
1	71	31	102	
2	93	28	121	
3	150	74	224	
4	66	26	92	
5	16	11	27	
parents' awareness of the school's overseas study policy				
1	140	45	185	
2	96	43	139	

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3	106	43	163	410.933***
4	39	13	52	
5	15	12	27	

6. Conclusion and Discussion

In the tide of studying abroad in China, the undergraduate going abroad for further postgraduate study constitutes the most important part of the whole international education. Though this paper does not cover all the possible influential factors, it still contributes a lot to our understanding of the factors that affect students' choice when they consider studying abroad or not. Based on the survey data of a university NUFE in Nanjing, the capital city of Jiangsu Province, this study draws the following conclusions:

- (1) In NUFE, a business oriented university, the proportion of students from business major and non-business major basically show the same attitude towards studying abroad. Therefore, different colleges and majors have little impact on whether students will choose to study abroad. The author suggests that when introducing foreign cooperative projects, colleges and universities should fully consider the needs of students of various majors and provide students with all-round opportunities of major selection. According to the students being surveyed, the university is as reliable as the intermediary agencies when providing services for students to study abroad. In view of the fact that there is no intermediary service charge for the students applying for the overseas programs offered by NUFE, if it considers the actual needs of students when seeking cooperative programs, it is believed that more and more students will go abroad through the school programs. The quality of foreign higher education has a great influence on students' choice of studying abroad. At the same time, improving their employment competitiveness is also an important factor to be considered. Therefore, when building a cooperative platform, the University should try their best to seek institutions with high recognition of both domestic employers and students.
- (2) In view of the fact that when students choose to study abroad, master's degree programs and 2 + 2 double-degree programs are particularly favored by students while 3 + 1 programs attract little attention. It is suggested that domestic colleges and universities should change the perspective of cooperation and shift their focus from previous 3 + 1 programs to 2 + 2 and master's programs. The results show that project publicity has a positive impact on students' willingness to go further study abroad. Therefore, the school should strengthen the publicity of the project, which includes not only the project itself, but also the basic local customs, economic and political situation of the country of the project that the students are more concerned about.

- (3) International mobility is related to family income. Considering the actual influence of economic factors on students' choice of studying abroad, it is suggested that schools and society should increase the support for students who are excellent in learning and noble in morality but unable to bear the cost of overseas study so as to put the education equity into practice. The education of the household is important in increasing the probability of student's international moving for academic study. It is reasonably to think that more educated parents are also more informed about the international education situation. From this point of view, colleges and universities should further strengthen the ties between the students' parents and the university so that the current situation and policies of studying abroad, the recognition of returned students by the society and other issues related to international students can be objectively and timely transmitted to the students' parents.

Geographical mobility of students does have influence not only on regional education policy but also on the development and the growth path of local economies (Patrizia Ordine and Claudio Lupi, 2009)^[30]. Understanding the current situation, willingness and influential factors of Chinese college students' choice to study abroad can not only help domestic colleges and universities to better set up educational cooperative programs to improve the proportion of students studying abroad. At the same time, it can provide strategic support for foreign higher education institutions to better design and recruit Chinese students.

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