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Mobility across One Belt One Road Regions: Influencing Factors towards Internationalization and Practices of Foreign Students at China

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Abstract: *Aim of the current research study is to identify influencing factors for the mobility of international students, issues with consideration of potential prospects to China across One Belt One Road Regions. Employing qualitative research method, 27 international students studying at two universities in Wuhan, China were selected- data collected through convenience sampling based on thematic via semi-structured in-depth interviews. Analysis of results identified student's scholarships, compatibly available quality education and academic resources, proximity & cultural ties, and friendly policies observed strong attributes towards mobility. Results suggesting a few other factors for mobility include affordability, community linkages, and- recommendations by friends and family. Lack of language and communication proficiency was noted as a major issue. Based on the research findings, addressing experiences and issues of mobile international students- argued of confining academic and social life; required to enhance the quality of education and language restraints by government and higher education institutions in China.*

Key Words: China, International Students, Influencing Factor & Experiences, Mobility, One Belt One Road Regions

Introduction

Higher Education

The twenty-first century is knowledge and technology-based society (Schiliro, D, 2012). Higher education plays a major role in the growth and economic development of society. This century has the perfect storm of external pressure and internal performances in higher education where ultimate changes have been admitted (Altbach, 1999; Altbach & Peterson, 2007; Shirley Chan (2018). Today the organizations of higher education were measured for the knowledge, excellence, research, and change; for the acquiring of skill generation for the transforming a knowledge-based society (Fink, L. D. 2013). To meet concurrent challenges, states and institutions expected to produce high-performing intellectual human capital might perform a vital

role in the holistic and harmonious development of society.

The human intellectual resources of a country are the precious assets of the whole nation and society. Around the globe, to attract this fragment of the society developed as well as developing countries opened the arena of education for local as well as an international community for intellectual hunting. As the "students are the futures of the nation," nourishment must be worthy in terms of quality education as well as training. In the search for quality education, as well as push and pull factors, a worldwide flow of students in many directions has been observed due to the growing pace of the European and some

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Asian countries internationalization initiatives accelerated the phenomenon.

Internalization of Higher Education

The internationalization of higher education plays a pivotal part in increasing the number of mobile students across the globe. A remarkable size of mobile students sojourns migrating to the developed countries to accomplish the thrust of higher education. By 2025, the mobility rate may increase to 7.2 million, whereas; around 1.8 million by 2000 ([Bohm, Davis, Meares, & Pearce; 2002](#)).

The importance of globalization and internalization had been apprehended long before. Prominent experts of the field identified to take a rapid initiative, changes, actions, and planning by the institutions as well as the states ([John Scott, 2006](#); [Agarwal, De Wit, School, & Sirozi, 2008](#)). Up to 2008, the number of international students was 2.9 million identified by the Institute of International Education ([Cheong Cheng, 2011](#)). Among the top six host countries for internationally mobile students; America stands first with 20%, the UK with 13%, France and Germany 8%, while China and Australia 7%, constructing up the uppermost six destinations carrying 63% of total global mobilization ([Becker & Kolster, 2012](#)).

Plenty of research studies had conducted to find out factors influencing internalization in the western regions; argued still there is a vacuum to explore the motives of flow into the Asia Pacific regions, yet observed amply increased noted in the US, European states as well as remaining parts of the world ([Malik, 2011](#)).

Manifestation of the internationalization required to adopt alter concepts and practical approaches in the field of higher education to encounter varied of challenges, to entice talent, and hire eminent intellectuals from the arena of the field. The rationales for internationalization is; to enhance quality education through partnership, strengthening of the economy, cognizance of multicultural activities, and upholding public diplomacy among the international community ([Wit & Knight, 1999](#)). A greater number of mobility, as it was around 2.1 million in the year 2000; increased up to 4.3 million by the 201, noted 100 percent increase ([OECD, 2015](#)). Sources show that developed states, including Australia, the US, and the UK-

considered as attractive hosting venues for mobile students; encountering vicious competition due to new entrant competitors, including; Singapore, South Korea, Malaysia, Japan, and China ([De Wit, Ferencz, & Rumbley, 2013](#)).

From the history, in the year 1950, China hosted 33 international students from socialist countries from East Europe. From 1950 to 1978, the period of opened and reformed policy; 128,000 mobile international students were enrolled from socialist developing countries, argued by Lie; *M. mentioned in a research study presented at 2014*; "China arranges, diplomacy through international enrollments" ([Ding, 2016](#)).

In the year 2014, a number of 380,000 international students were enrolled, nearly triple the total number of enrolled international students between the years 1950 to 1978 (<http://www.cafsa.org.cn>). China plays as a chief target in the market of international education, facilitating students from more than 200 nations ([Zhao, 2011](#)). In the year 2010, the State Council of China presented The "*National Medium and Long-Term Educational Reform and Development Plan*" (2010 to 2020); *to ensure enhancement of international students across the country around fifty thousand foreign students, up to 2020 for achieving the biggest market of educational destination in Asia- revealed in a document introduced as the Program for Study in China* ([MoE, 2017](#)).

Internalization and China

Internalization and mobility are one of the main components of the government of China by introducing an organism attracting global talent, particularly among underdeveloped nations, of varied fields; for holistic development and its sustainability through education. Internationalization in China had been started long ago during the period from 581–618 AD in the regime of the Sui Dynasty. Since after the advent of the modern Republic of China under the worthy leadership of Chairman Mao in 1949, it experienced important stages in its long history ([Huang, 2015](#); [Jiani, 2017](#)).

International Students mobility started in the early 1950s with the arrival of 33 from the countries of Eastern Europe, reaches to 407,000, in the year 2000. By 1997, the education ministry strengthened the Chinese Scholarships Council (CSC), with the delegation of higher

administrative authorities and provision of scholarships, with an enrolment of 342,000 international students by 1999. In the implementing phase of the policy of "expand the size" 2003-2007 Action Plan for Rejuvenating Education, 77,715 international students were welcomed in the country (MoE, 2017).

The mobility of international students was evident rapidly during the last three decades. The top ten countries by the year 2015, including South Korea, Russia, Thailand, USA, India, France, Pakistan, Kazakhstan, Japan, and Indonesia, sent mobile students to China. With the advent of OBOR initiatives, studentships and regional agreements were signed to increase international students. To ensure instructions regarding exchange education and internationalization, given by President Xi, both mobile students going abroad as well as coming to China has been facilitated (Jiani, 2017).

For ensuring "internationalization as one of the important ways to build China's world-class research universities" (Huang; 2015), and for the recognition of the world's best universities in the country as the first-class universities and disciplines, must require international-level research and teaching environment; may raise an appeal to hunt top-level brains around the world. According to Marginson (2011) China is ambitious, following the confusion model, having a committed, strong state-driven power to become soft power through public investment in the top-level universities. China stands at third top destination for International mobile students with a number of 397,635, followed by USA and UK with a number 974,926 and 436, 880 mobile international students; shown in the figures below.

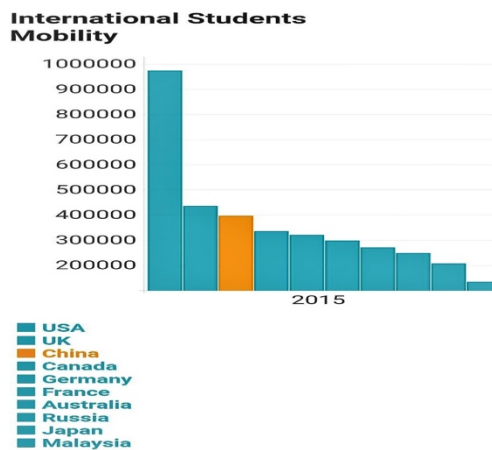


Figure 1: International Students Country Wise

Source: <http://www.cafsa.org.cn>

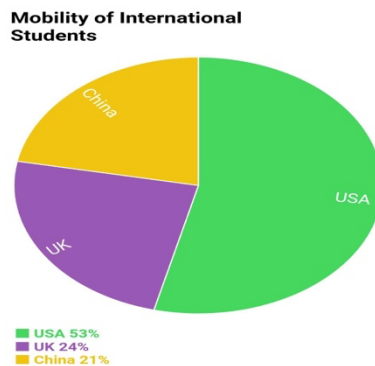


Figure 2: International Students Mobility Top 3 Countries by Percentage

From graph NO.1, the USA nurtures 53% of mobile students, while UK and China open their borders for 24% and 21% of international students. The current research study aims to identify factors influencing mobile international students across Belt and Road Countries into China. It will also elaborate mobile students' experiences in the context of services and ensure the quality at higher education institutions of China to attain the goals determined by the One Belt and One Road Program.

Road and Belt Initiatives and Mobility

President Xi Jinping launched One Belt One Road or OBOR initiatives in September 2013, while his historical visit to Kazakhstan. One Belt One Road scheme, the core strategy to manage "Soft Power" at the landscape of the world, taken by Chinese president Xi Jinping regime. OBOR is also known as "The Silk Road Economic Belt", with the revitalization of the ancient Silk Road; a linkage between China and Central Asian, African, European, and Middle East countries. The said famous project focusses investment in infrastructure and construction of highways, railways, steel and iron, real estate, power generation, grids station, and other mega projects in those countries.

Ministry of Education China has an effective role in the aside project. Numerous universities and research institutes areas "Think Tank" to plan, promote and ensure implementations of OBOR initiatives. Various research edges have been promulgated at the national level as well across the Road and Belt Regions. Research institutes conducting exploratory studies, assisting industry, worth standardization, provision of human resource, advisory amenities for global governance of Chinese Model. They are working as a bridge between markets and institutes to ensure the provision highly skilled and trained labour force. Alumni of universities, both foreign and domestic, play an important role as a diplomatic source for the OBOR in the region. Higher education institutions are playing a vital role to encounter communication barriers among the nations across the OBOR regions. The universities are required to initiate language education programs, though

some have already established centers to promote regional languages.

Predicted that the snowballing of international students with the initiatives taken after OBOR programs implies the changes in the scope of activities in the context to the internationalization of education for China as well other stakeholders of the regions. To expand the policy of internationalization, China is striving to develop closer ties with the One Belt and One Road regions.

Literature Review

Mobility across the Borders

Form the literature, viewed plentiful reasons founded for mobility and internationalization. Though, very few research studies were founded about the mobility of foreign students to China across the OBOR. The dynamics of international student mobility are endorsed through numerous theoretical frameworks. A model has been established to explore the flow of cross-border mobile students and the factors influencing from the underdeveloped, less developed to developed regions ([Lee and Tan, 1984](#)). The proposed model sketches factors including; quality education, common language, living standards, historical bonds, and distance among the determined countries.

In a research study, by [McMahon \(1992\)](#) explored influencing factors of mobility. The push-Pull model has been utilized to investigate, as push factor originates at home country while pull factors at the host country. Push factors focus on commercial situations, opportunities, and the provision of quality of education in the home country. The pull elements at the host country include; financial links among the home and host country availability of pecuniary educational assistance and scholarship at the host country.

In our study, the push-pull model is bases as the mobility of internationalization in China across the OBOR regions. It refined that with OBOR opened a paradigm shift in the shape of economic ties of China with 64 regional countries. Though, a little research on the mobility of students to China across the OBOR countries. In a survey carried out by [Mazzarol and Soutar, 2002](#); [Cao, C., Zhu, C., & Meng, Q. 2016](#); [Jiani, M.A. 2017](#);

they find that numerous factors are involved regarding the mobility of international students. Pull factors such as linkages at host institutions, and community linkages performed a pivotal function in choosing a host country. [Park \(2009\)](#), presented a model of mobility known as a 2-D model for internalization of Korean students. The first D, which stands for the driving force, explains that derives the students' decision to study in a foreign, whereas; the 2nd D, referring the directional factors, influencing force for the students to choose a destination country [Park \(2009\)](#).

Moreover, [M. Li and Bray \(2007\)](#) extended the push-pull model into the two ways of the push & pull model. They proposed to pull factors as the positive factors at the home country inspires students for staying at their home; while pushing factors are negative at host factors that refute mobile international students. The pull factors at home encompass "desire to stay with family, awareness of the relevance of domestic education, and increasing internationalization of domestic institutions" however, the factors of pushing from host countries include; huge tuition fees, visa & immigration issues, restrictive policies, and unnecessary discriminative acts towards foreign students. The current literature on internationalization abounds with examples of International mobile students across the OBOR regions. In our case, we assumed more internationalization in China; as noted, affordable fees, friendly and flexible policies, soft immigration policies, and equal treatment with international students.

Experiences and Issues of Mobile Students

To attract and increase mobility, it is crucial to confront the issues and provision of a satisfactory environment to international students ([R. Y. Li & Kaye, 1998](#), [Nancy Arthur, 2017](#)). According to [Arambewela, Hall, and Zuhair \(2006\)](#); satisfaction is the best strategy to enrich long-lasting effects, including positive national image and trustworthiness. It may be utilized as an effective word-of-mouth marketing approach. Failure to meet the adequate need and expectations restraints to mobility and international students

may not good ambassadors for the host country, threatening this global phenomenon ([Macready & Tucker, 2011](#); [Abdullah, D., Abd Aziz, M. I., & Mohd Ibrahim, A. L. 2017](#)). The well-being of international students has gained attention in respect of mobility across the globe. From the literature reviewed, we find numerous experiences and issues faced by international students. This current issue conceived me during my time since 2015, as a mobile international student; I witnessed numerous concerns and experiences that include academic, pecuniary, communication & language- and cultural barriers.

Academic and Learning Issues

Noted by [Townsend and Jun Poh \(2008\)](#), one of the most usually confronting worries encountered by international students is the foreign academic medium of instruction. In the case of China, international student's concern difficulty of their learning being foreign languages both in Chinese and in English, are second or the third language for the immigrant mobile students ([Chen, Q., & Wen, W. 2018](#)).

Additionally, the fear of failure increases pressure cause of academic failure may be a consequence of loose studentship offered by home or host country, or even extra burden in case of self-support scholar ([McLachlan & Justice, 2009](#); [Chan, W.K. \(2015\)](#)). Teaching and learning methods and techniques are also exaggerated lessor comprehension and anguish accomplishment of academic endeavors [Poyrazli and Grahame, 2007](#); [Townsend and Jun Poh \(2008\)](#).

Pecuniary Issues

Observed through various research studies-financial and pecuniary difficulties and anxiety is common factors among international student ([Sherry, Thomas, & Chui, 2010](#); [R. Y. Li & Kaye, 1998](#); [Grahame & Poyrazli, 2007](#)). Financial issues reported [McLachlan and Justice \(2009\)](#), usually at the initial years. Various factors involving constraints of the working permit, the danger of losing scholarship opportunity, increased tuition fees, etc., may arise financial hitches ([Smith & Khawaja, 2011](#); [Iiyagatai, 2017](#)).

Communication and Language Issues

In terms of academic life; language plays a vital role in accomplishing tasks assigned by instructors and educational institutions. Among other noteworthy concerns confronted by the international student may be little linguistic ability limits communication for academics and daily life activities ([Andrade, 2006](#); [Townsend & Jun Poh, 2008](#); [Jiyagatai, 2017](#)). Limitation in language and communication leads to academic failure among international mobile students ([Butcher & McGrath, 2004](#); [Duru & Poyrazli, 2007](#)). A strong bond has been noted between language and social life.

Less competency of language and communication negatively affects social life consequences to cultural mal-adjustment ([Kagan & Cohen, 1990](#); [McLachlan & Justice, 2009](#); [Smith & Khawaja, 2011](#)). According to ([McLachlan & Justice, 2009](#); [Smith & Khawaja, 2011](#); [Ching, Y., Renes, S. L., McMorrow, S., Simpson, J., & Strange, A. T. \(2017\)](#)), language and communication barriers may lead to personal and psychology disorders- and such issues resulted in depression and isolation in the students. Because of the language barrier, it squeezes international students social circle with local and other international communities and even causes cultural misunderstandings [Sherry et al., 2010](#). Cultural shock is commonly reported from various studies ([Zhou, Jindal-Snape, Topping, & Todman, 2008](#); [Ma, J. L., & Zhou, Z. Y. \(2018\)](#)), due to cultural differences. In a foreign country with different cultural and social norms, usually, the mobile student feels isolated in the result of losing their company, and the social network had at the home countries; may assume facing difficulties to build sooner and new social linkages ([McLachlan & Justice, 2009](#); [Sherry et al. 2010](#); [Yeh & Inose, 2003](#)). Research reveals that cultural adaptation is more important for mobile students, mainly caused by low language proficiency subject to depression, homesickness, and related psychological issues ([Sawir, Marginson, Deumert, Nyland, & Ramia, 2008](#)). It may influence my academic burden on international students.

Demographical Characteristics and Attributes

Literature discloses that demographic

characteristics and attributes executes an inordinate part in our lives. In the context of internationally mobile students, research advocates diverse glitches with different intensities of issues confronted beholding their demographic characteristics. Experiences of student's intensity to encounter issues; may vary in respect of nationality, gender, age, race, and country ([Duru & Poyrazli, 2007](#); [R. Li and Kaye, 1998](#); [Poyrazli and Grahame, 2007](#); [Yeh & Inose, 2003](#)).

Methodology of the Research

A qualitative method has been utilized for the current research study. As mentioned by [Creswell \(2003\)](#), the provision of rich data to the understanding of the problem depends upon a purposeful selection of participants or research site. Thematic based upon the semi-structured and face-to-face interviews conducted with 27 international students, 17 students from HUST, Huazhong University of Science and Technology, Wuhan China, and 10 students from the China University of Geosciences, Wuhan China CUG. On the bases of the literature reviewed, in-depth interview questions were developed.

Employed Convenience sampling technique because of the ease of the sample volunteering, availability and easy access, the quickness with which data gathered due to time constraints. It lasts one week to accomplish the interview process. In the current research paper, we present findings of the in-depth interviews. Interviews took place at two main venues; HUST and CUG China. To quote interviews, specific marks (letter) are used to denote whether the interview took place at Huazhong University of Science and Technology (H) or China University of Geosciences (C). English was the way of communication with the interviewee and lasted 20-30 minutes. Participants included scholarship students and self-support from different countries studying at Masters and Ph.D. levels. Researchers use notes and menu-taking processes while collecting data from interviewees, transcribed afterward. Following [Neuman \(2014\)](#) to analyze transcripts, utilized the three-step systematic coding method. At the initial step, the open data coding system was utilized to summarize figures into the pre-determined main themes. At the next

step, axial coding was applied for establishing sub-themes to link these themes by determining main and core groups. Finally, at the concluding stage,

based on well-developed concepts by generalizing, *selective coding* was applied to choosing the given case.

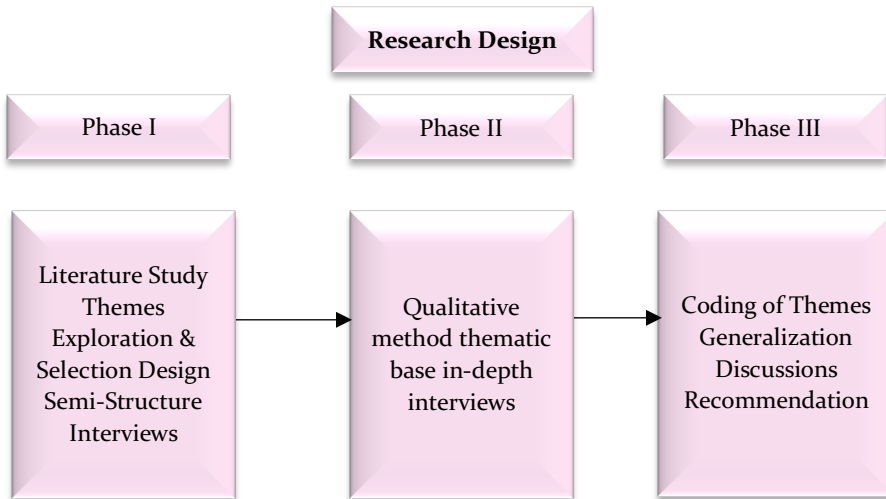


Figure 3: Research Design

Results Interpretation and Discussion

The presentation of the results was divided into two main categories. In the first category, discuss influencing factors of mobile international students to move to China for study. In the second category, experiences and prospects are encountered by the mobile students. Facts are briefly deliberated and prescribed.

Influencing Factors for Mobility and Internationalization

Interviewees identified several factors of mobility to China for higher studies among other countries. There are four main arguments that can be advanced to support the potential identified factors, including; Scholarships, Quality of education, proximity and soft policies, community linkages, and affordability.

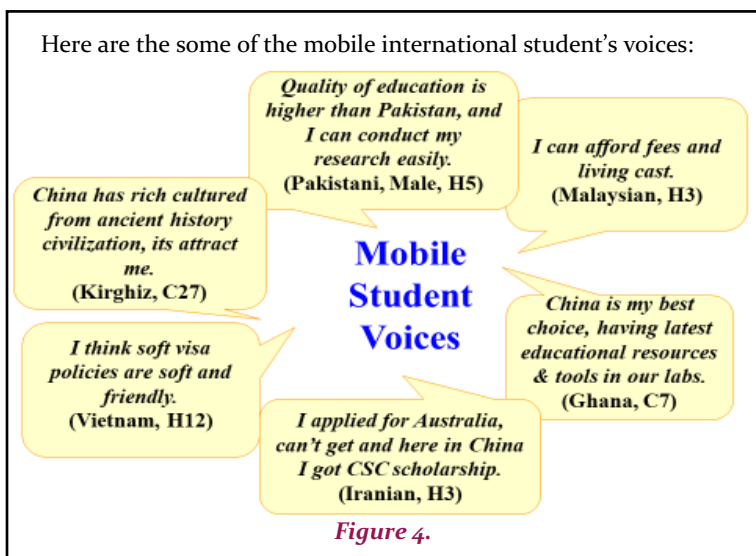


Figure 4.

Scholarships

Scholarship and studentship is common influencing factors to choose China for their higher studies by the mobile student. China is the best destination hunting scholarship, as various agencies offer the side opportunity at the competitive worldwide marketplace of internationalization. The majority of the mobile students in China are enjoying studentship; commonly illustrated. A student (H3) from Iran expressed, "I wished and applied for admission in Australia, but I can't find a scholarship, so for, due to availability of scholarship I selected China for my higher studies".

Quality Education

A huge volume of international students identified quality education as the main factor influencing mobility compared to their home countries' education quality in respect of China. They emphasized at both human and physical aspects of the quality of education. International students expressed that: "Quality of education is comparatively higher than our country Pakistan. "It attracted me to choose China for my research studies (H5), in my country we have only few research universities with limited resources to conduct high-level research experiments, so China is my best choice". Another mobile student (C7) mentioned; "China is the largest country having world-class laboratories and facilities" (H10); "I thought that education- particularly academic research is much better compared to Uzbekistan" (C13). A student from Bangladesh expressed, "In Bangladesh, quality and availability of learning and experimental resources are not satisfied as compared to China" (H6).

Proximity and Friendly Policies

Mobile International students revealed cultural bonds and affiliations are significant to select China for higher studies. A female Pakistani student described, "Being a Pakistani, I always consider China as my second home, as we both nations have very strong ties in the long history- and bilateral-relations and we have similar cultural norms and values and same traditions being Asians. Before my admission here at HUST-I had been to Beijing with a cultural delegation from Pakistan in 2014; at that time, I decided to choose China for higher studies enriched of

cultural heritage". Even China is very near to travel easily (H4). A participant from Kirghizia mentioned, "China is a rapidly developing economy and one of the ancient civilizations. We have warm political and cultural ties from the history of USSR (C27)".

"Friendly and soft policies towards admission and visa policy attract me to come to China for my studies", an opinion shared by an international student of linguistics from Vietnam (H12).

Affordability

In our research studies- another important factor, which attracts international students, is the affordability in terms of educational and living expenses in China, particularly students from developing countries having low socio-economic family backgrounds. Self-supporting international students mentioned, "I am Malaysian, and Canada is more expensive as I was planning to go for higher studies, which I couldn't afford, so, I chose China being affordable in terms of educational and living costs" (H3). "Education in the western countries is much expensive for the students like me- belonging to developing countries, so China is a good choice comparatively," expressed by an Iraqi self-support student (C21). However, argued China is still more costly prescribed by an Indian student: "yes education is more expensive than my country". (C27)

Overall, mobile students considered a combination of influencing factors towards internationalization in China. Among those factors are, scholarship and studentship breakthrough, availability of educational quality and research, *proximity and friendly policies*, educational and living cost affordability, cultural, economic, and historical kinships, are reflected noticeably by mobile students. Besides, all the revealed factors for the expansion and growth of internationalization, our point of view, the new economic tie and policies initiated by the Chinese government, particularly OBOR Initiatives, boomed this global phenomena of mobility and expected that it will open a new era of development for the regions as well as worldwide.

Experiences and Issues of International Students

From the research, studies, under consideration, found various experiences and issues faced by

mobile international students in China. Findings related to academic and social life elaborated to minimize the gap between expectancy level, to gain qualitative outcome and sustainability of mobility.

The Academic Experiences

In the academic life of an international student, the language and communication proficiency of the host country is very essential. During the staying period of a mobile international student in China, a major issue of challenging experience if less proficiency in grasping academic activities. Many students reported academic acquisition problems due to insufficient knowledge of Chinese for students and English for their instructors and supervisor. Research students are facing language issues, particularly it is more crucial when managing research group meetings. A research student expressed, "for more than two hours I just listen to the Chinese sounds (meaningless) whenever we had group meetings" I have difficulties but trying to overcome them and it will take time, a student mentioned (C21). Some other described issues associated to academic life were heavy courses in bachelor; "I found courses are very difficult to understand and a lot of courses." (H5, C9).

The current study ascertained that lacking language abilities described a significant issue experienced by international students that argued academic failure. Another important observed aspect, courses offered to international students are revisited and to enhanced with the contemporary need of the specific field of study. In the academic nursery, the negative attitude of the teacher adversely affects student's achievements. With the consistent of the literature, argued a strong and positive relation between students and instructor tends to the maximum outcome and- for the attainment of academic goals.

Social Experiences

Cultural shock and maladjustment in a new culture is very common in the life of a mobile international student. Results discovered that mobile students might satisfy with their social lives during their stay in China; however, a small number of the students feel social adjustment issues due to cultural differences. From the

reports, noted that Chinese culture is very open and easy of adoptability. Language barricades social life as well academic life of international students, and sometimes tends to misapprehensions in ordinary circumstances with common people. Several mobile students voiced that the stipend is inadequate, so for, suggested to increase the amount for more internationalization and global perspective.

Some students reported difficulties regarding to accommodation who are with family in China, particularly research students working as professionals in the home countries. For instance; "I have two kids and faced embracement to find a family quarter at university due inflexible policies, and even I cannot send my kids to a school due to language barrier" (H4). Needed to focus accommodation- renting apartments and schooling of children of international students.

University and schools should offer support with the orientation programs and co-curricular courses for the international student from time to time; it may be helpful to adopt sociocultural adjustment and initial cultural shock [Poyrazli and Grahame, 2007](#). International mobile students feels problem to access social networking tools, as they used to and having social network had in their own home country, more confined caused by accessibility. Mobile international students mostly felt isolation caused by losing the social networking enjoyed at the home countries and argued difficulties building innovative social links [\(Yeh & Inose, 2003; McLachlan & Justice, 2009; Sherry et al., 2010\)](#). Realized from views expressed by the international students, "contended more openness and flexibility in respect to uses of social networking tools and search engines for real internationalization of education in global market"(C22).

Mobile international students encounter different experiences and issues social draughts due to cultural variances; communication and language obstacles, doomed housing circumstances, or pecuniary hitches during their stay in a host country being as a mobile international student. The research results of this study suggested that mostly mobile international students are satisfied except a few. However, there is still a space for quality enhancement.

Conclusion

During the last decade, international mobile student in China has grown up to 300% with an increase of 397,536 mobile international students. With the advent of One Road One Belt initiatives China is cheering as a regional core destination of mobile international students. Current revolutionary exertions of mobility and internationalization reflects potential and commitment of the Chinese government to strive for the top and best destination for international mobile students across One Belt One Road Regions. The incredible global phenomena of mobility across One Belt One Road Regions comes with challenges and prospects justifying close considerations of researches for sustainability and satisfaction of mobile international students. The aim of the current research study is to identify influencing factors for the mobility of international students to China, across One Belt One Road Regions. Employing qualitative research method; 27 international students studying at two universities of China were selected- data collected through thematic base semi-structured in-depth interviews.

Pull and push factors were employed to analyses research findings. Results recommend pull factors including; scholarships, quality of education and other educational facilities, availability of academic research tool and environment- and cultural as well as historical bonds are the prominent for mobility of international student of OBOR regions. Similarly, the validations of pushing factors are common among developing countries across the OBOR regions are such as academic and economic circumstances emerges from mall practices of political and social rationales in the host countries. Being the fast-growing economy and third top educational hub for the talent hunting through internationalization along OBOR regional countries; the Chinese government have to focus experiences and issues of mobile student to accomplish Universal Higher Education.

Moreover, current research study discloses in some countries across OBOR regions,

internationalization program of present government needed to spread and promoted with collaboration of ministry of education of concern countries. It could be taken up with coordination of embassy and alumni of the different universities in respective countries. The findings also suggest that faculty and admin personnel focus on English language proficiency for smooth transition of academic activities.

Analysis of results identified student's scholarships, comparatively available quality education and academic resources- and proximity and cultural ties & *friendly policies observed strong factors for mobility. Results suggesting few other factors for mobility are including affordability, community linkages, and recommendations by friends and family. Lack of language and communication proficiency noted as major issue. Based on the research findings; addressing experiences and issues of mobile international students- argued of confining academic and social life; required quality enhancement of education and language restraints by government and organizations of higher education at China. China is a more attractive target for mobile students, mainly for the students of OBOR regions after the various MoUs signed by China with 64 countries included in the OBOR program initiated by president Xi's administration.*

Enjoying the second top position at research and development- and third-highest terminus of international mobile students, China has an incredible position with the initiations of OBOR program. In order to maintain the world level painstaking stakeholder's entity in the global phenomena of internationalization- desired to find specific factors, which influences the mobility rate of students from abroad. Findings of the research reveals that developmental prospective future of China distinctively attracted international student towards China for studying abroad. On these grounds, we can argue that for qualitative attainment and sustainability, very crucial components encountering the perspective of neoliberalism and competition- for the set program of OBOR initiatives across the region.

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