

A Closer Look at the Policies in Transnational Education in Chinese Graduate Studies: A Move Towards Orientation Program

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Abstract: In Chinese higher education, transnational education (TNE) is pivotal, especially in graduate studies. TNE allows students to earn foreign degrees without leaving China. This paper examines TNE policies in Chinese graduate studies, with a focus on evolving towards an Orientation Program. Historically, TNE in China grew due to economic, cultural, and political factors, including globalization's impact, government support, and international student experiences. Recent discourse centers on policy challenges and opportunities for graduate students, including educational quality and internationalization. However, research gaps exist in policy implementation and effectiveness. This paper argues for further research to assess TNE policy efficacy and areas needing improvement. Recent findings reveal complexities in TNE policy implementation, impacting quality assurance and student prospects. Drawing from prior research, this paper addresses issues in current TNE policies, proposing enhancements, such as systematic policy-making, international alignment, clear objectives, and robust monitoring mechanisms. In conclusion, a holistic approach to TNE policy is crucial. Implementing proposed measures can bolster China's higher education internationalization and enhance postgraduate competitiveness. This research contributes to the TNE dialogue and informs a Chinese Policy Orientation Program (CPOP).

Keywords: Transnational Education; Graduate Studies; Policy Formulation; Quality Assurance; Institutional Collaboration; Policy Implementation.

1. Introduction

Transnational education (TNE) has gained prominence in Chinese higher education, particularly in graduate programs. It enables students to earn foreign degrees while staying in their home country. Previous research extensively examined TNE policy formulation for Chinese graduate students, covering quality assurance, institutional cooperation, funding, regulation, and language proficiency. Recent findings, like Zhang and Du's study, highlight ongoing challenges in quality assurance, degree recognition, and career opportunities for transnational students.

Chinese higher education research initially emphasized economic, cultural, and political factors driving TNE growth. However, contemporary scholars shifted focus to TNE policies for graduate students, exploring quality, institutional capacity, internationalization, student mobility, academic collaboration, and knowledge transfer. Despite this, a research gap exists in policy implementation and its impact on student outcomes.

This paper draws on both past and recent research to address current issues in TNE policy formulation for Chinese graduate students. Identified problems include the lack of clear principles, insufficient research support, and inadequate supervision during implementation. Proposed measures aim to enhance policy-making's scientific nature, align with international standards, set clear objectives, and improve monitoring and evaluation. The paper promotes the internationalization of Chinese higher education and enhances postgraduate competitiveness.

Further research is needed to address these challenges and improve transnational education for both Chinese and

international students. This study focuses on graduate-level TNE policies, offering insights for a Chinese Policy Orientation Program (CPOP).

2. Statement of the Problem

This study aims to examine the transnational education policies in the graduate school level as a reference for a Chinese Policy Orientation Program (CPOP).

Specifically, it sought answers to the following questions:

2.1 What is the level of awareness of the respondents on the transnational education policies in the graduate schools in terms of the following:

2.1.1 External Exchange and Cooperation

2.1.2 General Provisions

2.1.3 Establishment of Chinese-foreign Cooperatively-run Schools

2.1.4 Organization and Administration of Chinese-foreign Cooperatively-run Schools

2.1.5 Education and Teaching of Chinese-foreign Cooperatively-run Educational Projects.

2.2 What is the extent of the implementation of the transnational education policies in the graduate schools in terms of the aforementioned areas as viewed by the respondents?

2.2.1 External Exchange and Cooperation

2.2.2 General Provisions

2.2.3 Establishment of Chinese-foreign Cooperatively-run Schools

2.2.4 Organization and Administration of Chinese-foreign Cooperatively-run Schools

2.2.5 Education and Teaching of Chinese-foreign

Cooperatively-run Educational Projects?

2.3 Is there a significant difference in the level of awareness of the respondents on the transnational education policies in the graduate schools?

2.4 Is there a significant difference in the extent of the implementation of the transnational education policies in the graduate schools in terms of the aforementioned areas as viewed by the respondents?

2.5 What are the issues that the respondents confront with regard to the implementation of the transnational education

policies in the graduate schools?

2.6 Based on the findings, what Chinese Policy Orientation Program (CPOP) may be proposed?

3. Issues that the Respondents Confront with Regard to the Implementation of the Transnational Education Policies in the Graduate Schools

Table 1. Issues that the teachers confront with regard to the implementation of the transnational education policies in the graduate school.

THEMES	SIGNIFICANT STATEMENTS
1.Challenges of Online Education	“Oh, you know what can be tough in the classroom? When the teacher and students don't speak the same language well, it can make it hard to explain complicated stuff or share ideas. Communication can be a bit tricky in those situations, you know? But hey, we just gotta find creative ways to get our points across and make sure everyone understands. It might take a little extra effort, but we'll get there.” (Teacher 1) “Oh, you know what can be a real headache for online classes? Dealing with those time zones! Coordinating live sessions and virtual interactions when everyone's in different parts of the world can be a real challenge. It messes up the schedule, and some students might end up missing out on stuff because it's just not at a convenient time for them. Plus, it can affect how engaged the students are since they might have to attend classes at odd hours, and that's not fun for anyone. But hey, we'll do our best to find some solutions to make it work for everyone, even if it means some extra juggling.” (Teacher 2) “Oh, dealing with all those different countries' regulations and policies can be a real headache, especially when it comes to online education and visas for teachers. It's like a whole web of rules and paperwork we need to navigate through. Sometimes, it can get pretty complex and time-consuming. But hey, we gotta do what we gotta do to make sure we're following all the rules and staying on the right side of the law. It's all about making sure our online education and the teachers' visas are legit and everything runs smoothly. It may take some extra effort, but it's worth it to keep things in line and provide the best education for our students.” (Teacher 4)
2.Striving for Collaboration	“You know, with all this online learning stuff and students from different time zones, it can get a bit tough to keep everyone engaged and interacting, you know what I mean? Some students might feel disconnected from their teachers and classmates because of the virtual setup. So, us teachers gotta put on our thinking caps and come up with some cool ways to get everyone involved and working together. We need to find creative strategies to keep them active and participating, even if we're not in the same physical space. It's all about making sure everyone feels included and can have a great learning experience, no matter where they are.” (Teacher 2) “Oh, when it comes to those international education programs, teamwork is the name of the game! Success really depends on how well partner institutions collaborate with each other. Graduate schools have to build strong partnerships to make sure everything runs smoothly. It's all about working together to deliver those programs without a hitch and making sure that everyone recognizes the qualifications from different places. So, we'll put our heads together, communicate, and support each other to make this whole transnational education thing a great experience for everyone involved. It's all about coming together and making things happen.” (Teacher 4) “Oh, you know what's really important? All those things we've been talking about can have a big impact on how people see the graduate school and its international programs. If there are challenges with things like financial considerations, collaboration, or regulatory compliance, it can affect the school's reputation and accreditation status. We wanna make sure everything runs smoothly and meets the highest standards, so the school can maintain a good reputation and keep that accreditation in top shape. It's like building a solid foundation, you know? Taking care of all those important aspects ensures the school's name stays strong and its programs continue to be recognized for their quality and excellence.” (Teacher 5)

Implementing transnational education policies in graduate schools poses several complex challenges for teachers. Through video interviews with 5 university teachers, we found that: These educators find themselves at the forefront

of a dynamic educational landscape that requires them to navigate a multitude of intricate issues. From bridging diverse cultural and pedagogical gaps to ensuring uniform assessment practices, teachers must skillfully adapt their

teaching methods to accommodate students from different backgrounds. Moreover, the task of providing personalized support to individuals with unique needs across geographical boundaries demands innovative approaches to maintain meaningful interactions.

Theme 1: Challenges of Online Education

From the perspective of teachers, the policy formulation and implementation of transnational education for Chinese graduate students need to consider the problems and challenges faced by some online education. For example, the teacher 1 said “Oh, you know what can be tough in the classroom? When the teacher and students don't speak the same language well, it can make it hard to explain complicated stuff or share ideas. Communication can be a bit tricky in those situations, you know? But hey, we just gotta find creative ways to get our points across and make sure everyone understands. It might take a little extra effort, but we'll get there.” In addition, the teacher 2 said “Oh, you know what can be a real headache for online classes? Dealing with those time zones! Coordinating live sessions and virtual interactions when everyone's in different parts of the world can be a real challenge. It messes up the schedule, and some students might end up missing out on stuff because it's just not at a convenient time for them. Plus, it can affect how engaged the students are since they might have to attend classes at odd hours, and that's not fun for anyone. But hey, we'll do our best to find some solutions to make it work for everyone, even if it means some extra juggling.” Moreover, the teacher 4 Refer to “Oh, dealing with all those different countries' regulations and policies can be a real headache, especially when it comes to online education and visas for teachers. It's like a whole web of rules and paperwork we need to navigate through. Sometimes, it can get pretty complex and time-consuming. But hey, we gotta do what we gotta do to make sure we're following all the rules and staying on the right side of the law. It's all about making sure our online education and the teachers' visas are legit and everything runs smoothly. It may take some extra effort, but it's worth it to keep things in line and provide the best education for our students.” Some of the problems and challenges facing graduate transnational education, especially the challenges faced by online education in transnational education, are the views jointly raised by the three teachers.

The teacher 3 and teacher 5 agreed with some of the challenges posed by online education in transnational graduate education. They believe that it is normal to have problems and face certain challenges, and the key is for everyone to face the challenges bravely and meet the challenges. The content of the above statement is highly relevant to the 2021 study by Chen Shaolin and Peng Jie on the development and challenges of transnational higher education in China, which argues that: Graduate transnational online education faces a number of challenges that require a comprehensive strategy to overcome to ensure educational quality and student success. For example, time zone differences and scheduling. The course time can be flexibly adjusted to provide multiple time options to meet the needs of students in different regions. Record lessons and provide online playback so students can watch the course content at a time that suits them. Another example is technology and connectivity issues, which can provide students and teachers with the necessary technical support to ensure that they can participate seamlessly in online courses. Establish alternate communication channels to be able to communicate in case

of a technical failure. By taking the above challenges into account and acting accordingly, graduate transnational online education can provide a high-quality learning experience and produce graduates with an international background and global competitiveness.

Theme 2: Striving for Collaboration

From the perspective of teachers, the policy formulation and implementation of transnational education for Chinese graduate students should pursue excellence and cooperation. For example, the teacher 2 said “You know, with all this online learning stuff and students from different time zones, it can get a bit tough to keep everyone engaged and interacting, you know what I mean? Some students might feel disconnected from their teachers and classmates because of the virtual setup. So, us teachers gotta put on our thinking caps and come up with some cool ways to get everyone involved and working together. We need to find creative strategies to keep them active and participating, even if we're not in the same physical space. It's all about making sure everyone feels included and can have a great learning experience, no matter where they are.” The teacher 4 said “Oh, when it comes to those international education programs, teamwork is the name of the game! Success really depends on how well partner institutions collaborate with each other. Graduate schools have to build strong partnerships to make sure everything runs smoothly. It's all about working together to deliver those programs without a hitch and making sure that everyone recognizes the qualifications from different places. So, we'll put our heads together, communicate, and support each other to make this whole transnational education thing a great experience for everyone involved. It's all about coming together and making things happen.” In addition to that, the teacher 5 said “Oh, you know what's really important? All those things we've been talking about can have a big impact on how people see the graduate school and its international programs. If there are challenges with things like financial considerations, collaboration, or regulatory compliance, it can affect the school's reputation and accreditation status. We wanna make sure everything runs smoothly and meets the highest standards, so the school can maintain a good reputation and keep that accreditation in top shape. It's like building a solid foundation, you know? Taking care of all those important aspects ensures the school's name stays strong and its programs continue to be recognized for their quality and excellence.” The need for excellence and collaboration in graduate transnational education is a common view of the three teachers.

Teacher 1 and Teacher 3 agree on the common point of view of the three teachers. They believe that the formulation and implementation of transnational education policies for Chinese graduate students should not only stay on paper or simply follow documents and policies, but should exert subjective initiative and actively pursue excellence and cooperation. The content of the above statement is closely related to the transformation of China's higher education in the context of globalization studied by Goyang in 2016 - taking Sino-German cooperative education as an example. The study shows that the pursuit of excellence and cooperation in graduate transnational education policy and implementation involves multiple aspects, for example, to formulate clear policy objectives and guidelines, policy makers should clarify the objectives of transnational education, including improving the quality of education, promoting international cooperation, and cultivating

internationally competitive graduate students. At the same time, specific guidelines are developed to ensure consistency and effectiveness in the implementation process. For example, building international partnerships: Transnational education requires a wide range of international partnerships, including partner institutions, faculty, research institutions, and government departments. Policymakers can actively promote

international cooperation and the mutual benefit of transnational graduate programs. Another example is to support cross-cultural communication: provide cross-cultural training and exchange opportunities to help students and teachers adapt to diverse cultural and linguistic environments and enhance communication and understanding.

Table 2. Issues that the students confront with regard to the implementation of the transnational education policies in the graduate school.

THEMES	SIGNIFICANT STATEMENTS
1.Cultural Adjustment	“You know, when students find themselves in a whole new cultural and language environment, it can be quite challenging for them. Language barriers can make it tough for them to communicate with their classmates and teachers, and that can really affect their overall learning experience. Imagine being in a place where people speak a language, you're not familiar with. It can be a bit overwhelming, right? But hey, we'll be there to support them and help them adapt. We'll find ways to make sure everyone feels included and can make the most out of their learning journey, no matter where they're from or what language they speak. It's all about embracing diversity and making sure everyone feels welcome.” (Student 1) “You know, it's not just the students who might face some challenges in those international programs. The faculty members can also have a bit of a tough time adapting. Dealing with students from diverse cultural and academic backgrounds can be a bit of a learning curve for them too. It's like trying to find the right approach that works for everyone, you know? But hey, we're all in this together, and we'll make sure the faculty gets the support they need to create a great learning experience for the students. It's all about embracing diversity and finding ways to connect with students from different parts of the world. We'll work hand in hand to make the learning journey a success for everyone.” (Student 3) “With all that cross-cultural exposure in those programs, it can be really awesome for students. They get to experience different cultures and learn from a diverse group of people, which is really cool. But, let's be honest, it might also present some challenges for some students. Teaching styles and academic expectations can be different in a new cultural context, and that might take some getting used to. But hey, we're here to support them every step of the way. We'll help them adapt and find their footing in this new environment. In the end, it's all about growing and learning from each other, and that's what makes these cross-cultural experiences so special and valuable.” (Student 5)
2.Support Services	“You know, when it comes to those transnational programs, if students feel like there are too many hurdles or uncertainties, it can really affect the number of students who enroll and stay in the program. Think about it, if they see lots of challenges ahead, they might hesitate to sign up, or even drop out later on. So, we wanna make sure we address their concerns and provide support from the get-go. That way, they'll feel more confident about taking part in the program and sticking with it. It's all about creating an environment where students feel supported and encouraged, so they can have a great learning experience and achieve their goals. We're here to help them succeed.” (Student 1) “What can be a real bummer for students? If they don't get the right support and services they need. When the support services are lacking, it can really impact how satisfied and engaged students feel with their education. Think about it, if they're not getting the help they need, it might affect how well they do academically too. So, we gotta make sure we're there for them, providing the support and services they deserve. That way, they'll feel more connected and motivated to succeed in their studies. It's all about making sure they have a great learning experience and get all the help they need to reach their goals.” (Student 2) “Oh, you know what can be a real headache for virtual learning? Technology and infrastructure stuff! Imagine if students face connectivity problems or don't have the right tech resources. It can be a big obstacle to their learning journey. We want everyone to have a smooth experience, but sometimes, it's just not that easy, right? So, we'll try our best to find solutions and work around those challenges. We'll make sure everyone gets the support they need, even if it means finding creative ways to deal with tech issues. It's all about making sure technology becomes a helpful tool for learning, not a barrier. We'll do our best to keep things running smoothly for everyone.” (Student 3) “You know, with those international programs, they bring in students from all sorts of backgrounds and educational systems. It's like having a big melting pot of diversity, which can be super enriching and cool. But here's the thing: because students come from different places, they might have varied academic preparation and learn at different paces. It's like putting everyone together in a classroom with their own unique strengths and challenges. But don't worry, we'll work with each student individually to make sure they get the support they need. It's all about embracing that diversity and helping everyone succeed in their own way! In the end, it can be a real strength of those programs, having such a diverse and vibrant community of learners.” (Student 5)

For example, promoting policy coordination and cooperation: policies, regulations and education systems vary widely in different countries and regions, requiring policy makers to actively seek coordination and cooperation to address legal, regulatory and accreditation issues in transnational education. These strategies can help graduate students pursue excellence and cooperation in transnational education policy and implementation, improve the quality of education, cultivate graduate students with international background and competitiveness, and promote international cooperation and exchange.

Theme 1: Cultural Adjustment

From the perspective of students, the policy formulation and implementation of transnational education for Chinese graduate students should focus on and consider the factors of adjustment. Adapting to a new cultural and educational environment can be challenging. Students may struggle to navigate cultural norms, teaching styles, and social interactions. For example, the student 1 said “You know, when students find themselves in a whole new cultural and language environment, it can be quite challenging for them. Language barriers can make it tough for them to communicate with their classmates and teachers, and that can really affect their overall learning experience. Imagine being in a place where people speak a language, you're not familiar with. It can be a bit overwhelming, right? But hey, we'll be there to support them and help them adapt. We'll find ways to make sure everyone feels included and can make the most out of their learning journey, no matter where they're from or what language they speak. It's all about embracing diversity and making sure everyone feels welcome.” The student 3 said “You know, it's not just the students who might face some challenges in those international programs. The faculty members can also have a bit of a tough time adapting. Dealing with students from diverse cultural and academic backgrounds can be a bit of a learning curve for them too. It's like trying to find the right approach that works for everyone, you know? But hey, we're all in this together, and we'll make sure the faculty gets the support they need to create a great learning experience for the students. It's all about embracing diversity and finding ways to connect with students from different parts of the world. We'll work hand in hand to make the learning journey a success for everyone.” Moreover, the student 5 said “With all that cross-cultural exposure in those programs, it can be really awesome for students. They get to experience different cultures and learn from a diverse group of people, which is really cool. But, let's be honest, it might also present some challenges for some students. Teaching styles and academic expectations can be different in a new cultural context, and that might take some getting used to. But hey, we're here to support them every step of the way. We'll help them adapt and find their footing in this new environment. In the end, it's all about growing and learning from each other, and that's what makes these cross-cultural experiences so special and valuable.”

It can be seen from this that the students who accepted the video interview generally believe that the policy and implementation of transnational education for graduate students need to consider multiple factors and strategies in realizing cultural adjustment, so as to ensure the smooth adaptation and successful learning of students in different cultural backgrounds. The students' statements are closely related to the 2017 study by Jun Xu and Yan Liu on the Development of Transnational Higher Education in China:

Policy Perspectives. In their research, Xu Jun and Liu Yan show that teachers and educational institutions can provide training for students and staff on cross-cultural communication, cultural differences, and educational expectations. This helps to increase cultural awareness, reduce cultural conflict, and better adapt to a multicultural environment. Students are encouraged to actively participate in cross-cultural activities and exchanges, such as cultural festivals, lectures, seminars, etc., to promote their deeper understanding of the local culture, strengthen their intercultural communication skills, and interact with local students. Integrate multicultural elements into the curriculum, develop students' intercultural competence through case studies, projects, group work, etc., and enhance their ability to understand and respect different cultures. Organize cultural exchange activities for students to share their own culture, and promote students from different backgrounds to learn from each other and enhance understanding. In order to realize the cultural adjustment in the policy and implementation of transnational education for graduate students, a comprehensive strategy needs to be adopted from the aspects of educational content, teaching methods and student support to promote the integration and success of students in a multicultural environment.

Theme 2: Support Services

From the perspective of students, the policy formulation and implementation of transnational education for Chinese graduate students should pay more attention to the problems and factors of Support Services. For example, the student 1 said, “You know, when it comes to those transnational programs, if students feel like there are too many hurdles or uncertainties, it can really affect the number of students who enroll and stay in the program. Think about it, if they see lots of challenges ahead, they might hesitate to sign up, or even drop out later on. So, we wanna make sure we address their concerns and provide support from the get-go. That way, they'll feel more confident about taking part in the program and sticking with it. It's all about creating an environment where students feel supported and encouraged, so they can have a great learning experience and achieve their goals. We're here to help them succeed.” The student 2 said, “what can be a real bummer for students? If they don't get the right support and services they need. When the support services are lacking, it can really impact how satisfied and engaged students feel with their education. Think about it, if they're not getting the help they need, it might affect how well they do academically too. So, we gotta make sure we're there for them, providing the support and services they deserve. That way, they'll feel more connected and motivated to succeed in their studies. It's all about making sure they have a great learning experience and get all the help they need to reach their goals.” In addition, the student 3 said, “Oh, you know what can be a real headache for virtual learning? Technology and infrastructure stuff! Imagine if students face connectivity problems or don't have the right tech resources. It can be a big obstacle to their learning journey. We want everyone to have a smooth experience, but sometimes, it's just not that easy, right? So, we'll try our best to find solutions and work around those challenges. We'll make sure everyone gets the support they need, even if it means finding creative ways to deal with tech issues. It's all about making sure technology becomes a helpful tool for learning, not a barrier. We'll do our best to keep things running smoothly for everyone.” Finally, the student 3 said, “You know, with those international programs,

they bring in students from all sorts of backgrounds and educational systems. It's like having a big melting pot of diversity, which can be super enriching and cool. But here's the thing: because students come from different places, they might have varied academic preparation and learn at different paces. It's like putting everyone together in a classroom with their own unique strengths and challenges. But don't worry, we'll work with each student individually to make sure they get the support they need. It's all about embracing that diversity and helping everyone succeed in their own way! In the end, it can be a real strength of those programs, having such a diverse and vibrant community of learners.”

The ideas and views expressed by the student interviewees in the interview are actually the students' most authentic thoughts on the support services for the policy and implementation of transnational education for Chinese graduate students as reflected by their actual situation. It was clear from the conversation that they wanted more love and support, spiritually, technically, and in other ways. The students' ideas are very relevant and closely related to what was stated in Huang Feng's 2017 research on the Development of Transnational Higher education in China: Challenges and Prospects. In his research, he argues that the successful implementation of graduate transnational education policy and implementation requires the provision of comprehensive support services to ensure that students

have a good academic and life experience in an international learning environment. Provide academic guidance and tutoring to help students adapt to different teaching styles and academic requirements. Set up a learning centre or guidance centre to provide course guidance, study skills training, etc., to enhance students' academic performance. Provide language courses and language communication support to help students improve their language communication skills and reduce the difficulties caused by language barriers. Provide career guidance, internship opportunities and career development resources to help students plan their career path and enhance their competitiveness in employment. Students are encouraged to participate in student organizations, societies and volunteer activities to develop leadership skills and teamwork. Establish an online platform to provide academic resources, frequently asked questions, online consultation and other services, so that students can access support at any time. Graduate transnational education Policy and implementation can provide students with comprehensive support services to help them achieve a successful study and living experience in a foreign country.

4. Proposed Chinese Policy Orientation Program (CPOP)

Table 3. Proposed Chinese Policy Orientation Program (CPOP)

Key Result Areas	Specific Objectives	Proposed activities	Activity Description	Materials/Resources	Target Output
External Exchange and cooperation	To have an up to date knowledge that the State sends people to study abroad and opens its door to international students.	Orientation regarding external exchange and cooperation	Invite schools administrators, teachers and students for the orientation	Computers, books, journal subscription, and other reference materials	Yearly orientation at the beginning of the school
General Provisions	To have an up to date knowledge on general provisions of TNE	Provide on the general provisions of the TNE	Invite schools administrators, teachers and students for the orientation	Computers, books, journal subscription, and other reference materials	Yearly orientation
Establishment of Chinese-foreign Cooperatively-run Schools	To know the requirements in establishing Chinese-foreign cooperatively-run Schools	Orientation on the establishment of the TNE	Invite schools administrators, teachers and students for the orientation	Computers, books, journal subscription, and other reference materials	Yearly orientation
Organization and Administration of Chinese-foreign Cooperatively-run Schools	To have an up to date knowledge on the organization and administration of Chinese-foreign cooperatively-run school.	Provide an orientation on the organization and administration of TNE	Invite schools administrators, teachers and students for the orientation	Computers, books, journal subscription, and other reference materials	Yearly orientation
Education and Teaching of Chinese-foreign Cooperatively-run Educational Projects?	Up to date knowledge on a Chinese-foreign cooperatively-run school and educational project issue academic certificates and certificates of academic degrees of a foreign educational institution, its courses and teaching content shall not under the standard and requirements of such foreign educational institution in its own country.	Orientation on the education and teaching.	Invite schools administrators, teachers and students for the orientation	Computers, books, journal subscription, and other reference materials	Yearly orientation

The proposed Chinese Policy Orientation Program (CPOP) aims to address the indicators with lowest Mean based on the perspectives of the school administrators, teachers, and students. As the number of students seeking education overseas continues to rise, school administrators and teachers

must provide an excellent understanding about transnational education policies.

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