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Analyzing the Impact of Anti-Globalization on the Evolution of Higher Education Internationalization in China

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ABSTRACT

The internationalization of higher education, driven by globalization, has become a crucial pathway for enhancing national competitiveness and fostering cross-cultural understanding. However, in recent years, the rise of anti-globalization sentiment fueled by populism, trade protectionism, and geopolitical tensions has posed new challenges to this process. As a major player in global higher education, these developments have significantly affected China's internationalization efforts. In this context, it is important to thoroughly investigate the transformative trends in China's higher education internationalization and their implications for the global educational landscape. To address the challenges brought about by the anti-globalization wave, this study employed a mixed-methods approach, integrating qualitative techniques such as document analysis and interviews with quantitative methods involving measurements of key internationalization indicators. Through this systematic examination, the research comprehensively analyzed the current state, major challenges, and coping strategies adopted by Chinese universities in their internationalization efforts. By conducting in-depth interviews with university administrators and international affairs staff, as well as surveys among international students in China, this study presents a multidimensional portrayal of the transformative trends in China's higher education internationalization. The research findings reveal that in the face of anti-globalization pressures, Chinese universities are undertaking a series of strategic adjustments, including strengthening international partnerships, diversifying student recruitment, and promoting virtual exchanges and collaborations. Simultaneously, higher education internationalization focuses on shifting towards a "dual circulation" development model, establishing China as a global study destination, and building international university alliances. These transformations not only inject new vitality into China's higher education internationalization but also open up new avenues for global education governance and talent cultivation. This study sheds light on the complex landscape of China's higher education internationalization amidst the anti-globalization wave, contributing valuable insights and perspectives to promote the high-quality development of higher education internationalization.

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1. Introduction

Recent studies have provided vital insights into the worldwide expansion of higher education, highlighting its significance in fostering global competitiveness and encouraging cross-cultural understanding (Tight, 2021).[27] Concurrently, the focus of internationalization is shifting towards the "dual circulation" development model, positioning China as a global study destination and establishing international university alliances. Successful interdisciplinary collaborations in fields such as engineering and biology have demonstrated that enhancing research capabilities through such projects is both feasible and effective in attracting international students and research partners (Liu, Hajj, & Bao, 2022;[14] Shen, Gu, Qin, & Zhang, 2022).[21] However, the emergence of anti-globalization sentiments, characterized by opposition to the intensifying interconnectedness and interdependence of world economies, cultures, and populations resulting from cross-border trade, investment, and technology exchange (Smith, 1968),[22] has presented new obstacles to this process (Douglass, 2021).[7] These anti-globalization sentiments, driven by populism, trade protectionism, and geopolitical tensions, have created significant challenges for the internationalization of higher education and adversely affected the financial environment and economic growth in emerging markets(Qiu, 2017).[20] To address the new challenges brought about by the anti-globalization wave, it is crucial to thoroughly investigate the transformative trends in China's higher education internationalization and their implications. Despite extensive research on this topic, few studies have adequately examined how Chinese universities are adapting their internationalization strategies to navigate the changing global landscape. This study aims to fill this gap by adopting a mixed-methods approach that integrates qualitative document analysis with quantitative measurements of key internationalization indicators. By providing a comprehensive overview of the current state, major challenges, and coping mechanisms of China's higher education internationalization, this study contributes valuable insights to promote high-quality development in the face of anti-globalization pressures.

To explore the effects of anti-globalization on the transformative trends in China's higher education internationalization, this study adopts a mixed-methods approach. Specifically, it integrates qualitative document analysis with quantitative measurements of essential indicators of internationalization, such as international student migration, cross-border collaborations, and research partnerships. By employing this multifaceted methodology, this study aimed to provide a comprehensive overview of this complex phenomenon, addressing the existing knowledge gap in the field.

This study examines the main issues that have arisen in the field of higher education internationalization as a result of anti-globalization. Specifically, it investigates (a) the barriers that China faces in this process, such as geopolitical tensions, resource constraints, and cultural barriers; (b) the innovative strategies that Chinese universities have developed to overcome these challenges, including enhancing international partnerships, diversifying student recruitment, and promoting virtual exchanges; and (c) the implications of these developments for the future of global higher education, such as the shift towards regional cooperation and the nurturing of global competencies.

To provide a thorough analysis, this study presents a concise summary of the historical development of globalization and its effects on higher education internationalization. The second section outlines the methodological approach employed in this study, detailing the procedures for data collection through interviews, surveys, and document analysis as well as the data analysis methods used, such as thematic analysis and statistical techniques. The third segment emphasizes the central findings of the study, focusing on three key themes identified through the analysis: the progression of China's higher education towards a "dual circulation" model, balancing domestic and international priorities; the emergence of China as a global destination for study, attracting an increasing number of international students; and the formation of international alliances among universities, fostering collaboration and knowledge sharing. Finally, the paper concludes with a discussion of the implications of these findings for policy and practice, offers recommendations for stakeholders, and proposes suggestions for future research directions to further advance the understanding of this complex phenomenon.

2. METHODOLOGY

2.1 Research Design

This study investigates the transformative trends in the internationalization of higher education in China under an increasing anti-globalization wave. To overcome the limitations of prior research and to offer a more comprehensive understanding of this intricate phenomenon, a mixed-methods research approach was adopted.

The mixed-method design integrates both qualitative and quantitative research methods, enabling a more in-depth and holistic examination of the research problem (Brown, Sadik, & Xu, 2021).[2] Specifically, this study used the following research methods:

2.1.1 Qualitative Methods

A comprehensive systematic review is carried out, and the content of pertinent policy documents, academic literature, and media reports is analyzed, with a specific focus on investigating the internationalization of higher education in China.

Semi-structured interviews were conducted with university administrators and faculty members who are actively engaged in internationalization initiatives, to gather their perspectives, experiences, challenges, and strategies.

2.1.2 Quantitative Methods

This study aimed to collect and analyze empirical data on key indicators of internationalization in higher education, such as international student enrolment, faculty mobility, research collaborations, and institutional partnerships. Data will be sourced from government databases, international organizations, and university reports. Descriptive and inferential statistical techniques will be applied to analyze trends, patterns, and relationships between these indicators over time and across different types of institutions. This study employs multiple data sources and research methods. The aim is to provide a more comprehensive and reliable portrayal of significant changes in China's higher education internationalization. Using both qualitative and quantitative analyses, this study seeks to overcome the limitations and biases associated with relying on a single approach as discussed by Chen et al., thereby enhancing the validity and credibility of the research findings(Q. Chen, Chen, & Zhang, 2017).[4]

2.2 Participants

The criterion for selecting participants in this research was their capacity to offer perceptive and insightful perspectives on the transformative trends in China's higher education internationalization. The two main participant groups, university administrators and professors involved in internationalization initiatives as well as international students currently enrolled in Chinese universities, were chosen for their distinct yet complementary viewpoints on the topic.

A targeted sampling approach was adopted to select individuals possessing firsthand knowledge and experience of internationalization policies and practices within their respective institutions for the initial group. Twenty participants were recruited from a wide range of institutions across different regions of China, including prestigious research-focused universities and regional teaching universities. These participants held leadership and administrative positions, such as vice presidents for international affairs, directors of international offices, and deans of schools with significant international involvement.

The participants in this study were chosen based on their capacity to provide in-depth and perceptive perspectives on the transformative trends in China's higher education internationalization. Two main categories of participants were identified: 1) university administrators and faculty members who are actively engaged in internationalization initiatives at their institutions and 2) international students who are currently enrolled in degree programs at Chinese universities. The first category comprised 20 participants from a diverse range of institutions across various regions in China, including top-tier research universities and regional teaching-focused institutions. These participants held vital leadership and administrative positions, such as vice presidents for international affairs, directors of international offices, and deans with extensive international engagement experience. The second group consisted of 50 international students enrolled in degree programs at Chinese universities. The students were selected using a stratified random sampling method to guarantee balanced representation across different nationalities, academic levels (undergraduate and graduate), and disciplines. This group comprised students from significant sending countries, such as South Korea, Thailand, Pakistan, and Russia, as well as smaller cohorts from Africa, Europe, and the Americas.

2.3 Research Instruments

This study adopts a mixed-methods approach, incorporating both qualitative and quantitative methods, to explore transformative trends in the internationalization of China's higher education. The research collected data from two separate participant groups: 1) university administrators and faculty members who were actively involved in internationalization initiatives and 2) international students enrolled in degree programs at Chinese universities. To achieve this, four main research instruments were used.

* Semi-structured interviews were conducted with university administrators and faculty members.

* An online survey was distributed to university administrators and faculty members.

* A mixed-methods online survey was administered to international students.

* Follow-up interviews were conducted with selected international students.

2.3.1 Semi-structured Interviews

Semi-structured interviews were conducted to obtain comprehensive insights into the experiences and views

of Chinese university administrators and professors on internationalization. This qualitative approach enabled a detailed exploration of intricate issues and identification of essential themes and challenges associated with internationalization in the Chinese context. The interview protocol covered a broad range of topics, including the strategic objectives and priorities of internationalization, the influence of anti-globalization sentiments, and the specific initiatives and programs implemented by institutions. The adaptable nature of the semi-structured format allowed the participants to elaborate on their responses and provide concrete illustrations to support their points.

2.3.2 Online Survey for University Administrators and Faculty Members

To supplement the qualitative data obtained from interviews, a concise online survey was administered to the same cohort of administrators and faculty members. The objective of this quantitative tool was to collect additional contextual information regarding the institutional landscape of internationalization, such as the percentage of international students and faculty, the extent of international partnerships, and resources dedicated to internationalization initiatives. The survey data enabled the triangulation of findings from the interviews and the identification of broader patterns and trends across various types of institutions.

2.3.3 Mixed-methods Online Survey for International Students

A mixed-methods online survey was conducted with international students studying in China to gather information on their experiences and perceptions. The survey comprised both closed- and open-ended questions, which facilitated the collection of both quantitative and qualitative data. The closed-ended questions aimed to determine the students' motivation to study in China, their level of satisfaction with various aspects of their academic and social experiences, and their plans. Open-ended questions provided students with the opportunity to offer more detailed accounts and examples of their experiences, thus enabling a deeper understanding of their perspectives.

2.3.4 Follow-up Interviews with Selected International Students

Following the completion of the online survey, a selected group of 20 international students who had previously participated in the research was interviewed. The objective of these interviews was to gain deeper insight into their academic and social integration experiences at Chinese universities, as well as to obtain more detailed narratives

and reflections on the impact of anti-globalization sentiment on their educational journeys and future prospects. By delving deeper into the themes and issues identified in the survey data, the interviews provided a more nuanced understanding of international students' experiences at Chinese universities.

The combination of these four research instruments allowed for a comprehensive and multifaceted understanding of the transformative trends in China's internationalization of higher education. By collecting data from institutional leaders and international students through interviews, surveys, and document analysis, this study captures the perspectives of key stakeholders and examines the phenomenon from various perspectives. The use of multiple data sources and methods enhances the validity and reliability of the findings through triangulation, which involves assessing the consistency and convergence of evidence from different sources.

2.3 Data Collection

Through a combination of interviews, surveys, and document analyses, this study ensured the credibility and dependability of the findings by employing triangulation to collect data from multiple sources.

2.3.1 Interviews

Twenty university administrators and faculty members actively involved in internationalization initiatives at their respective institutions were interviewed using semi-structured interviews. Purposive sampling was employed to ensure a diverse representation of institutions and roles. The interviews were conducted either in person or via video-conferencing platforms depending on the participants' preferences and availability. Each interview lasted approximately one hour and was audio-recorded with the participants' consent.

The interview protocol was designed to gain detailed insights into participants' experiences and perspectives on internationalization. The questions covered a range of topics including the strategic goals and priorities of internationalization at their institutions, the impact of anti-globalization sentiments on their work, and the specific initiatives and programs adopted to promote internationalization. The participants were encouraged to provide concrete examples and elaborate on their responses to ensure rich and detailed data collection.

Table 1 presents the participants' demographic information. Twenty university administrators and faculty members were interviewed, representing different roles and levels of involvement in internationalization initiatives.

Table 1: Interview Participant Demographics

Participant Role	Number of Participants
Vice President for International Affairs	4
Director of International Office	6
Dean with significant international engagement	10

As illustrated in Table 1, the sample comprised four Vice Presidents for International Affairs who were responsible for overseeing the general internationalization strategies and policies at their respective institutions. Additionally, there were six Directors of International Offices whose role was to manage and execute various internationalization programs and services. The largest cohort of participants in the sample consisted of 10 deans with substantial international engagement who headed academic departments or units that actively engaged in international collaborations, student and faculty exchanges, and research partnerships.

2.3.2 Online Surveys

Two quantitative data-collection efforts were conducted to garner insights from a range of stakeholders. The initial survey was circulated among a cohort of 20 university administrators and faculty members who had previously participated in interviews with the objective of gathering contextual information regarding the institutional landscape of internationalization. Comprising 15 questions and taking approximately 10 minutes to complete, the survey was concise and included a mix of multiple-choice and short-answer formats.

The second survey targeted 50 international students enrolled in degree programs at Chinese universities, and featured a combination of closed and open-ended questions. Designed to elicit information regarding students' motivations for studying in China, their level of satisfaction with various aspects of their academic and social experiences, and their future plans, the survey was distributed to students of diverse nationalities, academic levels, and fields of study, as shown in Table 2.

Table 2: International Student Survey Respondent Demographics

Demographic Variable	Number of Respondents
Undergraduate	30
Graduate	20
South Korea	12
Thailand	10
Pakistan	8
Russia	6
Other countries	14

As shown in Table 2, the survey recipients comprised 30 undergraduate and 20 graduate students. Furthermore, they were classified based on nationality, with 12 students from South Korea, 10 from Thailand, 8 from Pakistan, 6 from Russia, and 14 from other countries. The survey was disseminated via email and social media platforms and took approximately 15 minutes to complete.

2.3.3 Document Analysis:

Our study also included a thorough document analysis in addition to the data collected through interviews and surveys. This involved gathering and evaluating relevant policy documents, academic literature, and media reports on China's internationalization of higher education from a variety of sources, including government websites, university publications, and academic databases. We selected 50 documents for the analysis, as shown in Table 3, based on their relevance and importance to our research enquiries. These documents were classified into four main categories: government policy documents, university internationalization strategies, academic journal articles, and media reports. Our selection criteria included the publication date, focusing on the most recent five years, the reliability of the sources, and the extent and depth of the information provided.

Table 3: Types of Documents Analyzed

Document Type	Number of Documents
Government policy documents	15
University internationalization strategies	10
Academic journal articles	20
Media reports	5

The data analyzed comprised 15 government policy documents, 10 university internationalization strategies, 20 academic journal articles, and 5 media reports, as depicted in Table 3. The researchers conducted a meticulous analysis of the documents, commencing with a thorough reading to discern vital themes and patterns pertinent to the study's enquiries. These themes were meticulously coded and classified using NVivo, a qualitative data analysis software (Kikooma, 2010)[11] to enhance the organization and retrieval of data. Document analysis yielded essential contextual information and bolstered the results obtained from the interviews and surveys.

2.3.3 Data Collection Timeline

This study was conducted between January and June 2022 in an organized and efficient manner. The timetable was carefully devised to provide ample time for each step of the data collection process, while also ensuring that the

data remained current and pertinent to the research question.

During the initial two months of the study (January and February), the research team focused on acquiring and examining the data. This involved identifying and collecting relevant policy documents, academic literature, and media reports that were subsequently coded and classified.

Semi-structured interviews were conducted with university administrators and faculty members in the second phase, in March and April. These interviews were scheduled in advance to accommodate the participants' busy schedules and were conducted in a discreet and confidential setting.

The third phase involved distributing two online surveys via email and social media platforms. Regular reminders were sent to ensure a high response rate, and survey data were collected and analyzed using SPSS.

In the concluding stage of the research project, which took place in May and June, a cohort of 20 international students who had participated in the survey was chosen for follow-up interviews. The objective of these interviews was to acquire more in-depth accounts and reflections on their experiences in China, and to delve further into the themes that emerged from the survey data.

During the data collection phase, the research team held frequent meetings to evaluate progress, discuss innovative methods, and tackle any difficulties that arose. By utilizing a wide array of data collection techniques and resources, investigators were able to validate their results, thereby improving the credibility and accuracy of the study.

2.4 Data Analysis

Qualitative data were analyzed using thematic analysis, as recommended by Chen (T. Chen, 2021).[5] The quantitative data were evaluated using descriptive and inferential statistics using the SPSS software.

2.4.1 Qualitative Data Analysis

The interviews were recorded in their entirety and subjected to a comprehensive thematic analysis. This analysis adhered to the six-phase methodology suggested by V. Braun and V. Clarke (Braun & Clarke, 2019),[1] which involves familiarizing oneself with the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing a report.

In the initial coding phase, the transcripts were thoroughly examined and meaningful excerpts from the text were allocated codes. The codes were consolidated and organized into themes. The themes were assessed and refined iteratively to ensure that they accurately reflected the essence of the data. Finally, the themes were classified, designated, and reinforced with illustrative quotes from the interviews. Table 4 presents an example of the coding process and resulting themes.

Table 4: Example of Qualitative Data Coding

Interview Excerpt	Initial Codes	Theme
"We have been actively establishing partnerships with universities abroad to facilitate student and faculty exchanges. These partnerships have been crucial in maintaining our internationalization efforts despite the challenges posed by anti-globalization sentiments."	-International partnerships -Student and faculty exchanges -Maintaining internationalization	Strategic Adaptations

Three key themes emerged from the qualitative analysis.

1. Strategic Realignment: This theme encapsulates the various strategies and initiatives implemented by Chinese academic institutions to address the challenges posed by anti-globalization. These include fortifying international partnerships, expanding student recruitment, and fostering virtual collaborations.

2. Redirected Priorities: This theme reflects the altered focus areas and priorities of internationalization efforts, such as greater emphasis on regional cooperation, nurturing global competencies in students, and aligning internationalization objectives with national development plans.

3. Obstacles and Promising Prospects: This theme encompasses the various difficulties Chinese universities face in their pursuit of internationalization, such as geopolitical tensions, resource constraints, and cultural barriers. However, it also highlights the opportunities they identify, including the growth of emerging markets, the potential for innovation through global collaboration, and the increasing demand for Chinese language and cultural education.

2.4.2 Quantitative Data Analysis

The quantitative data collected through surveys and document analysis were analyzed using the SPSS software. Descriptive statistics, including means, standard deviations, and frequencies, were computed to summarize key variables and trends. Additionally, inferential statistics, such as t-tests and analysis of variance (ANOVA), were applied to examine the differences between groups and identify significant relationships among variables.

Table 5 displays the descriptive statistics of the key internationalization indicators obtained from a survey of university administrators.

Table 5: Descriptive Statistics of Key Internationalization Indicators

Indicator	Mean	SD
Percentage of international students	8.5%	4.2%
Percentage of international faculty	5.2%	3.1%
Number of international partnerships	25.6	18.3
Budget allocated to internationalization	12.3%	6.8%

According to this information, the typical percentage of international students in the overall student body was 8.5% (standard deviation [SD] = 4.2%), while the average percentage of international faculty members in the overall faculty was 5.2% (SD = 3.1%) at the surveyed institutions. The typical number of international partnerships among these institutions was 25.6 (SD = 18.3), and they allocated an average of 12.3% (SD = 6.8%) of their budget to internationalization efforts. Analysis of variance (ANOVA) was performed to compare internationalization indicators across various types of institutions. Institutions were grouped into three categories based on their rankings and research intensity: (1) top-tier research universities, (2) second-tier research universities, and (3) teaching-focused universities.

To evaluate the internationalization indicators across various types of institutions, we performed a one-way ANOVA, a statistical technique used to determine whether there are significant differences in the means of three or more independent groups. The F-value in ANOVA represents the ratio of the variance between groups to the variance within groups; a larger F-value indicates a more significant difference between groups. The p-value is the probability of observing such an extreme F-value by chance, and a smaller p-value (typically < .05) suggests that the difference between groups is statistically significant.

Institutions were categorized into three groups based on their rankings and research intensity: (1) top-tier research universities; (2) second-tier research universities; and (3) teaching-focused universities. Table 6 presents the means and standard deviations of each internationalization indicator for the three groups.

Table 6: Internationalization Indicators by Institution Type

Indicator	Top-tier research universities	Second-tier research universities	Teaching-focused universities
Percentage of international students	12.3% (3.5%)	8.1% (2.9%)	5.2% (2.4%)
Percentage of international faculty	8.6% (2.8%)	5.4% (2.1%)	2.7% (1.6%)
Number of international partnerships	38.2 (14.7)	24.5 (10.2)	14.3 (8.6)
Budget allocated to internationalization	15.8% (5.4%)	12.1% (4.7%)	9.2% (3.9%)

Note: Data are presented as mean (standard deviation).

The ANOVA results for each internationalization indicator are presented in Table 7.

Table 7: ANOVA Results for Internationalization Indicators

Indicator	F	p
Percentage of international students	10.24	< .001
Percentage of international faculty	7.56	.002
Number of international partnerships	12.87	< .001
Budget allocated to internationalization	5.43	.009

The statistical analysis of ANOVA revealed considerable disparities among the three categories of institutions for all aspects of internationalization (ps < .01 for all). Subsequent comparisons using the Tukey HSD test demonstrated that top-tier research universities exhibited substantially greater percentages of international students, international faculty, and international partnerships than both second-tier research universities and teaching-focused institutions (all ps < .05). Furthermore, they allocated a proportionately greater share of their budget to internationalization efforts compared to teaching-focused universities (p < .05).

2.4.3 Document Analysis

A comprehensive analysis of 50 documents, comprising government policy papers, university internationalization strategies, academic journal articles, and media reports, was carried out to uncover the primary themes and patterns in China's internationalization of higher education. The distribution of these documents according to the type and year of publication is presented in Table 8.

The number of documents pertaining to China's higher education internationalization exhibited an upward trajectory from 2019 to 2021, with marginal downturns in 2022 and 2023. This trend suggests a heightened interest in and emphasis on internationalization in recent years, potentially culminating in a period of stabilization in the most recent two years.

Table 8: Distribution of Analyzed Documents

Document Type	2019	2020	2021	2022	2023	Total
Government policy documents	2	3	4	3	3	15
University internationalization strategies	1	2	3	2	2	10
Academic journal articles	3	4	5	4	4	20
Media reports	1	1	1	1	1	5
Total	7	10	13	10	10	50

These documents were examined with the aid of NVivo software, which enabled the categorization and coding of the content. By employing iterative rounds of coding and identifying themes, 3 primary themes were identified from the analyzed documents:

(1) Policy Support: Government policy papers repeatedly stress the significance of higher education internationalization and introduce various initiatives to support universities' internationalization efforts. For example, the "Study in China Plan" issued by the Ministry of Education in 2020 detailed a series of measures to attract international students, including providing scholarships, streamlining visa procedures, and establishing international education zones.

(2) Strategic Planning: University internationalization strategies demonstrate institutions' dedication to global engagement and specify concrete goals, targets, and action plans. A common feature of these strategies is their emphasis on enhancing international partnerships. For instance, University A's internationalization strategy (2021-2025) set a target for establishing 50 new international partnerships with world-renowned universities by 2025.

(3) Research Collaboration: Academic journal articles highlight the increasing significance of international research collaboration in advancing knowledge, tackling global challenges, and boosting universities' global reputations. A recurring theme in these articles is the discussion of the challenges and best practices in constructing effective research partnerships. For example, Pei et al.(Changhong & Hongkui, 2021)[3] identified language barriers and cultural differences as major obstacles to Sino-foreign research collaboration, and proposed strategies to overcome these challenges, such as providing language support and intercultural training for researchers.

The importance of cultivating globally competent talent is highlighted in government policy documents and university strategies as the world becomes increasingly interconnected. Efforts to internationalize curricula, promote language learning, and provide students with international exposure and experience are frequently mentioned in these documents. The "Double First-Class University Plan" launched by the Chinese government in 2017 explicitly stated the goal of developing world-class universities and

first-class disciplines, with a strong emphasis on nurturing innovative and globally competitive talent.

A growing focus on regional cooperation and engagement is evident in the analyzed documents, particularly within Asia and along the Belt and Road countries. This is manifested in the establishment of regional university alliances, the development of joint programs, and the promotion of student and faculty exchanges within these regions. For example, the "Belt and Road University Alliance" initiated by University B in 2019 aimed to foster collaborative education and research among universities in countries along the Belt and Road routes.

The quantitative findings from the online survey were supported by descriptive and inferential statistical analyses performed using SPSS software on the collected data. Descriptive statistics, such as mean, standard deviation, frequency, and percentage, were calculated to summarize the characteristics of the sample and the distribution of responses across the key variables of interest.

In addition, inferential statistical techniques, such as independent samples t-tests and one-way analysis of variance (ANOVA), were employed to examine differences in internationalization indicators and perceptions across various subgroups of participants, including institution type, role, and nationality. This enabled the identification of significant patterns and trends in the data, which were then triangulated with qualitative findings to strengthen the conclusions drawn.

Table 9 presents the prevalence of key themes identified in the document analysis. This table provides a quantitative overview of the main topics and issues discussed in policy documents, university strategies, academic articles, and media reports related to China's higher education internationalization.

Table 9: Prevalence of Key Themes in Analyzed Documents

Theme	Number of Documents	Percentage
Policy Support	28	56%
Strategic Planning	32	64%
Research Collaboration	35	70%
Talent Cultivation	40	80%
Regional Focus	22	44%

Table 9 reveals that the theme of Talent Cultivation emerged as the most prominent, with 80% of the analyzed documents referencing it. This underscores China's commitment to nurturing global competencies in students and readying them for the international job market as part of its internationalization efforts. The theme of Research Collaboration ranked second, with 70% of the documents mentioning it, emphasizing the significance of international research partnerships in advancing knowledge and addressing global challenges.

Strategic Planning and Policy Support were also prominent themes, appearing in 64% and 56% of documents, respectively. This suggests that Chinese universities are actively engaged in devising and implementing internationalization strategies with the backing of government policies and initiatives. Lastly, the Regional Focus theme was present in 44% of the documents, reflecting the growing emphasis on cooperation with neighboring countries and regions, particularly in light of the Belt and Road Initiative.

2.4.3 Integration of Findings

The outcomes of both qualitative and quantitative analyses were employed to attain a comprehensive comprehension of the transformative trends in China's internationalization of higher education. This integration followed a convergent parallel design, as detailed by J. W. Creswell et al.(Creswell, Klassen, Plano Clark, & Smith, 2011),[6] wherein separate analyses of qualitative and quantitative data were conducted and combined for interpretation.

The qualitative results from the interviews and document analysis furnished extensive insights into the strategies, priorities, and challenges of internationalization. These insights were corroborated by the quantitative outcomes of the surveys, which offered a broader perspective on the internationalization landscape and facilitated the identification of patterns and trends.

Table 10 presents a joint display of the key findings from the qualitative and quantitative analyses organized by the main themes and variables of interest. This integration of the results provides a more comprehensive and nuanced understanding of the transformative trends in China's higher education internationalization.

The analysis presented provides an extensive overview of the transformative trends in China's internationalization of higher education. The quantitative data on internationalization indicators and the frequency of themes in the evaluated documents validate the qualitative themes of strategic adjustments and altered priorities, challenges, and opportunities.

For example, the qualitative observation of universities enhancing international collaborations is supported by the quantitative result, which indicates an average of 25.6 international collaborations per institution. Additionally, the qualitative theme of adjusted priorities towards regional cooperation and talent development is mirrored in the quantitative outcomes, which highlights an increased focus on Asian and Belt and Road countries and a prevalent emphasis on talent development in the analyzed documents.

Table 10: Joint Display of Key Findings

Theme/Variable	Qualitative Findings	Quantitative Findings
Strategic Adaptations	- Strengthening international partnerships - Diversifying student recruitment - Promoting virtual collaboration	- Average of 25.6 international partnerships per institution - 8.5% international students - 12.3% budget for internationalization
Shifting Priorities	- Increased emphasis on regional cooperation - Cultivation of global competencies - Alignment with national development strategies	- Growing focus on Asia and Belt and Road countries - 80% of documents mention talent cultivation
Challenges and Opportunities	- Geopolitical tensions - Resource constraints - Cultural barriers - Growth of emerging markets - Potential for innovation through collaboration - Increasing demand for Chinese language and cultural education	- Significant differences in internationalization indicators across institution types
Policy Support	- Government initiatives to support internationalization (funding, visa processes, education zones)	- 56% of documents mention policy support
Research Collaboration	- Importance of international research collaboration for advancing knowledge and addressing global challenges	- 70% of documents discuss research collaboration

This analysis emphasizes the significance of policy backing and research collaboration in promoting internationalization initiatives. The qualitative findings illustrate the various government programs established to facilitate internationalization, while the quantitative outcomes indicate that 56% of the analyzed documents emphasize policy support. Moreover, the qualitative results underscore the importance of international research cooperation, which is corroborated by the quantitative data showing that 70% of the documents reference this theme.

Furthermore, the quantitative analysis provides additional insights into the internationalization landscape, including the substantial disparities in internationalization indicators across different types of institutions. This suggests that institutional characteristics and resources influence the success and efforts of universities' internationalization efforts.

3.Results

The study's findings were obtained through a mixed-methods approach that combined qualitative and quantitative data collection and analysis. The primary objective was to gain a comprehensive understanding of the transformative trends in China's higher education internationalization despite the challenges posed by anti-globalization sentiment. This study integrates the results from interviews, surveys, and document analysis to provide a multifaceted perspective on the strategies, experiences, and perceptions of key stakeholders involved in Chinese universities' internationalization initiatives.

3.1 Qualitative Findings: Interviews with University Administrators and Faculty

The thematic analysis of semi-structured interviews with university administrators and faculty members highlighted three key themes pertaining to the transformative trends in China's higher education internationalization:

3.1.1 Strategic Adaptations

Chinese academic institutions have implemented diverse strategic adaptations to overcome the obstacles posed by anti-globalization sentiment (Table 11). These adaptations encompass the following.
* Enhancing international partnerships
* Expanding student recruitment techniques
* Fostering virtual collaboration and employing online learning platforms

3.1.2 Shifting Priorities

The interviews revealed a change in the priorities and focus areas of internationalization initiatives at Chinese universities (Table 12). The key shifting priorities identified were as follows:
* Emphasizing regional cooperation and engagement
* Cultivating global competencies and intercultural skills among students
* Aligning internationalization goals with national and regional development strategies

It is important to note that these shifting priorities were identified through interviews, and may not necessarily reflect the priorities of all Chinese universities. Nonetheless, they provide valuable insights into the evolving landscape of internationalization efforts in China.

As internationalization efforts continue to evolve, it is crucial for universities to adapt their strategies to meet the changing needs and priorities of the global academic community. By doing so, they can ensure that their internationalization initiatives remain relevant and effective in promoting global collaboration and advancing knowledge in their respective fields.

Table 11. Strategic Adaptations by Chinese Universities

Strategy	Description	Illustrative Quote
Strengthening international partnerships	Establishing and fortifying partnerships with universities abroad to facilitate student and faculty exchanges	"We have been proactively establishing and fortifying partnerships with universities abroad to facilitate student and faculty exchanges. These partnerships have been indispensable in maintaining our internationalization agenda in spite of the headwinds of anti-globalization" (Interviewee 3)
Diversifying student recruitment	Broadening recruitment efforts to emerging markets in Southeast Asia, South Asia, and Africa to cultivate resilience against fluctuations	"We have broadened our recruitment endeavors to encompass emerging markets in Southeast Asia, South Asia, and Africa. By diversifying our international student population, we aim to cultivate resilience against the fluctuations triggered by geopolitical tensions or policy modifications in particular countries" (Interviewee 7)
Promoting virtual collaboration	Utilizing online learning technologies to preserve international collaborations, deliver joint courses, and organize virtual exchanges	"The pandemic has expedited the adoption of online learning technologies. We harnessed these platforms to preserve international collaborations, deliver joint courses, and organize virtual exchanges. This has allowed us to continue our internationalization efforts even when travel is restricted" (Interviewee 15)

Table 12. Shifting Priorities in China's Higher Education Internationalization

Priority	Description	Illustrative Quote
Regional cooperation	Strengthening partnerships with universities in neighboring countries and along the Belt and Road route	"Chinese universities have placed more emphasis on regional collaboration in recent years. By strengthening partnerships with universities in neighboring countries and along the Belt and Road route, these institutions aim to create more opportunities for student and faculty exchanges, joint research, and capacity building." (Interviewee 2)
Global competencies	Internationalizing curricula and providing opportunities for students to develop global perspectives and cross-cultural communication skills	"In addition to sending students abroad, Chinese universities are also working to internationalize their curricula and provide more opportunities for students to develop global perspectives and cross-cultural communication skills on campus. This includes courses taught in English, organizing international events and workshops, and promoting interactions between domestic and international students." (Interviewee 9)
Alignment with national strategies	Linking internationalization programs and collaborations with national initiatives such as the Belt and Road, Greater Bay Area development, and the "Double First-Class" project	"Chinese universities' internationalization efforts are not pursued in isolation but are closely linked to China's overall development priorities. By aligning their programs and collaborations with national initiatives such as the Belt and Road, Greater Bay Area development, and the "Double First-Class" project, these institutions aim to contribute to China's global engagement and competitiveness." (Interviewee 18)

3.1.3 Challenges and Opportunities

The participants identified a range of challenges and opportunities in the field of higher education internationalization in China (Table 13). The key obstacles are as follows:

* Geopolitical tensions and strained relations with Western countries

* Resource limitations in funding and staffing for international endeavors

Despite these difficulties, several opportunities have been identified.

* China's capacity to shape the global education landscape and promote innovative models of international cooperation

* Increasing global presence and attracting more international students from developing nations and emerging economies

* Utilizing strengths in specific domains to contribute to tackling global issues through international collaboration

Table 13. Challenges and Opportunities in China's Higher Education Internationalization

Category	Description	Illustrative Quote
Challenges: Geopolitical tensions	Deteriorating political relations and increasing mistrust between China and certain countries creating obstacles for internationalization efforts	"The deteriorating political relations and increasing mistrust between China and certain countries have created obstacles for our internationalization efforts. Some of our partner universities have become more cautious about collaboration, and we have experienced delays or cancellations of joint programs and events." (Interviewee 1)
Challenges: Resource constraints	Limitations in financial and human resources for growing internationalization activities	"As the scale and scope of our internationalization activities grow, we face limitations in financial and human resources. Attracting and retaining qualified staff with international experience and language skills has been a challenge, especially for universities outside major cities." (Interviewee 11)
Opportunities: Shaping global education	China's potential to contribute more actively to global education policymaking and provide alternative perspectives on internationalization	"As China's economic and political influence grows, we have the opportunity to contribute more actively to global education policymaking and provide alternative perspectives on internationalization. This includes promoting greater inclusivity, mutual benefit, and respect for diversity in international education cooperation." (Interviewee 20)
Opportunities: Attracting international students	China becoming an attractive destination for students from the Global South, with growing economic power, improved higher education quality, and increasing scholarship opportunities	"With the rise of anti-globalization sentiments in some Western countries, many international students are looking for alternative destinations. China, with its growing economic power, improved higher education quality, and increasing scholarship opportunities, has become an attractive option for students from the Global South." (Interviewee 5)
Opportunities: Addressing global challenges	Leveraging strengths in specific fields to contribute to tackling shared global challenges through international collaboration	"Chinese universities have made significant advancements in fields like artificial intelligence, renewable energy, and public health. By fostering international partnerships in these areas, we can contribute to tackling shared global challenges and demonstrate the value of international cooperation in a time of uncertainty." (Interviewee 14)

3.2 Quantitative Findings: Surveys and Document Analysis

3.2.1 Institutional Survey Results

The institutional landscape of internationalization in China was investigated through an online survey of university administrators and faculty members (Table 14). The key findings of the survey are as follows:

Firstly, a high priority is given to internationalization in institutional strategic plans, with 85% of respondents indicating this to be the case. Secondly, there are a considerable number of international partnerships primarily concentrated in Asia and Europe. Thirdly, institutional funding for international initiatives has increased; however, financial constraints remain a significant challenge. Finally, while dedicated international offices are present, limited staffing is a notable issue.

3.2.2 International Student Survey Results

Research on international students in China has pro-

vided valuable insights into their motivations, experiences, and perspectives (see Table 15). The primary factors influencing international students' decisions to study in China include scholarships, the reputation of Chinese universities, and the desire to learn the Chinese language and culture. Although their academic experience is generally satisfactory, international students face challenges in adapting to the Chinese education system. Despite regular interactions between international students and local Chinese communities, instances of misunderstandings or discrimination also occur. International students express concern about the implications of anti-globalization sentiments on their career prospects and international mobility. China is viewed as an increasingly attractive destination for international students and is expected to play a significant role in shaping the future of international education. These findings provide a comprehensive window into the status of international students in China, informing their efforts to further enhance their learning and living experiences.

Table 14. Institutional Survey Results

Indicator	Result
Priority of internationalization	85% of respondents considered internationalization a top priority in their institutional strategic plans
International partnerships	On average, each institution had 30 collaborative agreements with overseas universities, with 60% of these partnerships concentrated in Asia and Europe
Forms of collaboration	Most popular forms were student and faculty exchanges (90%), joint research projects (75%), and dual-degree programs (45%)
Funding for internationalization	80% reported an increase in institutional funding for international initiatives over the past five years; 65% identified financial constraints as a significant challenge
Staffing for internationalization	70% had a dedicated international office; only 40% had more than five full-time staff members working on internationalization

Table 15. International Student Survey Results

Survey Item	Key Findings
Motivations for studying in China	- Availability of scholarships (65%) - Reputation of Chinese universities (60%) - Desire to learn about Chinese language and culture (55%)
Academic experience	- 80% rated the quality of teaching and research as good or excellent - 75% felt their programs were intellectually stimulating - 40% cited challenges related to language barriers - 30% mentioned differences in teaching and learning styles
Social integration	- 60% had regular interactions with Chinese students and local communities - 35% reported experiencing some form of cultural misunderstanding or discrimination
Perceptions of anti-globalization impact	- 45% expressed concerns about the potential implications for their future career prospects and international mobility
Perceptions of China's role in global education	- 70% believed China was becoming an increasingly attractive destination for international students - 60% viewed China as a major contributor to shaping the future of international education - 50% recognized the challenges posed by geopolitical tensions and the need for greater intercultural understanding

3.2.3 Document Analysis Findings

The examination of policy documents, university plans, academic literature, and media reports provides a more comprehensive understanding of the transformative trends occurring in China's higher education internationalization. The key conclusions drawn from this analysis are as follows.

* The Chinese government's strategic vision for enhancing the nation's global influence through educational and research collaborations, as exemplified by the "Double First-Class" initiative

* University strategies that prioritize international competitiveness, cross-cultural understanding, and contributions to global knowledge production

* Alignment of internationalization initiatives with national and regional development strategies, such as the Belt and Road Initiative

* Scholarly literature highlighting the need for Chinese universities to adapt their strategies to navigate complex geopolitical landscapes, resource constraints, and cultural differences

* Potential for China to play a significant role in developing new models of internationalization based on principles of mutual benefit, inclusivity, and respect for cultural diversity

* Media reports reflecting public discourse on China's growing appeal as a study destination and its potential to shape the future of international education, as well as concerns about academic freedom, political influence, and the sustainability of international partnerships

The findings from the document analysis highlight the complex and dynamic nature of China's higher education internationalization, characterized by both challenges and opportunities. These results emphasize the need for Chinese universities to develop proactive and resilient strategies to navigate the uncertainties in the current global context while pursuing their internationalization goals.

3.3 Synthesis of the Findings

This study yielded four key findings following an extensive analysis of qualitative interviews, quantitative surveys, and document analysis. These findings shed light on the transformative trends in China's higher education internationalization amidst the wave of anti-globalization.

Firstly, interviews with university administrators and faculty members indicated that Chinese universities are proactively modifying their internationalization strategies to navigate the challenges posed by anti-globalization sentiments. These modifications included strengthening international partnerships, diversifying international stu-

dent recruitment, and leveraging virtual collaboration and online learning platforms. Moreover, the interviews highlighted a change in priorities towards regional cooperation, cultivation of global competencies, and alignment with national development strategies.

Secondly, the institutional survey results confirmed Chinese universities' strong commitment to internationalization, as evidenced by their extensive international partnerships and increasing resource allocation for international initiatives. However, the survey also identified persistent challenges, such as financial constraints and limited staff for internationalization efforts, which require continued attention and support.

Thirdly, a survey of international students in China provided valuable insights into their motivations, experiences, and perceptions. While students expressed high satisfaction with their academic experiences, they also reported challenges related to language barriers, cultural differences, and concerns about the impact of anti-globalization sentiments on their future prospects. Notably, the survey revealed growing recognition among international students of China's influential role in shaping the future of global education.

Finally, the document analysis located the findings within the broader policy landscape and public discourse surrounding China's higher education internationalization. The analysis underscored the Chinese government's strategic vision for expanding the country's global influence through education, and the alignment of university internationalization efforts with national and regional development strategies. Furthermore, academic literature and media reports offer critical perspectives on the challenges and opportunities facing China's internationalization of higher education in the context of anti-globalization.

In brief, the research indicates that China's internationalization of higher education is undergoing substantial transformation in response to the changing global context. Chinese universities are adopting proactive and resilient strategies to sustain their internationalization momentum while simultaneously grappling with the challenges posed by anti-globalization sentiments. The shifting priorities towards regional cooperation, global competency development, and contribution to global knowledge production reflect the evolving role of Chinese universities in the international education landscape. However, Chinese universities continue to face notable challenges, including geopolitical tensions, resource constraints, cultural differences, and concerns regarding academic freedom and political influence. Addressing these challenges requires continuous efforts from Chinese universities, policymakers, and international partners to foster intercultural under-

standing, mutual benefit, and inclusivity in international educational cooperation. Online education is crucial for global resource sharing and intercultural understanding (S. Li, Singh, Riedel, Yu, & Jahnke, 2022).[13] Research on digital learning and self-paced courses offers valuable insights for Chinese universities to optimize their internationalization strategies (Milord, Yu, Orton, Flores, & Marra, 2021;[16] Yu, Milord, Orton, Flores, & Marra, 2021).[30] Additionally, the transition from in-person to remote learning highlights practical issues in global higher education expansion. Chinese universities can use these experiences to improve remote education and student support, enhancing their internationalization efforts (Yu, Milord, Orton, Flores, & Marra, 2022).[31]

4.Discussion

4.1 Navigating the Challenges of Anti-Globalization

The research findings indicate the complex and multifaceted nature of Chinese higher education internationalization in light of growing anti-globalization sentiments. The use of a mixed-methods approach that integrates qualitative insights obtained from interviews and document analysis with quantitative data from surveys provides a comprehensive understanding of the strategies, challenges, and opportunities faced by Chinese universities in this evolving landscape.

One of the key findings from the data is that Chinese universities are adopting a proactive stance in adjusting to the pressures of anti-globalization. Rather than retreating from international engagement, these institutions make strategic adjustments to their internationalization agendas. This is exemplified by the emphasis that these institutions place on forging resilient partnerships, diversifying international student recruitment, and leveraging virtual collaboration to maintain global connections despite travel restrictions and geopolitical tensions (L. Su & Liang, 2021).[24] This aligns with recent research that has highlighted the adaptability and innovation of higher education institutions in times of crisis (Engler & Stausberg, 2021).[8]

Furthermore, the study also reveals the shifting priorities and focus areas of internationalization efforts in response to the changing global context. The growing emphasis on regional cooperation, particularly within Asia and along the Belt and Road countries, reflects a pragmatic approach to mitigating the risks of overreliance on traditional Western partners in an era of uncertainty (Ji, 2020).[9] This regional focus is not unique to China, as studies have shown a similar trend toward intra-regional mobility and collaboration in other parts of the world, such as Europe and Southeast Asia (G. Li, 2020).[12]

This study has identified a notable development in the Chinese higher education landscape, which is the increased focus on fostering global competencies and intercultural skills among students. This shift is in response to the need to prepare students for an increasingly complex and interconnected world, despite the anti-globalization forces that create physical barriers to mobility, as revealed by interviews with university administrators and faculty members (Jones, Leask, Brandenburg, & De Wit, 2021).[10] This trend aligns with the growing body of literature that emphasizes the importance of internationalization at home and integrates global perspectives into local curricula and co-curricular activities (Luo, 2021).[15]

However, this study also highlights the persistent challenges that Chinese universities face in their internationalization efforts. These include resource constraints, language and cultural barriers, and geopolitical tensions, which emerged as significant obstacles across interviews and surveys. These findings reflect the concerns raised in previous studies on the internationalization of higher education in China and other emerging economies (Pei, Liu, & Liu, 2020).[18] Furthermore, the document analysis reveals the complexity of balancing national priorities with international aspirations, as Chinese universities navigate the dual imperatives of serving domestic needs and enhancing global competitiveness (Wang, 2020).[28]

4.2 The Transformative Potential of China's Higher Education Internationalization

Despite the obstacles posed by anti-globalization, the findings of this research indicate the transformative potential of China's higher education internationalization. Quantitative data on key internationalization indicators, such as the rising percentage of international students and faculty, the expansion of international partnerships, and the increased budget allocation for internationalization activities, suggest a sustained commitment to global engagement among Chinese universities.

The ANOVA results further reveal significant disparities in internationalization outcomes across different types of institutions. Peer-reviewed studies point out that top-tier research universities are at the forefront of attracting international talent and forging global collaboration. This finding is in accordance with earlier research that underscores the stratification of the Chinese higher education system and the dissimilar internationalization strategies pursued by prestigious and mass-oriented institutions (Wen & Hu, 2019).[29] However, it also raises pertinent questions about fairness and access in the context of internationalization, as smaller and less resourced institutions may find it difficult to keep abreast with their more affluent counterparts.

4.3 Implications for Policy and Practice

The outcomes of this research have substantial implications for policy and practice in the field of internationalization. This extends to both domestic and international environments. The Chinese government's "dual circulation" model, which emphasizes the importance of both domestic development and international engagement, presents a favorable policy landscape for universities to achieve their internationalization goals (L. Su & Liang, 2021).[24] This study highlights the necessity of providing targeted support and resources to aid institutions in navigating the challenges of anti-globalization, particularly in minimizing geopolitical risks and fostering intercultural understanding.

At the institutional level, this study emphasizes the importance of developing resilient and adaptable internationalization strategies that can withstand uncertainties in the global landscape. This may involve diversifying international partnerships, investing in virtual collaboration technologies, and creating more flexible and inclusive pathways for student and faculty mobility (Stein, 2017).[23] Furthermore, it underscores the importance of internationalization at home, including the integration of global perspectives into curricula, co-curricular activities, and campus life (Zhang, Alon, & Lattemann, 2018).[33]

Moreover, the study highlights the need for a more holistic and value-driven approach to internationalization, one that goes beyond the instrumental pursuit of rankings and revenue to embrace the transformative potential of global engagement for intercultural learning, research innovation, and societal impact (Mwangi & Yao, 2021).[17] This requires a shift in mindset among university leaders, faculty, and students, as well as greater investment in the development of intercultural competencies and global citizenship skills.

4.4 Directions for Future Research

This research presents significant findings about the transformative trends in China's higher education internationalization amidst anti-globalization, and also suggests potential areas for future study. One potential area for investigation is the long-term consequences of the COVID-19 pandemic on the internationalization strategies and practices of Chinese universities, as the pandemic continues to have far-reaching effects on student mobility, research collaboration, and institutional partnerships (Yu, Milord, Flores, & Marra, 2022;[32] Zhong, Coates, & Shi, 2019).[34]

Another potential avenue for future research is the role of technology in facilitating and shaping the internationalization of higher education in China and beyond. As this study indicates, Chinese universities are increasingly utilizing virtual collaboration tools and online learning platforms to maintain global connections and provide international education. For example, anchor graph hashing technology can be used to rapidly process and analyze large-scale educational data, helping educational institutions better understand student learning behaviors and needs(Sun et al., 2020).[26] Additionally, virtual reality (VR) and augmented reality (AR) technologies can offer immersive cross-cultural exchange experiences, aiding students in better understanding and adapting to different cultural environments. However, further research is needed to comprehend the efficacy, accessibility, and fairness implications of these technology-mediated approaches to internationalization (Q. Su et al., 2021).[25]

Finally, future studies could delve deeper into the experiences and viewpoints of international students and faculty in China, particularly regarding their academic, social, and cultural integration into Chinese universities and communities. Although the survey and interview data from this study provide initial insights into the difficulties and opportunities faced by international students and faculty, additional research is needed to understand the complex dynamics of cross-cultural engagement and identity negotiation in the context of China's higher education internationalization (Pucciarelli & Kaplan, 2016).[19]

5.Conclusion

This study investigated the transformative trends in the internationalization of higher education in China amid the growing wave of anti-globalization. Utilizing a mixed-methods approach combining qualitative document analysis and quantitative data, this study explored the emerging strategies and initiatives adopted by Chinese universities to navigate the challenges posed by the changing global landscape. The primary findings of this study are as follows:

* Chinese universities are proactively adapting to the challenges of anti-globalization by strengthening international partnerships, diversifying student recruitment, and promoting virtual collaboration.

* The priorities and focus areas of internationalization efforts in China are shifting, with an increased emphasis on regional cooperation, cultivation of global competencies, and alignment with national development strategies.

* Despite facing various challenges, such as geopolitical tensions and resource constraints, Chinese universities are identifying new opportunities for growth and innovation through global engagement.

* The Chinese government provides strong policy

support for the internationalization of higher education, including financial incentives, streamlined visa processes, and the establishment of international education zones.

* There is a growing focus on cultivating globally competent talent and internationalizing curricula to meet the demands of an increasingly interconnected world.

In conclusion, this study highlights the resilience and adaptability of Chinese higher education institutions in the face of anti-globalization pressure. By adopting innovative strategies and leveraging new opportunities, Chinese universities continue to advance their internationalization agendas and strengthen their global competitiveness. As the global higher education landscape continues to evolve, further research is needed to monitor and assess the long-term impact of these transformative trends on China's higher education system and its role in the international academic community.

Author contribution

Zhiqiang Zhao: Methodology, Investigation, Conceptualization, Data collection, Writing

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Min Tang: Formal analysis, Conceptualization, Investigation, Validation, Supervision, Resources

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