



# The management Service Quality Evaluation based on humanism for International student at Guangxi University in China

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**Abstract.** In recent years, China's overseas education in China has developed rapidly. The number of international students has increased year by year. The quality of international student education has been significantly improved. According to relevant statistics, the number of overseas students in China is about 440,000 in 2022, and a total of 289 universities accept foreign students to study in China<sup>[1]</sup>. At present, China's overseas study education presents a diversified and multi-level characteristics. The source country of Chinese students covers 196 countries and regions on five continents<sup>[2]</sup>. Most of the international students in China study Chinese as a second language or a foreign language, accounting for about 80% of the total number of international students in China. At present, in the source structure of international students in China, Asian and African students account for the majority, both with more than 80%, with fewer students in Europe, America and Oceania countries. In addition, due to the rapid growth of the number of international students, the scale and structure of international students have changed significantly, and the education of international students in China is facing new challenges and opportunities. With the continuous expansion of the number of international students, the education and management of overseas students have attracted more and more attention. At present, the education management of international students in China is mainly facing the attention of all walks of life to the education management of international students in China, especially the new requirements and expectations of all walks of life on the education management of international students in China. Education and management of international students in China.

**Keywords:** humanism; overseas students; innovative education; management mode; Guangxi college students.

## 1 Introduction

The humanistic educational concept is fundamentally different from the educational concept in China<sup>[3]</sup>. In China, the thought of "people-oriented" has not been truly recognized, and has not formed a mature theoretical system. From the practice of university teacher education in China, many teachers are used to follow the established teaching plan and ignoring the existence of students as an independent individual; students have low interest in their major, lack of confidence, poor learning initiative and strong dependence; and outdated teaching methods are problems in college education in China. As the mainstream of education development in China, the concept of people-oriented education should also be implemented in the management of international students in China. As the largest group of international students in China, international students in China have a strong sense of identity and belonging to China's culture and economy. Therefore, they should fully respect them and establish an equal and harmonious teacher-student relationship with international students.

The theory of people-oriented management starts from meeting people's growing material and spiritual cultural needs. By mobilizing people's enthusiasm, initiative and creativity, it promotes people to actively realize their self-value, so as to achieve the unity of personal goals and organizational goals. The humanistic management theory emphasizes that management should start from the needs of people, fully mobilize people's enthusiasm, initiative and creativity, so that employees can give full play to their talents and strive for the organizational goals. It not only emphasizes the realization of organizational goals, but also emphasizes the improvement of individual value and achieving individual goals.

## 2 Research on the management system and management team construction of international students

In recent years students enrollment, gradually expanding, education scale has been rapidly expanded, in the past enrollment target is not clear and professional distribution problem, under the new admissions strategy, the contradiction between the admissions and professional education gradually reduced, the most outstanding problems in current students management for "management and service relationship not coordinated", make students management is the key to the development of education and students in China. Based on push-based theory, from the contradiction of the development of students, analyze how to solve the defects between students management and service, further improve the students management, aims to realize the sustainable development of students in China, improve the internationalization of higher education development level, improve and standardize the international students affairs management system, establish a scientific, comprehensive and perfect student affairs management system.

It is of great significance to the organizer of the management of international students, the executor of ideological education, and the leader of China. Through the investigation of 30 colleges and universities in Shanghai, it is found that the international student counselors has not formed a perfect system in recruitment, training,

assessment and career development channels. Therefore, it is necessary to establish a sound system to promote the professionalization and professionalization of international student counselors from the aspects of top-level design, training system and ability improvement.

Research from the big background of higher education internationalization, combined with the current situation of colleges and universities and the government coordination, expounds the importance and necessity of collaboration between universities and government departments, in Zhejiang yuexiu foreign languages institute foreigners management service station, for example, through the analysis of foreign management service management platform and service platform, the university and government students collaborative management mechanism construction and practical significance.

With the increase of national strength, more and more international students come to China to study. Throughout the history of China, this phenomenon also appeared in the Tang Dynasty, and achieved fruitful results in the education of international students in China, forming a relatively complete education management system. This paper analyzes in-depth the similarities and differences in the teaching management system, scholarship system and basic management system of international students in Tang Dynasty and today, learning from the past, hoping to solve the problems encountered in the education management of international students in China.

### **3 Research on the current situation of education management education for international students in China based on humanism**

The research on the education management of international students in China mainly focuses on the following aspects<sup>[4]</sup>: First, the analysis of the problems existing in the education management of international students in China. Chinese scholars put forward corresponding solutions to the problems existing in the education management of international students in China, such as the imperfect management system, insufficient teachers, single teaching content and single training mode. Second, the research on the education management mode of international students in China. Scholars have analyzed the training mode and management mode of international students in China. For example, they propose corresponding solutions to the problems existing in the management mode of international students in Chinese universities. Scholars have improved and innovated the education system of international students from various aspects, such as increasing teaching investment and improving teaching quality. Third, the countermeasures research of international students' education management. In view of the problems existing in the education management of international students, the corresponding solutions are put forward, such as establishing and improving the management system of international students, strengthening the publicity and education for international students, improving the teaching level and teaching quality, and optimizing the origin of international students.

The research on the education management of international students in China mainly focuses on theoretical discussion, but less involves the research on practical operation

level, which is also the focus of this paper. Throughout China about students education management research results, it can be seen that the current research on students education management is focused on the theory and countermeasures and Suggestions, and the practice level research is relatively less, therefore, this paper will take Guangxi university, for example, to explore humanism students innovation education management mode.

#### **4 Research on innovative education management mode for international students in China**

The education management mode of international students in China refers to the management system and operation mechanism formed under the action of certain education management system, institutions and mechanism. It is a concrete work practice, a working mechanism and process. It reflects the interconnection and interaction between management theory and practice.

The innovative education management mode for international students in China is formed under the action of certain education management system, institution and mechanism. It is student-oriented, takes the cultivation of international talents, and takes as the goal, and takes teaching and management activities as the carrier.

At present, colleges and universities mostly adopt the "convergence management" mode in the education management mode of international students in China, but in the actual implementation process, many problems have emerged, leading to the unsatisfactory management effect and quality. And foreign colleges and universities with their own rich experience and strong internationalization, for students convergence management has a higher management level of management, whether in concept or management system always adhere to the difference between students and their students, but also attach importance to the special care of students, help students smoothly and high quality to complete the academic task.

#### **5 Responsiveness of Chinese students based in humanism**

According to the above research results, we found that there is a certain degree of responsiveness between overseas students and schools. In management, we can make full use of these responsiveness to provide better services for overseas students. First, the school management system should meet the needs of students, establish a management system suitable for students, and promote the humanized development of the student management system. The management system is the basic guarantee of management. In the current management of students in China, due to the imperfect management system, the problems encountered by overseas students in their study and life cannot be solved in time<sup>[5]</sup>. Therefore, the university should strengthen the construction of the management system and improve the education management mechanism of international students in China. Second, to establish a perfect service system to provide more humanized services for overseas students. For example, set up a special affairs

agency to provide comprehensive services for international students to solve the problems encountered in their life and study; set up a special consultation window to timely understand the needs of overseas students. Third, strengthen the construction of teachers, improve the overall quality of teachers, and meet the educational management needs of overseas students in China. In order to improve the quality of teachers, the school should train teachers through various ways, improve the overall quality of teachers, constantly improve the teaching level of teachers, and provide better education management services for overseas students in China. Fourth, pay attention to the construction of campus culture<sup>[6]</sup>. Campus culture is an important part of the school, which can not only promote the development of the school, but also is an important way for the school to communicate with international students. Therefore, the school should pay attention to the construction of campus culture, to provide a good learning and living environment for overseas students, so that they can integrate into the cultural atmosphere of the school.

## **6 Empathy of overseas students based on humanism**

In the international educational exchange, empathy is the basis and premise of cross-cultural communication among international students. In the field of psychology, empathy refers to resonance and responding to others' emotions and emotions, and forming positive emotional attitudes or behavioral tendencies, which are reflected in real life. International students are interested in people from different countries and are willing to connect with them because they resonate and respond to the feelings and emotions of others. The specific manifestations are: First, the school needs to meet the personalized learning needs of different international students, and make teaching plans according to different needs, such as foreign language learning and professional course learning. Second, international students are interested in people from different countries, because when they get along with people from different countries, they are interested in each other's behavior and language, and on this basis, they can understand the culture, customs and thinking mode of the other country. Therefore, international students need to learn to pay attention to the feelings of others. Third, international students establish contact with people from different countries because they can perceive a positive or negative impact of people from different countries. In the education management mode of international students in Guangxi University, the university provides diversified learning environment, diversified learning resources, diversified teaching teams and diversified management system for international students. Fourth, the humanization of the student management system and the flexibility of the training program. According to the "people-oriented" management concept, the university has established a student-centered management mode to provide personalized learning and life services for international students, and create a good campus cultural atmosphere for international students, so that students can fully integrate into the school life. On this basis, the university has established a flexible training program<sup>[7]</sup>. By formulating targeted training programs, such as offering special courses, opening English courses and organizing cultural activities, international students can feel the consistency of

their own value and the value of the university<sup>[8]</sup>. In addition, the university has also established a regular psychological counseling and counseling mechanism to help overseas students solve problems in their study and life.

In short, the education management mode of overseas students in Guangxi University pays attention to the attention of students' emotions, and realizes the good effect of the combination of students' subject status and management subject position, and the combination of theoretical study and practical practice.

## **7 The impact of the reliability of humanistic overseas students on innovative education management**

The reliability of overseas students in China has many effects on innovative education management. One is that as international students, their language and cultural backgrounds are significantly different from the communities that accept them. Such differences may lead to difficulties and conflicts in understanding, but can also bring new perspectives and opportunities for innovative educational management. Second, the educational needs and expectations of international students may differ significantly from the communities that accept them. This difference may lead some international students to feel frustrated and dissatisfied, but it can also bring new enlightenment and challenges to innovative education management. Third, the acceptance of education by international students may differ significantly from the communities that accept them. This difference may make it difficult for some international students to integrate into the communities that accept them, but it can also bring new impetus and opportunities for innovative education management. Therefore, in the management of innovative education, the cultural background, educational needs and acceptance degree of international students should be fully considered, so as to better provide support and services for them<sup>[9]</sup>. At the same time, international students should also be encouraged to fully participate in the process of innovative education management, so as to give better play to their creativity and innovation.

## **8 The influence of the guarantee of humanistic overseas students on innovative education management**

The influence of the guarantee of overseas students on the innovative education management is mainly reflected in the following two aspects: first, the reliability of overseas students can promote the effectiveness and pertinence of education management. If international students can complete the study tasks on time, abide by the rules and regulations of the school, and actively participate in campus activities, it will bring great convenience to the education management of the school<sup>[10]</sup>. On the contrary, if international students are absent, late, violate the school rules and regulations and other problems, it will bring more challenges and difficulties to education management. Second, the guarantee of international students can promote the diversification and innovation of educational management. If international students encounter difficulties

or problems in study and life, they can timely report and ask for help, or put forward constructive opinions and suggestions, which will bring more inspiration and innovation to the school's education management. On the contrary, if international students lack feedback and communication channels when they encounter problems, or suffer unfair treatment such as disregard or neglect, it may cause more problems and contradictions.

## **9 The impact of the responsiveness of Chinese students based on humanism on innovative education management**

According to the survey, we can see that the responsiveness of overseas students on the innovative education management is mainly reflected in the following three aspects. First, the responsiveness of international students to education management can promote the pertinence and effectiveness of education management. If the needs and opinions of international students on education management can be responded to and solved in a timely manner, or they can actively respond to and participate in the management and service of the school, it will make the education management more in line with the actual needs of students and improve the management efficiency. Second, the responsiveness of international students can promote the diversification and innovation of educational management. If international students encounter difficulties or problems in study and life, they can take the initiative to report to relevant departments for help, or put forward constructive opinions and suggestions, which will bring more inspiration and innovation to the school's education management<sup>[11]</sup>. On the contrary, if international students lack feedback and communication channels when they encounter problems, or suffer unfair treatment such as disregard or neglect, it may cause more problems and contradictions. Third, the responsiveness of international students also puts forward new requirements for innovative education management. The traditional education management mode may be difficult to meet the diversified needs of international students, so the education management department needs to innovate management ideas and methods and explore new management modes and service methods, so as to better meet the needs of international students and improve their satisfaction and sense of belonging.

## **10 Conclusion**

With the deepening of globalization and the rapid development of international education, more and more international students choose to receive higher education in China. As a well-known university in southwest China, Guangxi University has also attracted a large number of international students to study. However, the management service of international students is a complex task and involves multiple aspects. How to improve the quality of international student management services and meet the needs and expectations of international students is an important problem to be solved at

present. In order to understand the quality of students management service, this study takes Guangxi University as an example to evaluate the quality of students management service. In this study, the questionnaire survey method and management service quality evaluation method have studied the quality from five aspects: reliability, feasibility, assurance, responsiveness and empathy. The research shows that: first, learning input, teacher support level, learning sense of belonging and academic self-efficacy show the overall level. Second, the scores of reliability, feasibility, assurance, response and empathy of international students in Guangxi University are all at the middle level. Third, from the analysis of gender and age differences, different reliability, tangible, assurance, responsiveness and empathy all show consistency, with no difference. Fourth, from the correlation analysis, there is a significant positive correlation between reliability, feasibility, assurance, responsiveness and empathy. Finally, according to the results, the school level, teachers and society. Through this study, we hope to provide useful reference and inspiration for the improvement of the management service quality of international students in Guangxi University. At the same time, it also provides reference and reference for other universities to jointly promote the improvement and development of the management and service for international students.

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