

Faculty of Economics and Business

China University Teachers' Expectation and Motivation for Overseas Training Under the Background of "the Belt and Road Initiative"

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China University Teachers' Expectation and Motivation for Overseas Training Under the Background of "the Belt and Road Initiative"

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DECLARATION

I declare that the work in this thesis was carried out in accordance with the regulations of Universiti Malaysia Sarawak. Except where due acknowledgements have been made, the work is that of the author alone. The thesis has not been accepted for any degree and is not concurrently submitted in candidature of any other degree.

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ABSTRACT

The Belt and Road Initiative has presented both opportunities and challenges for China and countries along its route. The primary issue facing Chinese university teachers lies in their limited enthusiasm for engaging in internationalization efforts, despite policy drives aimed at fostering global development via the Belt and Road Initiative. The key challenge is to identify the expectations and underlying factors influencing teachers' decisions to participate in overseas programs, and to assess the effectiveness of cross-cultural training in motivating their involvement. An innovative simplification of the expectancy-value theory model is achieved by intertwining it with self-determination theory for exploring, through mixed methods, the expectations and motivations of teachers' participation in overseas projects. 505 teachers from six universities in central China participated in the questionnaire survey (489 valid, with a response rate of 97%), which confirmed diverse expectations regarding international training and examined several influential factors. The quantitative findings back up H1-H6 and show H7-H8 have a mediating role, but H9-H10 are not supported. It underscores the significance of cultural milieu, socializers' behaviors, cognition, and motivational beliefs, with cognition functioning as a mediator. Qualitative interviews were conducted with 27 university teachers who have received or are undergoing overseas training to reinforce the impact of cross-cultural training on their professional growth. Competence, autonomy, relatedness, and satisfaction shape motivation within a supportive environment that meets expectancy and basic psychological needs, in line with expectancy-value theory and self-determination theory principles. Methodologically, it employs mixed methods, introducing new measurement scales. Contextually, it contributes to BRI collaboration. Practically, it guides policymakers in formulating educational indicators, aids in talent programme development, informs teaching strategies for educators, and serves as a reference

for future research and talent training at universities, enhancing international cooperation and talent development.

Keywords: BRI, Cross-Culture Training, Expectancy Value, University Teachers

Harapan dan Motivasi Guru Universiti China untuk Latihan Luar Negara Di Bawah Latar Belakang "Inisiatif Jalur dan Jalan"

ABSTRAK

Inisiatif Jalur dan Jalan telah memberikan kedua-dua peluang dan cabaran bagi China dan negara-negara di sepanjang laluannya. Isu utama yang dihadapi oleh guru universiti China terletak pada semangat mereka yang terhad untuk melibatkan diri dalam usaha pengantarabangsaan, walaupun terdapat dorongan dasar yang bertujuan untuk memupuk pembangunan global melalui Inisiatif Belt and Road. Cabaran utama ialah mengenal pasti jangkaan dan faktor asas yang mempengaruhi keputusan guru untuk mengambil bahagian dalam program luar negara, dan untuk menilai keberkesanan latihan silang budaya dalam memotivasikan penglibatan mereka. Penyederhanaan inovatif model teori nilai jangka panjang dicapai dengan menjalinkannya dengan teori penentuan nasib sendiri untuk meneroka, melalui kaedah campuran, jangkaan dan motivasi penyertaan guru dalam projek luar negara. 505 guru dari enam universiti di tengah China mengambil bahagian dalam tinjauan soal selidik (489 sah, dengan kadar tindak balas 97%), yang mengesahkan jangkaan yang pelbagai mengenai latihan antarabangsa dan mengkaji beberapa faktor berpengaruh. Penemuan kuantitatif membuktikan H1-H6 dan kesan pengantaraan H7-H8, tetapi bukan H9-H10. Ia menekankan kepentingan persekitaran budaya, tingkah laku sosialisasi, kognisi, dan kepercayaan motivasi, dengan kognisi berfungsi sebagai pengantara. Temuduga kualitatif telah dijalankan dengan 27 orang guru universiti yang telah menerima atau sedang menjalani latihan di luar negara untuk mengukuhkan kesan latihan silang budaya terhadap pertumbuhan profesional mereka. Kecekapan, autonomi, kaitan, dan kepuasan membentuk motivasi dalam persekitaran yang menyokong yang memenuhi jangkaan dan keperluan psikologi asas, selaras dengan teori nilai jangka

panjang dan prinsip teori penentuan nasib sendiri. Secara metodologi, ia menggunakan kaedah campuran, memperkenalkan skala pengukuran baru. Secara kontekstual, ia menyumbang kepada kerjasama BRI. Secara praktikal, ia membimbing pembuat dasar dalam merumuskan penunjuk pendidikan, membantu dalam pembangunan program bakat, memaklumkan strategi pengajaran untuk pendidik, dan berfungsi sebagai rujukan untuk penyelidikan dan latihan bakat masa depan di universiti, meningkatkan kerjasama antarabangsa dan pembangunan bakat.

Kata kunci: *BRI, Latihan Silang Budaya, Nilai Jangka Panjang, Guru Universiti*

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LIST OF ABBREVIATIONS

BRI	The Belt and Road Initiative
UNIMAS	Universiti Malaysia Sarawak
TAM	Technology Acceptance Model
EVT	Expectancy-Value Theory
SDT	Self Determination Theory
MCPRC	Ministry of Commerce of the People's Republic of China.
BRICs	Brazil, Russia, India, China and South Africa
UNESCO	United Nations Educational, Scientific and Cultural Organization
CCG	The Centre for China and Globalization
COGN	Cognition
CUMI	Cultural Milieu
SOBE	Socializers’ Behaviors
GNSC	Self-Cognition
GNTC	Task Cognition
GNVC	Value Cognition
MOBE	Motivational Beliefs
ACBE	Achievement Behavior
CR	Composite reliability
AVE	Average Variance Extraction
CFA	Confirmatory Factor Analysis

CHAPTER 1

INTRODUCTION

1.1 Background of Study

The 21st century has witnessed an increase in economic globalization and a rapidly evolving international political and economic landscape. Deep-rooted problems in global development have become increasingly evident. The balance of international power structures is shifting. The international order and the global governance system are undergoing significant changes. The profound impacts of the international financial crisis continue to surface. The world economy is gradually showing signs of differentiation. Patterns of international investment and trade, along with the rules of multilateral investment and trade, are experiencing profound adjustments. The development challenges faced by various countries remain severe (Sun, 2022).

Today's world is experiencing more complex and profound changes. The IMF, in its World Economic Outlook January 2023 Update, announced that the world economy contracted by 3.4 percent in 2022. The organization warns of a looming global economic slowdown and an uncertain recovery. Despite facing numerous new problems and challenges, peace and development continue to be the prevailing themes of the New Era. Key factors impacting world peace and stability persist, such as unilateralism, protectionism, hegemonism, and power politics. The aspiration to build an open, inclusive, clean, and beautiful world characterized by lasting peace, universal security, and shared prosperity is a common goal among the people of all nations.

1.1.1 The Conception of the Belt and Road

With China's rapid increase in comprehensive national strength and international influence, it is becoming the main stabilizing force and power source of the world economy. Also, China’s opening up creates more opportunities for all countries to share the benefits of China’s development, and China’s development provides experience and reference for other developing countries. The Belt and Road Initiative (BRI) is the abbreviation for “the Silk Road Economic Belt and the 21st-Century Maritime Silk Road." President Xi Jinping proposed the cooperative initiatives in 2013 to build the new Silk Road Economic Belt and the 21st-Century Maritime Silk Road (Ministry of Commerce, 2019).

It connects the Asia-Pacific economic circle in the east and the European economic circle in the west, with 64 countries in Central Asia, Southeast Asia, South Asia, West Asia, and East Africa along the way. It aims to jointly build an open, balanced, and inclusive regional economic cooperation framework by strengthening the mutual cooperation of development strategies between China and countries along the Belt and Road.

It accords with the trend of world multiploidization, economic globalisation, cultural diversification, and social information, upholds the spirit of open regional cooperation, and strives to safeguard the global free trade system and the open world economy. Economic policy coordination among countries along the Belt and Road will be promoted, with an aim to conduct regional cooperation on a broader scale, at a more advanced level, and with greater depth. This is to jointly forge an open, inclusive, balanced, and win-win regional economic cooperation framework (Wang, 2022).

Colleges and universities must adapt to the leading role of the initiative for the development of colleges and universities at this stage and link the internationalisation

development strategy of universities with the countries along the line. Zhu and Zhang (2022) analysed that the international development guarantee policy should be inclined towards the countries along the belt and road, and the education concept of our country should be actively publicised to promote the communication of education policy between China and the countries along the line. The internationalisation plan of Chinese universities will see increased participation from universities and students in countries along the Belt and Road, resulting in more exchanges and cooperation.

1.1.2 High Demand for Talents and Interconnection

The Belt and Road strategic concept aims to connect extensive regions, including East Asia, Southeast Asia, South Asia, Central Asia, southern Europe, and eastern Africa. It encompasses more than 65 key countries, with a combined population exceeding 4.6 billion and an economic output surpassing 27 trillion dollars (Zheng, 2021). The strategy's implementation has caused all kinds of resources in countries along the line, including China, to move rapidly. The most direct effect is to stimulate a new round of economic growth in countries and regions along the line, activate market demand, increase employment posts, open up new areas of talent demand, and expand the demand for talent. The quality of talent development in higher education, along with the labour market's supply and demand mechanisms, determines whether college students can secure full employment. The implementation of the strategy will promote a large number of jobs in trade, translation, logistics, finance, infrastructure construction, and tourism, which will provide an opportunity for talent training in colleges and universities, especially in the central regions (Zhou, 2017).

The Belt and Road is an important carrier of economic, cultural, and scientific exchanges between the East and the West. It will promote wider, more frequent, and deeper exchanges and cooperation in economy, trade, society, culture, science, and technology between China and countries and regions along the strategic line. This requires connectivity between the region and the surrounding countries. Interconnection is a trinity of infrastructure, rules and regulations, and personnel exchange (Han, 2020). Infrastructure construction, negotiation and formulation of rules and regulations, and personnel exchange, whether directly or indirectly, require a significant number of talented individuals. The requirement for interconnection includes not just practical talents but also the professional talents that provide intellectual support. In other words, excellent talents are an important force in achieving interconnection. Higher education's development may determine whether it can provide a strong talent base for interconnection.

1.1.3 Prospect of Chinese Education

In order to meet the needs of BRI, the most important task of education, especially higher education, is to train talents. The BRI construction industry, in particular, requires higher education to train and deliver highly qualified talents who are in line with construction's strategic needs and serve all fields.

The main tasks of Chinese education are focused on three aspects. Liu (2020) clarified that the talents required for BRI construction fall into three categories: The first category includes transportation, information, energy infrastructure, trade and investment, energy and resources, monetary and financial connectivity, engineering construction, economics, and trade; the second category encompasses regional ecological and environmental protection, maritime cooperation, and policy connectivity, all of which

contribute to regional politics and order. The third aspect encompasses regional language and culture, science and technology, humanities, health, and tourism, all of which contribute to people-to-people interactions and collaboration. The provision of talents by education, specifically higher education, is crucial for the sectors of infrastructure construction, technology, capital, currency, trade, culture, policy, nationality, and religion. The abundance of labour resources and the need for infrastructure development in the countries along the BRI, coupled with the robust strength of China's high-end manufacturing industry and the extensive experience gained over the past ten years in higher education, particularly through international cooperation in running higher vocational schools, have created a robust market for education services. This necessitates prioritizing the training of students' social responsibility, innovative spirit, and practical ability within the quality structure of international talents.

The proportion of Chinese teachers who have studied or worked abroad in the total number of professional teachers has increased significantly. The number of young teachers sent to first-class foreign universities for further study, exchange, and research cooperation is growing rapidly. International academic exchanges, senior conferences, international forums, visiting scholars, and other international activities are increasingly frequent. University teachers' international training has received increasing attention.

To achieve maximum effectiveness in teachers' international professional growth, it is advisable to study abroad and immerse oneself in diverse cultural experiences. The trend of economic globalisation is becoming stronger, and countries are placing more and more emphasis on international competitiveness. This study examines the perspective of university faculty, who play a key role in the process of internationalising higher education.

It explores their understanding of internationalisation, their attitudes towards it, their motivation to participate, the resistance and barriers they face, and the impact of their experiences on their academic careers. This study explores the strategies and resources university instructors require to actively engage in the internationalisation of higher education, enabling them to successfully incorporate their internationalisation experiences into their academic careers.

1.2 Situation and Phenomenon

Kang (2019) concluded that international talents are the ones to support the implementation of the BRI strategy. The rapid promotion of the BRI construction process has made the current shortage of international talents a significant factor that is affecting the smooth implementation of the BRI strategy.

1.2.1 Policies Support and Financial Guarantee

In response to the demand for international talent in the Belt and Road initiative, Song (2017) posited that the comprehensive promotion of BRI construction has created significant opportunities for China's industry. However, it has also resulted in a significant shortage of international talent. Kang (2019) also believed that in overseas market development, there is a shortage of international talents who are familiar with technology and management, as well as foreign languages and international operations, so they are restricted in market development, R&D and design, business negotiation, and project management.

The shortage of international talents has become an indisputable fact, and one of the three social functions of colleges and universities is to provide useful talents for society, so the teachers who develop talents in colleges and universities have become an important

source for cultivating international talents. The development of teachers' international abilities is becoming more and more important. According to Xue et al. (2018), academics at the higher education level hope to gain higher achievement in the field of professional work and want to have self-worth, which is inevitable. BiLei (2022) also assumed that higher education scholars in the growth stage aspire to engage in high-level teaching and research training to effectively address the skills shortage. As they transition into the career maturity period, they must meet the increased demands of teaching reform and innovation, as well as strive for the promotion of professional and technical titles.

National policies support and financial guarantee: The Chinese government has issued policy support and a financial guarantee for international talent training. Whether it is the Outline of China's Education Reform and Development, the Opinions of the Ministry of Education on Deepening Comprehensive Reform in the Field of Education in 2013, or the Outline of the National Medium- and Long-term Talent Development Plan (2010–2020), all these documents require governments at all levels to prioritise talents as the primary resource for economic and social development. It is a significant step towards implementing the strategy of reinvigorating China through talent. Under this framework, various "plans" and "opinions" continuously emerged from 2011 to 2021, effectively planning the international talent development of colleges and universities.

Supporting policies for international talent training in Chinese universities: As the final step in policy implementation, Chinese colleges and universities have acknowledged the significance of developing international talent. The issuance of various "plans" and "policies" has compelled colleges and universities to integrate "international" elements into their development plans and prioritise international talent development. Scholar Wang et al.

(2016) classified the supporting policies for international talent development in Chinese universities into four categories: overseas study policy, international cooperation in school management, international academic exchange, curriculum and teaching reform, and talent development mode innovation.

1.2.2 Phenomenon of Weak Response

Despite the efforts of state university teachers to increase international exchange activities, universities, particularly key universities, have established project incentives and support for teachers in international cooperation and exchange. LAI (2022) illustrates that young teachers generally have a sense of international cooperation, but their participation is not high. A university in Henan province has 1,522 teachers. From 2016 to 2021, a total of 70 teachers participated in overseas programs, including overseas visiting scholars and students studying abroad. According to the Table 1.1, the number of teachers who have gone abroad to study at the other five universities in the past five years is probably no more than 100, according to the information provided by each university's foreign affairs office.

Table 1.1: Number of participants in oversea projects from 2019 to 2021

No.	Universities	Province	Number of participants
1	Henan University of Engineering	Henan	70
2	Wuhan Polytechnic University	Hubei	96
3	Zhengzhou Normal University	Henan	68
4	Xi'an University of Science and Technology	Sanxi	93
5	Henan University of Urban Construction	Henan	88
6	Yangzhou University	Jiangsu	99

Note: The data provided by the foreign affairs office of each university.

However, teachers generally lack a sense of initiative, demonstrating low enthusiasm for participating in internationalisation efforts. Only a fraction of teachers actively participates in this endeavour, demonstrating a lack of urgency and mission. This situation

not only hinders the personal development of teachers, but it also restricts the further enhancement of universities' internationalisation. What are the expectations and motivations of those teachers who invest their time and energy in overseas training to learn the theories and knowledge related to internationalization? How will the training and further studies affect them?

Understanding their expectations, concerns, and the potential effects of training on them is critical to developing strategies to increase their involvement and commitment to colleges and universities' internationalisation efforts. Additionally, identifying the influencing factors and determinants of their behaviours will help us address the root causes and provide targeted solutions to overcome the challenges faced in promoting teacher internationalisation.

1.3 Problem Statement

The general purpose of this study is to explore and analyse the expectations of teachers who participated in overseas training. The primary issue facing Chinese university teachers lies in their limited enthusiasm for engaging in internationalization efforts, despite policy drives aimed at fostering global development via the BRI. Teachers may struggle with language barriers or cultural differences, which dampens their enthusiasm for participating in cross-border programs (Akhtar et al., 2019). Many faculty members feel ill-prepared to engage with the diverse cultural expectations of international training, leading to reduced participation (Ma, 2021). The key challenge is to identify the expectations and underlying factors influencing teachers' decisions to participate in overseas programs, and to assess the effectiveness of cross-cultural training in motivating their involvement.

Additionally, it aims to analyse the factors that influence their decision to participate in such training programs. Another goal of this study is to find out the impacts of international training and advanced study on teachers, and uncover the underlying reasons that motivate teachers to pursue such opportunities.

Expectancy Value Theory (EVT) is a key theory in motivational psychology that explains the sources of motivation for individuals to complete tasks. EVT was originally proposed by John W. Atkinson and Martin Fishbein in the 1950s to explain achievement-related behaviors. Self-Determination Theory (SDT), developed by psychologists Edward L. Deci and Richard M. Ryan, is a theory of human motivation and personality that emphasizes the importance of autonomy, competence, and relatedness in driving human behavior. Within the scope of this study, the dimensions of the EVT and SDT are utilized to delve into the factors influencing teachers' expectancy value and motivation regarding overseas training. In the context of BRI, based on the key dimensions of EVT theory—social world, cognition, motivational belief, and achievement behaviour, and the key dimensions of SDT theory— autonomy, competence, relatedness, and satisfaction, the problem statement focusing on the teachers' expectations and motivations in overseas training projects are formulated.

Recent studies have indicated that teachers' social environment and cultural background may significantly impact their cognitive processes and decision-making. For instance, Pu (2020) emphasised that the social environment and international relations have an important impact on cross-cultural awareness and cross-cultural training. Similarly, according to Chui et al. (2010), the social environment of individualism may lead to people being more overconfident. Further, Davis and Wang (2021) argued that social support plays

a vital role in motivating teachers to engage in continuous learning and professional development. In light of this, the purpose of this study is to explore and analyse the relationship between social world factors and the cognition of teachers attending overseas projects.

From the standpoint of social world factors on teachers' motivational beliefs, it must also be considered. Scholars Ferris et al. (2013) and Nguyen et al. (2017) all had results that support the idea that the social environment may have an important impact on corporate performance and other behaviours by influencing the ideas. This feedback shapes their self-perceptions, beliefs, and cognitive processes (Hattie & Marsh, 2019; Yeager et al., 2019). Positive evaluations can enhance motivation and self-efficacy, while negative evaluations may lead to self-doubt and decreased motivation. In light of this, the purpose of this study is also to explore and analyse the relationship between the social world factors and motivational beliefs.

Several experts have ventured to explore the potential correlation between cognition and motivational beliefs in this context. Traci (2014) mentioned that a higher-ability self-concept impacts students' personal motivational beliefs and academic achievement. According to Wang et al. (2020), it is expected that individuals with higher-ability self-concepts will also have higher motivational beliefs. In light of this, the purpose of this study is also to investigate whether there is a relationship between cognitive factors and motivational beliefs among teachers participating in overseas projects.

Indeed, research posits that motivational beliefs frequently serve as a predictive force, shaping and directing teachers' actions. Pintrich and Groot (1990) synthesise the research on the topic and affirm that students' motivational beliefs directly influence their level of effort,

persistence, and their academic achievement. Similarly, The study by Xiangping et al. (2006) further revealed that task value has a higher correlation with motivational beliefs and behaviours. Moreover, college students' learning expectation value had a positive predictive effect on academic engagement through research (Ma, 2013). Fourthly, in light of this, the purpose of this study is also need to delve into the relationship between teachers' motivational beliefs and their achievement behaviours under the BRI.

Specifically, several experts have investigated the mediating effect of cognition in recent years. For instance, People with different cognitive abilities, schemas, or processing styles may derive different motivational beliefs from the same cultural milieu or socializers' behaviours (Steele, 1997). As a mediator, cognition enables individuals to adapt their motivational beliefs to varying cultural contexts and social cues. According to sociocultural theory (Vygotsky, 1997), cognitive development is inherently social, and individuals construct knowledge through interactions with their environment. Additionally, in light of this, the objective of this study is to investigate whether cognitive factors moderate the relationship between social world factors and motivational beliefs among teachers attending overseas projects.

Another question arises as to whether motivational beliefs might serve as a moderator in the relationship between social world and the achievement behaviors. Preacher and Hayes (2008) published the mediation analysis more than a decade ago. According to Preacher and Hayes' strategies, one would assess whether the influence of cultural milieu on achievement behaviours operates indirectly through motivational beliefs. Given these insights, to fully grasp the expectations and motivations of teachers engaged in international educational initiatives, it becomes imperative to explore whether motivational beliefs have the moderate

function. In light of this, the objective of this study is to analyse whether motivational beliefs mediate the relationship between social world factors and the achievement behaviours of teachers participating in overseas projects.

Regarding autonomy, the freedom to choose and the sense of control over one's learning process are significant motivators for teachers to seek out international training opportunities. Students who perceive greater autonomy in their decision to participate in English study are likely to be more intrinsically motivated and engaged in the learning process (Zhou, 2015). This autonomy allows them to take ownership of their learning and development, fostering a sense of initiative and agency. Whether teachers who feel autonomous in their decision to participate in international training will be more engaged and proactive in their learning journey is one of the questions to verify.

Competence, defined as the feeling of mastery and capability in one's profession, is a key driver for teachers to participate in overseas training programs. Gao et al. (2008) found that when engaging in academic tasks, students who believed that they were academically competent had stronger intrinsic motivation beliefs than students with low academic efficacy. This suggests that teachers aiming to improve their instructional methods and content knowledge are motivated by the prospect of achieving greater competence in their field. Whether teachers who feel competence in their decision to participate in international training will be more engaged and proactive in their learning journey is the second to address.

Relatedness, the sense of connection and belonging, also influences teachers' motivations. Davis and Wang (2021) highlighted the importance of social support in motivating teachers to engage in continuous learning and professional development. In the context of international training, relatedness could refer to the connections formed with peers

and mentors abroad, as well as the support from home institutions. These relationships contribute to a teacher's motivation by providing encouragement, feedback, and a sense of community. Whether teachers who feel a sense of belonging in their decision to participate in international training will be more engaged and proactive in their learning journey is the third to focus on.

Lastly, satisfaction, which encompasses the fulfilment derived from engaging in meaningful activities, is crucial in sustaining teachers' interest in overseas training. Lifang (2021) found that in the influence of materialism on college students' smartphone addiction, the satisfaction needs played a significant role. For teachers, the satisfaction gained from international training can stem from the recognition of the value in expanding one's horizons, experiencing new cultures, and contributing to global educational exchanges. Whether teachers who feel satisfied in their decision to participate in international training will be more engaged and proactive in their learning journey is the fourth to verify.

1.4 Research Questions

The research questions are aligned with the research objectives. Thus, this study employed both quantitative and qualitative methodologies to address the following research questions:

1.4.1 Quantitative Questions

The research questions have been formulated in line with the overarching research objectives. This study, therefore, addresses the following six key research questions.

RQ1. What is the relationship between social world factors and cognition of teachers of teachers attending overseas projects?

RQ2. What is the relationship between social world factors and motivational beliefs of teachers attending overseas projects?

RQ3. What is the relationship between cognition factors and motivational beliefs of teachers attending overseas projects?

RQ4. What is the relationship between motivational beliefs factors and achievement behaviors of teachers attending overseas projects?

RQ5. Do cognition factors moderate the relationship between social world factors and motivational beliefs of teachers attending overseas projects?

RQ6. Do motivational beliefs moderate the relationship between social world factors and achievement behaviors of teachers attending overseas projects?

These six research questions will help us gain a deeper understanding of teachers' cognitive, motivational, and behavioural patterns in participating in overseas training projects under the BRI, providing theoretical support and practical guidance for optimising such programmes.

1.4.2 Qualitative Questions

In alignment with the SDT model, the general qualitative question is that it’s using four core dimensions—Autonomy, Competence, Relatedness, and Satisfaction—to explore the profound impacts of cross-cultural training and advanced study experiences on these dimensions and try to find out the reasons behind the quantitative data through a qualitative interview.

RQ. How do autonomy, competence, relatedness, and satisfaction impact the international training and advanced study?

An expert group of seven seasoned professionals with substantial experience in conducting interviews and researching the relevant subject matter meticulously crafted the interview questions below through a rigorous and collaborative process. The expert group adopts a variety of strategies to ensure the questions' validity, relevance, and alignment with the research objectives. To delve deeper into the underlying reasons behind the numerical data, nine specific interview questions that probe each dimension have been designed in Chapter 3.

1.5 Research Objectives

This study aims to explore the significance and key factors of international training for higher education teachers in China, especially within the context of the BRI. Using both quantitative and qualitative research methods, it focuses on understanding how teachers' expectations and motivations are shaped when they participate in overseas projects.

1.5.1 To Investigate the Expected Value and the Main Factors

1. General Objective:

Based on the EVT, this thesis uses quantitative research to investigate the expected value of international training for academics at the higher education level in China and influencing factors in overseas projects and identify the causes of it. This thesis hypothesizes that the cultural values of Chinese academics may lead to differences in expectancy-value dimensions. In response to the above six questions, six corresponding research objectives

are identified one by one. These objectives aim to comprehensively and deeply explore the psychology and behaviour of teachers participating in overseas projects.

2. Special Objectives:

RO1. To examine the influence of social world factors on the cognition of teachers attending overseas projects.

This objective focuses on how cultural milieu, socializers' behaviours, and other factors shape teachers' cognitive structures and thinking patterns, thereby influencing their understanding and participation attitudes towards overseas projects. By revealing the correlation between social world factors and cognition, the cognitive processes of teachers in different social contexts can be better understood.

RO2. To examine the influence of social world factors on the motivational beliefs of teachers attending overseas projects.

This objective focuses on examining how social world factors, such as educational policies, career development prospects, and personal value pursuits, influence teachers' motivational beliefs.

RO3. To examine the influence of cognition factors on the motivational beliefs of teachers attending overseas projects.

This objective focuses on examining how teachers construct their motivational beliefs through their cognitive processes, as well as how these beliefs promote or inhibit their enthusiasm for participating in overseas projects.

RO4. To examine the influence of motivational beliefs on the achievement behaviours of teachers attending overseas projects.

This objective focuses on examining how motivational beliefs translate into specific achievement behaviours, such as project planning, implementation strategies, and team collaboration.

RO5. To examine the mediation role of cognition factors between social world factors and motivational beliefs.

This objective focuses on examining whether cognitive factors serve as a bridge between social world factors and motivational beliefs, thereby revealing how social world factors influence teachers' motivational beliefs through their cognition.

RO6. To examine the mediation role of motivational beliefs between social world factors and achievement behaviors.

This objective focuses on examining whether motivational beliefs mediate the relationship between social world factors and achievement behaviours, thus revealing how social world factors influence teachers' achievement behaviours through their motivational beliefs.

The in-depth analysis of the aforementioned six research objectives comprehensively reveals the interaction and relationship among the four core dimensions under the EVT, offering strong theoretical support and practical guidance for enhancing the effectiveness of teacher overseas training programs.

1.5.2 To Determine the Influence of Cross-Cultural Training

Based on SDT, this thesis uses qualitative research to determine the Influence of Cross-Cultural Training on Teachers of Higher Education. This study aims to elucidate the specific impacts and underlying causes of cross-cultural training on higher education scholars, providing guidance for higher education policymakers. By integrating SDT theory with cross-cultural factors, conducting in-depth interviews, empirical research, and a thorough analysis of quantitative data from the EVT model, a comprehensive examination from a university perspective will be offered on the central question of "why and how international training and advanced study impact them.". Through qualitative interviews, the impacts of international training and advanced study and the reasons behind the quantitative data will be found.

1.6 Scope of the Study

This study examines the motivation of Chinese university teachers to participate in overseas training, with a focus on EVT and SDT. The research is conducted in six applied universities across Henan, Hubei, Shaanxi, and Jiangsu provinces, selected for their practical education focus and regional importance. The study includes teachers from various disciplines such as natural sciences, humanities, and engineering, covering lecturers, associate professors, and professors. It also considers those already involved or interested in overseas training, aiming to capture diverse experiences and expectations. Gender and age balance is maintained to explore how different factors influence teachers' perceptions of value and motivation for international opportunities, providing valuable insights for future policies and programs.

1.7 Significance of the Study

The results of the research on international talents are relatively deficient compared with the research on the training of ordinary talents. The universities lack theoretical, instructive, and practical value research to guide them in developing more qualified international talents.

1.7.1 Theoretical Significance

1.Theoretical Contribution

This research makes substantial advances in the scholarly understanding of the complex dynamics governing the development of university talents within the BRI. Firstly, it presents an innovative theoretical model that simplifies the Expectancy-Value Theory (EVT) while skilfully integrating it with the Self-Determination Theory (SDT). By merging these complementary theoretical perspectives, the study offers a nuanced and comprehensive

analytical lens through which to examine the multifaceted factors impacting university teachers' expectancy-value and motivation for overseas training. This integrative approach not only enriches the existing knowledge base but also provides a robust theoretical foundation for future research endeavours in the realm of international talent development.

2. Methodological Advancements

Mixed-Methods Research Design: The study adopts a mixed-methods research approach, effectively combining the strengths of both qualitative and quantitative methodologies. This dual-pronged strategy allows for a deep, holistic exploration of the research topic, transcending the limitations of single-method designs. The integration of diverse data sources and analytical techniques enhances the validity, reliability, and generalizability of the findings, contributing significantly to the methodological toolkit of researchers investigating similar phenomena in the field of higher education.

Novel Measurement Scales: The study employs a suite of carefully constructed measurement scales for constructs such as CUMI , SOBE, COGN, MOBE, and ACBE. These tailored instruments are valuable additions to the existing body of research tools, filling gaps in the assessment of key variables relevant to BRI and international talent development. Their application in this study contributes to the standardisation and refinement of measurement practices, fostering greater consistency and comparability across future investigations.

Qualitative Interviews as Complementary Data Source: Qualitative interviews are strategically integrated into the research design, serving as a source of contextual information and providing in-depth insights that complement and substantiate the quantitative findings. This qualitative component enables the exploration of individual

experiences, attitudes, and motivations in ways that quantitative data alone cannot capture, thus enhancing the overall explanatory power and credibility of the research.

1.7.2 Practical Significance

1. Contextual and Practical Applications

Strengthening international cooperation and exchange. Given China's strategic commitment to the BRI and the pressing need for international talents to drive economic, cultural, and educational collaboration among countries along the Silk Road, this study directly contributes to the advancement of these goals. By illuminating the factors that influence university teachers' engagement in overseas training, the research offers actionable insights that can inform the design and implementation of policies and programmes aimed at fostering a cadre of globally competent educators who are well-equipped to facilitate cross-border cooperation and exchange.

2. Implications for Key Stakeholders

Guidance for Policymakers: The study's findings provide a scientifically grounded roadmap for policymakers seeking to formulate more rational and evidence-based international educational policies and indicators. This guidance can help shape targeted incentives and support mechanisms that encourage broader participation of educators in international talent development initiatives, thereby enabling universities to more effectively align their activities with national strategic priorities.

Enhancing Talent development Programs: The research identifies key factors that contribute to the successful cultivation of high-quality talents with an international outlook. Universities can utilize these insights to fine-tune their course offerings, teaching

methodologies, assessment approaches, and extracurricular activities, ensuring that they are optimally designed to nurture the competencies and dispositions necessary for global engagement. Such adjustments can lead to marked improvements in the overall quality and effectiveness of talent development efforts.

Empowering Educators: For practitioners in the classroom, this study offers a theoretical framework that helps them better understand the unique needs and characteristics of their students, particularly those aspiring to engage in international learning experiences. Educators can leverage these insights to develop tailored teaching strategies and pedagogical methods that foster the development of essential skills, attitudes, and values, ultimately preparing learners to thrive in the globalised context of the BRI.

Informing Future Scholarship and Institutional Practice: Lastly, this study serves as a benchmark and reference point for talent training initiatives at other universities, both within and beyond China. Its findings and recommendations can inform the design and revision of talent development programmes at various institutions, while also charting a trajectory for future research in the area. By stimulating further inquiry and cross-institutional learning, the study contributes to the ongoing evolution of best practices in international talent development, ensuring that higher education remains responsive to the changing demands of a rapidly globalising world. The significance of the study is shown in Table 1.4 after simplification.

Table 1.2: Significance of the Study

Significance Domains		**Expected Significances from This Thesis**
Theoretical Significance	Theoretical Contribution	This study introduces a theoretical model for a better understanding of factors influencing the cultivation of university talents under the background of "The Belt and Road Initiative." The EVT theory is simplified. EVT and SDT are combined for analysis and testing.
	Methodological Advancements	1. Mixed method study contribution. Both qualitative and quantitative research methods are used. 2. Using the measurement scales for CUMI, SOBE, COGN, MOBE, and ACBE will be a useful supplement to previous research. 3. Qualitative interviews also serve as a useful supplement to quantitative research.
Practical Significance	Contextual and Practical Applications	In the context of BRI, where there is a strong demand for international talents, this study promotes economic, cultural, and educational cooperation and exchange among countries along the Silk Road.
	Implications for Key Stakeholders	1. Contributions to Policy Makers: The findings serve as a scientific guide for policymakers in formulating international educational indicators more reasonably and scientifically. This, in turn, encourages more educators to participate in international talent development, facilitating universities to better serve national strategies. 2. Contributions to the Development or Revision of Talent Development Programmes: developing better high-quality talents with international vision. Universities can more precisely adjust and optimise course settings, teaching methods, and other aspects to enhance the quality and effectiveness of talent development. 3. Contributions to Practitioners: This study provides a reference for the construction of high level applied undergraduate universities. Educators can more accurately grasp the needs and characteristics of students, developing teaching strategies and methods. 4. Contribution to other universities and future researchers: This study is a reference for talent training by other universities and sets direction for further studies by future researchers.

1.7.3 Contributions to Knowledge

This study significantly contributes to the body of knowledge in the field of international talent development, particularly within the context of the Belt and Road Initiative (BRI). The key contributions are as follows:

Theoretical Enrichment: By integrating Expected Value Theory (EVT) with Self-Determination Theory (SDT), this research provides a novel theoretical model that offers a more comprehensive understanding of the motivational factors influencing university teachers' participation in overseas training programs. This theoretical advancement not only bridges a gap in the literature but also sets a foundation for future studies to build upon.

Methodological Innovation: The adoption of a mixed-methods research design, incorporating both qualitative and quantitative approaches, enhances the depth and breadth of the analysis. This methodological contribution allows for a more nuanced exploration of the research questions, thereby enriching the methodological landscape in higher education research.

Empirical Insights: The study generates empirical data that shed light on the specific factors that drive or deter university teachers from engaging in international training. These insights are crucial for understanding the dynamics of international talent development and can inform the strategies of educational institutions and policymakers.

Policy Implications: The findings of this research offer valuable guidance for policymakers in formulating evidence-based policies aimed at enhancing international talent development. By identifying key motivational factors, the study contributes to the creation of more effective policies and support mechanisms.

Practical Applications: The study's outcomes are not only academically significant but also have practical implications for universities and other educational institutions. The insights gained can be used to design and refine talent development programs that are better aligned with the needs of a globalized educational landscape.

Enhanced Measurement Tools: The development and application of new measurement scales for constructs such as CUMI, SOBE, COGN, MOBE, and ACBE represent a significant methodological contribution. These tools not only serve the current study but also have the potential to be utilized in future research, thereby standardizing the assessment of key variables in international talent development.

Cross-Cultural Understanding: The study's focus on cross-cultural training and its impact on university teachers enhances the understanding of cross-cultural dynamics in educational settings. This contribution is particularly relevant in the context of the BRI, where cross-cultural competencies are essential for fostering international cooperation and exchange.

By synthesizing these contributions, this study not only advances academic knowledge but also has practical implications for shaping international talent development strategies and policies. The integration of theoretical, methodological, and empirical advancements positions this research as a significant addition to the field.

1.8 Organization of Thesis

This study aims to explore the EVT and SDT factors that influence the development of university talents under the background of BRI and the relationship between the individual factors and the development and output of university talents under the background of BRI.

The following shows a brief overview of each chapter and the relationship between the elements in each chapter.

Chapter 1 is the introduction. This thesis commences with a comprehensive elucidation of the macro-context surrounding the Belt and Road Initiative and international talent development in Chapter 1, tightly anchoring the discussion to the thesis title. It presents a detailed account of the current situation and problem statement, formulating research questions and objectives from both quantitative and qualitative perspectives. This preliminary chapter briefly outlines the contents of each chapter.

Chapter 2 reviews the literature, which is of great significance to understand and explore the academic research on international talent development. This thesis conducts a literature review from four perspectives and lists relevant literature research from the perspectives of relevant research time, research direction, research theories, and variables. The quantitative theory perspective proposes 10 hypotheses that align with the research objectives.

From the perspective of the time, academic research on international talent training began in the late 1980s and has experienced two peaks since then. Although, after 30 years of development, the research results of international talent training have undergone three changes, The first step is simple research. Second, the introduction of a developed country training model. Thirdly, the study focuses on luring international talent back to China. From the perspective of the content, the thesis lists theoretical research on human resource management, international talent training, the introduction of international talents, the output of international talents, and cross-cultural training. From the perspective of the theories, the theoretical research literature on EVT and SDT will be listed.

Chapter 3 employs a mixed-methods research approach, conducting analyses from both quantitative and qualitative standpoints. Grounded in EVT and SDT theories, the study expands the model of university teachers' expectations and influencing factors for overseas training from the teachers' perspective, proposing hypotheses accordingly. The investigation utilises SPSS and structural equation modelling (SEM). Quantitative analysis comprises three parts: 1) descriptive statistics, to analyse the mean and variance of each variable; 2) measurement model: to examine the convergent validity and discriminant validity of each variable dimension; 3) structural model: to discern the significance of independent variables on dependent variables through mediating variables, verifying the validity of the hypotheses. Moreover, model fit indices are provided to assess the goodness or badness of the model. Qualitative analysis encompasses structured interviews, encompassing target population selection, data collection, organisation, and eventual analysis.

In Chapter 4, the quantitative segment employs multiple regression analysis, utilising measurement models (also known as external models) and structural models (internal models) to analyse the data through statistical tools, techniques, and steps. The derived conclusions and findings serve to validate the hypotheses regarding the relationships between concepts posited in Chapter 2. The qualitative part, drawing on the SDT model and interview outcomes, aims to reveal new insights that explain the underlying reasons behind the quantitative data, thereby resonating with the thesis title.

Finally, Chapter 5, titled "Discuss and Conclusion," synthesises the study's results from various angles and, respectively, offers suggestions from the perspectives of EVT, SDT, and policymakers. This chapter also discusses the study's limitations and establishes guiding principles for future research in the behavioural field.

In conclusion, this doctoral dissertation, situated against the backdrop of the "Belt and Road" Initiative, delves into the impact of EVT and SDT factors on Chinese university teachers' expectancy-value and motivation for overseas training. Through a comprehensive literature review, a mixed-methods approach, and rigorous data analysis, it offers fresh perspectives and insights into related research and practices. This study's findings and contributions serve as useful references for promoting international training of Chinese university teachers and further implementing the BRI.

CHAPTER 2

LITERATURE REVIEW

2.1 Overview

The strategy of BRI is an important part of the new world outlook, which is put forward by general secretary Xi Jinping, taking "a community with a shared future for mankind." as the core. Scholars in different fields use different theoretical analysis frameworks to explain it.

Under the background of BRI and the framework of Human Resource Management Theory, this research intends to list all kinds of literature reviews about international talent development and output (exchange) from both domestic and foreign perspectives.

2.1.1 Two Peaks of Academic Research

The academic research on the development and exchange of international talents began in the late 1980s and has experienced two peaks since then. The time nodes are China's accession to the WTO and the "BRI" strategy.

China joined the WTO in 2001, and the research literature about international talent training reached its peak in 2002. According to the Annual Distribution of Research on Talents Training After China's Entry into the WTO, a total of 910 articles on the WTO and talents training were searched on the China National Knowledge Infrastructure (CNKI) by December 2012, such as: Zheng and Wang (2002) said that the accession to the WTO is not only a turning point in the process of China's modernization strategy but also contains a serious challenge to the competition for comprehensive national strength. In essence, it is the competition of talents. Whoever can develop human resources deeply and build a new

height of international talent strategy can master the initiative on the international stage provided by the WTO. Luo (2002) also noted that the accession to the WTO means that labour resources will be more allocated by the market, which will inevitably lead to a wider range of more frequent labour flows, and the result will inevitably bring about a further change in social structure. Wang (2002) discussed how colleges and universities face the challenge of concept and action after China's entry into the WTO and how to train high-level talents to meet the needs of the WTO.

The BRI strategy was proposed in 2013, and thereafter, the research literature about international talent training increased with each year. By July 2022, the Annual Distribution of Research Results on Talent Training of the BRI searched China National Knowledge Infrastructure (CNKI) for 6,708 articles on the BRI and talent training, covering a wide range of fields such as national education strategy, talent training model and development path, professional teaching reform, and curriculum setting. Such as: Zhang (2021) concluded from the research results that since the introduction of the Belt and Road Initiative, the results of talent training have consistently improved. Liu et al. (2017) proposed to strengthen the training of language talents and realise the mission of "language communication" to serve the BRI construction in colleges and universities. Baoyanli & Hua (2017) called for that, being confronted with the challenges of tourist safety, cultural conflicts, tourism products, and tourist structure in BRI countries, colleges should adjust their strategy for training international tourism students to meet the need under the background of the Belt and Road Initiative.

2.1.2 Three Stages of Developmental Research

Although after 30 years of development, the research results of international talent training have undergone three changes. They are the initial simple research, introducing the training mode of developed countries, and the research on attracting international talents back to China.

1. The initial simple research: The research results in the first stage are relatively simple, and the content is mostly pure initial research. As Lu (2004) deeply realised, cultivating international talents is not only the long-term goal of our talent strategy, but also the realistic need and inevitable choice of our enterprise development. Zhang (2020) also pointed out the obstacles in the process of internationalising China's higher financial education and proposed the choice of the path of internationalisation for China's higher financial education.

2. Introducing the training mode of developed countries: Based on developed countries' common practice, the excellent training mode would be introduced in the second stage and compared with the existing higher education mode in China in order to reform the teaching content and learning system. For example, Cheng Bin (2008) stressed that the implementation of Sino-foreign cooperative education is conducive to promoting the reform and development of China's higher education, cultivating internationally competitive talents, and promoting cultural exchanges and cooperation between China and foreign countries. MAO (2008) mainly made a detailed comparative analysis of the emergence, development status, and training process of graduate students in research universities in the United States, Britain, and China in the hope of providing inspiration and reference for the construction of research universities and the training of graduate students in China.

3. The research on attracting international talents back to China: Research on attracting international talents to return to China has been springing up in this stage, which has had an important impact on China's modernization, talent training, enterprise internationalisation, and innovation. For instance: Wang (2019) emphasised that in the past 40 years of reform and opening up, overseas returnees have brought many new ideas and new cultures to China and consciously played the vanguard of China's all-round opening up and served as a bridge of communication between China and the rest of the world. Zhao (2019), aiming at the problems existing in Shenzhen's international talent policy, put forward the corresponding countermeasures and suggestions from the aspects of policy formulation, talent introduction channels, management system, and mechanism. Zheng and Yang (2019) hold that under the increasingly fierce economic globalisation, the demand for talents is increasingly strong. China needs to learn from Germany's experience and explore a more suitable mode of international innovative talent training. Zhou (2017) mentioned that the Ministry of Public Security has issued a new "Chinese Green Card." This is a great breakthrough in China's talent field in recent years and will attract more overseas talents to work and start businesses in China.

Table 2.1: SLR Table for Time nodes and Research Directions

No.	Research Directions	Author (Year Published)	Future Research Directions
1	Early Stage: After WTO Accession	Zheng & Wang (2002); Luo (2002); Wang (2002)	Talent strategy-national modernization interaction, labour market impact on talent development, higher education-internationalisation integration
2	Later Stage: After BRI Proposal	Zhang (2021); Liu et al. (2017); Baoyanli & Hua (2017)	Cross-cultural talent system, BRI language diversity, and tourism education cooperation
3	Initial Simplistic Research Stage	Lu (2004); Zhang (2020)	Enterprise-internationalisation talent demand, financial education, and internationalisation insights
4	Stage of Introducing Developed Country Models	Cheng (2008); Mao (2008)	Cooperative education impact comparison, graduate education QA systems
5	Stage of Attracting International Talent Back to China	Wang (2019); Zhao (2019); Zheng & Yang (2019); Zhou (2017)	Returnee policy and service optimisation, city-level talent competition, talent mobility and governance effects, global talent attraction policies

It can be seen from Table 2.1, which presents research on China's talent development across various stages, from the early-stage post-WTO accession (2002) focusing on integrating talent strategy with national modernization, labour market influence on talent development, and higher education internationalisation, to later stages after the BRI proposal (2017-2021), highlighting cross-cultural talent systems, BRI-related language diversity, and

tourism education cooperation. Initial simplistic research (2004–2020) addressed talent demand in enterprise internationalisation and financial education insights from emerging markets. In the stage of introducing developed country models (2008), studies compared cooperative education impacts and explored graduate education quality assurance systems. Lastly, the stage of attracting international talent back to China (2017–2019) emphasised policy and service optimisation for returnees, local city strategies in talent competition, talent mobility-governance dynamics, and global talent attraction policies.

2.2 Literature Review on International Talent Management

In today's dynamic global arena, the management of international talent is more critical than ever. This literature review examines the pivotal role of Human Resource Management (HRM) in nurturing and optimizing global talent. It explores HRM's influence on shaping corporate culture, enhancing cognitive abilities, and motivating employees, offering insights into the strategies that drive success in international talent development.

2.2.1 Human Resource Management

Human resource management refers to the rational allocation of human resources in a planned way according to the requirements of the enterprise's development strategy through a series of processes such as recruitment, training, use, assessment, incentive, and adjustment of employees in the enterprise. It can mobilize employees' enthusiasm, give full play to their potential, and benefit the enterprise. In China, HRM theory was introduced into the market only after the implementation of national strategies such as the development of the Market Economy and Reform and Opening up.

1. Human resource management: Peter F. Drucker first introduced the concept of human resource management in his book The Practice of Management in 1954. Various

disciplines have cited the theory of human resource management, forming a series of interdisciplinary subjects related to human resource management. For example, the theory of resource dependence is derived from politics, the theory of work cost is derived from economics, the theory of strategic human resource management is derived from enterprise strategy, the theory of institutionalisation is derived from sociology, and the theory of behaviour is derived from psychology, so human resource management has been fully developed. The human resource management of colleges and universities is between the government and the enterprise, and the theoretical development paths of the two should be considered comprehensively.

Under the guidance of modern human resources management, application-oriented colleges and universities should build a teacher training and development system and strengthen the management of teachers' careers so as to achieve a new breakthrough in the reform of personnel training modes. Hou and Zhao (2020) proposed in their research that teachers are the most valuable primary resources in colleges and universities. Xiating (2018) emphasised that human resources management in universities should adhere to the people-oriented concept, establish human resources as the first resource, recognise the needs of teachers' international development, and put forward the idea of constructing the internationalisation of teachers from the perspective of human resources management function so as to promote the development of Chinese-foreign cooperative higher vocational colleges in China.

The current human resource management mode still faces numerous challenges, and colleges and universities often struggle to effectively adapt their talent training methods to the evolving development needs of the times. Yang (2022) argued in his article "Discussion

on Human Resource Management Talent Training Based on Social Demand" that it is necessary to reasonably improve the human resource management system, optimise the training concept, meet social development and social needs, and then cultivate more high-level and comprehensive management talents.

2. International human resource management: With the improvement of the degree of integration of the world economy and the deepening of China's participation in the world economy in both breadth and depth, the theory of human resource management is also integrated into the international perspective. According to Ricks et al. (1990), "international HRM has to consider different aspects of HRM from domestic HRM." In other words, in the process of international human resource management, due to the differences in history, culture, customs, and values between managers and management objects, different styles and technologies should be reflected in the management process. The research objects of international human resource management mainly include expatriate staff (talent output), function orientation, cross-cultural management, and so on.

In the development of international human resource management theory, the development trend is from standardisation to differentiation, research perspectives from developed countries to emerging economies, and the comparison of human resources from policy to practice. Xu (2020) sorted out and summarised the current situation of international human resource management in recent years from the three dimensions of "time," "process," and "situation" and analysed the development trend of international human resource management theory. The internationalisation and globalisation of human resource management in China are also becoming increasingly significant. Yao et al. (2020) summarised the basic situation and latest progress of China's participation in the

international standardisation of human resource management. If China is to substantially participate in international human resource management, it is necessary to form a cooperative mechanism with the governments and enterprises of other countries, strengthen basic research, and innovate the way of participating in international standardisation.

In the current process of international human resource management, "the combination of talent construction and strategy is not close, the institutional system is not perfect, the overseas joint venture organisation structure is not clear, and the market mechanism is not sufficient" has become a major problem that hinders the top-level design of international human resource theory. Wang et al. (2020) firmly believed that the establishment of an efficient international human resource management system is an inevitable requirement for the implementation of the national BRI.

Some scholars have also conducted research from a university perspective. Duan et al. (2019) brought the international human resource management research perspective back to universities. He believed that in the construction process of "double first-class universities," according to the requirements of high-quality talents in the field of international human resource management, indicators such as training objectives for professional talents, discipline construction, tracking surveys of graduates' training quality, external evaluation, and internationalisation factors should be integrated into the cultivation of professional talents. These indicators become the important criteria for "Double First-Class Universities.".

3. Link between HRM and dimensions: Human resource management can provide teachers with necessary career development paths and incentive mechanisms, stimulating their enthusiasm and creativity and promoting the sustainable development of international

talent cultivation. It permeates every aspect of the research process and maintains a close connection with all its dimensions.

Social world (cultural milieu): Literature suggests that HRM plays a crucial role in shaping and maintaining corporate culture, which reflects the values and beliefs of the organisation and is deeply influenced by the cultural environment (Schein, 1985). As a result, HRM strategies and activities need to consider employees from different cultural backgrounds to promote inclusivity and diversity (Cox & Blake, 1991).

Social world (socializers' behaviours): HRM influences employee behaviours and attitudes through recruitment, selection, and training activities. For instance, effective training and development programmes can shape employee behaviours to align with the company's values and expectations (Noe, 2010). Additionally, HRM plays a vital role in building and maintaining positive working relationships (Tsui, Pearce, Porter, & Tripoli, 1997).

Cognition: HRM strategies, such as employee training and development programmes, enhance cognitive abilities. These programmes help employees acquire new knowledge and skills, improving their adaptability and innovation capabilities (Arthur & Rousseau, 1996). By providing diverse training and development opportunities, HRM satisfies employees' cognitive needs and promotes their career development (Gould & Ng, 1999).

Motivational beliefs: Through incentive plans and reward systems, HRM influences employees' motivational beliefs. For example, performance management systems clarify work goals and provide performance-related rewards, motivating employees to work harder (Pfeffer, 1998). Furthermore, HRM enhances motivational beliefs by providing career development opportunities and promotional prospects (Sullivan & Arthur, 2006).

Achievement behaviours: HRM promotes achievement behaviours by providing challenging tasks and feedback mechanisms. Challenging tasks stimulate employees' potential and encourage them to improve their abilities and performance (Locke & Latham, 1990). Feedback mechanisms help employees understand their performance levels and provide direction for improvement (Ilgen, Fisher, & Taylor, 1979).

Autonomy: By providing flexible work schedules and decision-making opportunities, HRM enhances autonomy. These measures allow employees to feel freer and in control of their work, improving job satisfaction and performance (Deci & Ryan, 2000).

Relatedness: HRM fosters relationships among employees by organising team-building activities, providing social opportunities, and creating supportive work environments. These activities enhance trust and cooperation among employees, improving overall team performance (Katzenbach & Smith, 1993).

Competency needs: HRM satisfies employees' competency needs by providing training and development opportunities. These opportunities help employees improve their skills and abilities, making them more adaptable to changing market demands (Arthur & Rousseau, 1996).

Satisfaction: HRM improves employee satisfaction by establishing fair compensation systems, providing competitive benefits, and creating positive work environments. Satisfied employees are more likely to stay with the company and contribute significantly to its success (Price, 2001).

In conclusion, the various dimensions of the framework closely relate to HRM. By developing effective HRM strategies and activities, organisations can shape a positive

corporate culture, enhance employees' cognitive abilities, motivate them, promote achievement behaviours, and satisfy their needs for autonomy, relatedness, and competency, ultimately leading to improved employee satisfaction and performance.

2.2.2 International Talent Training

According to the Outline of the National Medium- and Long-Term Plan for Educational Reform and Development of the People's Republic of China (2010–2020), it is pointed out that training international talents is an urgent need of the national "going-out strategy." It can be seen that in the context of economic globalisation and the deepening of national opening up, especially after the BRI strategy was proposed, the talents trained under the traditional human resource management theory can hardly meet the needs of current national strategy and practical development.

1. Problem-oriented research of international talent training: The requirements for international talents in China are: having an international vision; being familiar with international rules; participating in international competition in technology; being able to deal with international affairs; using and processing information; and having foreign language application and communication abilities (Zhang, 2003). However, the concept itself explains the valuing training and ignoring output" thinking. Jin and Jiang (2020) proposed the three main problems faced by current international talent training from a top-level design perspective. First, there is a lack of systematic planning. In terms of volume, the talent reserve is insufficient. In terms of supporting resources, there are insufficient teachers, teaching facilities, practice platforms, and other resources. Guo and Ying (2020) mentioned that with the deepening of the BRI strategy, the overall reserve of international capital operation talents, new international trade talents, compound high-quality extroverted talents,

and overseas infrastructure investment and construction management talents was insufficient. In the study by Xu and Xue (2019), the results support that in the process of international talent development, teachers are generally lacking in foreign language ability, and the teaching effect of foreign teachers is poor. According to Liu (2019), in the process of international talent development, training institutions, internship and practical training institutions, and long-term talent development channels are extremely lacking. In other words, international talents trained by theory cannot check the quality of training, and problems in training cannot be fed back through talent output. Such a training chain is "missing items.".

The above scholars, respectively, put forward the idea of valuing training and ignoring output, the lack of systematic planning from the perspective of top-level design, and insufficient management talents. Furthermore, theoretically trained international talents are unable to assess the quality of training, and talent output cannot reflect training issues. Although these studies have found some problems, they have not given corresponding countermeasures.

2. Path reform-oriented research of international talent development: Scholars in Chinese academia refer to those who simply identify problems as "critical realist scholars." At the logical cognitive level, identifying the problem is the first step, and coming up with a solution strategy is the second step. For example, Gong et al. (2020) criticised the idea that talent training should focus on practical training. In the realm of kinetic energy conversion, which spans traditional and innovative methodologies and is exemplified by multinational enterprises employing internationally tailored "custom demand" talent, the fostering of internationally competent professionals can be facilitated by adopting educational strategies

aligned with international certification standards (Gong, et al., 2020). It is crucial that educational programmes closely integrate theoretical instruction with real-world professional practices, giving precedence to practical teaching methodologies.

Some scholars who adhere to "pragmatism" have proposed solutions to various challenges encountered in the process of international talent training, from a variety of perspectives. Yang et al. (2020) put forward the idea that "university-enterprise cooperative training" of international talents can expand the talent scale and improve the quality of talents, and they put forward the practical planning and operation scheme of "going global" for international talent training. Tian (2020) concentrates on the development of international talents within the framework of Sino-foreign cooperation in school management. He believes that the joint construction and training of Chinese and foreign universities can effectively improve the quality of international talent development. Sino-foreign cooperation in running schools can effectively make use of foreign high-quality educational resources, establish a relatively independent management structure, establish a scientific and reasonable mechanism to guarantee the quality of teachers, and promote the reform and innovation of talent training modes.

The international talent training model "three measures and six guarantees" represents a pragmatic approach. This model encompasses the "three measures," including opening international courses, conducting international practical training, and facilitating short-term exchanges and study abroad programs. It further ensures "six guarantees": establishing policies to support internationalisation, assembling a globally diverse faculty, obtaining international course accreditation, integrating international pedagogical techniques, developing international training facilities, and enhancing international

academic collaboration. Such measures aim to nurture talents with heightened international competitiveness and innovative capability, as posited by Sun and colleagues (2020). Some scholars have studied the characteristics of Western universities and their special positioning in the "Belt and Road" strategy and put forward a series of measures suitable for western universities to cultivate international talents. Guo (2020) emphasised that strategic, financial, and policy support at the national level, accurate design of training programmes, and efforts to improve the international literacy of teachers are important tasks.

The above scholars put forward solutions to a series of problems in the process of international talent training from different perspectives, providing reference for the research on the reform of the international talent training path.

3. Specialization research on international talent development: There are many scholars who have made research achievements in specialised research on international talent development. For instance: Wang (2019) emphasised the contribution of overseas returnees in the 40 years of reform and opening up; Zhao (2019)focused the current situation, problems, and countermeasures of Shenzhen's international talent introduction policy; Zheng and Yang (2019) put the emphasis on experience and inspiration of top-ranking innovative talent training in German research universities.

In the field of international talent training, many scholars consider the particularity of talent training when studying the realisation of professional internationalisation and explore the characteristics of international talent training in different professional disciplines on different development paths from a specific field, such as linguistics, film and television, automobile manufacturing, etc. To develop international talents in hotel management from a global perspective, Li (2020) believed that this major should not only train students to join

international hotel chains in China but also encourage talents to go out and conduct hotel management in other countries, which is both a market demand and a development trend. To develop international talents in film and television animation, the internationalisation of talent development can not only enhance the soft power of national culture but also have significant economic value, which is consistent with Dong (2020). To develop the international talents of TCSOL, Li (2019) emphasised that the subject-setting attribute of the TCSOL major itself determines that the talents cultivated are "international and compound" talents. According to the research, only by establishing compound course content, constructing compound practical training systems, employing compound training methods, and enhancing the capabilities of compound teachers can compound international talents be cultivated, who are adept at narrating China's story and conducting cooperation and exchange between China and foreign countries.

The current foreign language majors in China have weak practical language application ability, poor oral English, a lack of international vision, and low awareness of international culture, which are the lifeblood of language talents' internationalization. Therefore, it is crucial to encourage the internationalisation of personnel training, increase the employment of foreign language majors, and address the issue of training and output bottlenecks in the personnel training process. Given that economic problems significantly impact the output of international talents, the state should allocate more special funds, and universities should intensify school-enterprise cooperation projects to bridge the gap between the cultivation and output of international talents (Xu, 2015).

Yu (2019) discussed a new overseas internship and employment model that involves "network bridging, multi-party participation, and three-way interaction," in response to the

challenges faced by domestic tourism majors in securing overseas internships and employment. Firstly, by revising the international talent training programme and adjusting the curriculum, talent training can be aligned with the national export-oriented development strategy. Subsequently, through extensive school-enterprise cooperation, promoting Sino-foreign cooperation in running schools, and other avenues, the government and market resources are cleverly utilized. Finally, "Internet Plus" will assist in leveraging new technologies from the intelligent era, like big data and cloud platforms, to build an online practical platform for overseas students.

With the fact that China has become the world's factory and the recognition of Made in China on a global scale, Chinese products and Chinese projects have entered the world stage, and the lack of international talents in engineering has become a stumbling block to the national globalisation development strategy. Enhancing student participation and experience through more extensive and stable high-level international exchange and cooperation programmes is crucial for developing international talents in this major (Tao & Gu, 2020).

Research on issues, strategies, and professional development models related to international talent development is extensive. Various scholars have proposed countermeasures and suggestions to optimize the training system, addressing various issues in the process of international talent development that are specific to their region, specialty, and level of expertise. However, a gap exists between pure training and talent output, with the so-called international talents developed through careful design lacking in practice. On the one hand, this is due to the country's overall institutional obstacles and the level of internationalisation and marketization; on the other hand, research on the development of

international talents in China is still in its early stages. In the absence of consensus on talent development, there are relatively few studies focusing on the output of international talents.

2.2.3 Introduction of International Talents

The competition of comprehensive strength in colleges and universities is the competition of talents in the final analysis, just like the competition of comprehensive national strength. The accumulation of talents in colleges and universities is the primary factor in evaluating whether they have development potential. A sufficient accumulation of high-level talents can ensure the development of first-class teachers. Sufficient accumulation of high-level talents can ensure high scientific research capacity; Sufficient accumulation of high-level talents can ensure a sufficient number of students; and Sufficient accumulation of high-level talents can ensure that colleges and universities continue to improve their comprehensive strength.

1. Research on the existing problems of talent introduction: There are regional differences in the intensity and effectiveness of the introduction of overseas talents in China based on the comparison of the scale, treatment, and standards of the introduction of overseas talents among provinces. The provincial governments' talent introduction cycle is relatively concentrated, and the talent competition among different regions is fierce. As a result, some provinces still lack scientific policies for the introduction of overseas talents, and the effect of the introduction of talents is not significant (Zhu & Shen 2013). According to Zhou (2009), the main problems in talent introduction were: the blind comparison of self-development is generally ignored; the follow-up development of talent introduction is not paid enough attention to; and the channels of talent introduction are too narrow. Wu (2009) also identified the following issues. First, the coordination mechanism for attracting overseas students to

return home is not smooth. Second, the policy information is asymmetric, and the conditions in foreign countries are better than in domestic ones. Third, the financial support investment is insufficient; fourth, problems such as household registration and children's enrolment are difficult to solve effectively.

2. Research on countermeasures based on the problem of talent introduction: The introduction of overseas talents is the most convenient and effective measure for the internationalisation of university teachers. Referring to Li and Liu (2020), it is necessary to establish an active mechanism for attracting talents, formulate scientific plans, enhance awareness of the importance of overseas talent introduction, improve salary and treatment, and expand the channels for attracting talents. At the same time, the scientific mechanism of talent utilisation should be established to carry out further competition, examination, and evaluation. Finally, a harmonious talent retention mechanism should be built.

Speeding up the construction of a big data platform for overseas talents to ensure the introduction of talents. Information sharing is the main way to prevent relevant units and departments in China from being "cheated," and it is also an effective means to significantly reduce the cost of introducing overseas talents. China has developed a relatively comprehensive policy system for talent introduction and use. According to Gao (2016), information asymmetry causes overseas talents to conceal or even tamper with their resumes, and "fake academic qualifications" and other incidents have caused an extremely negative social impact. Xu and Yang (2020) outlined the current policy of Ningxia, which aims to attract a significant number of overseas talents to the region for innovation and entrepreneurship. Both the number of overseas talents and their quality have significantly improved. Ningxia has gradually realised the integration of "attracting talents, employing

talents, retaining talents, and developing talents," which has created a new situation in the work of attracting talents.

To provide a more relaxed environment for overseas innovation and entrepreneurs and gather overseas talents and technologies in all aspects to realise the great rejuvenation of the Chinese nation with a more open mind, Li and Chen (2018) proposed in their research to establish an offshore innovation and entrepreneurship base for overseas talents. China is leading the way in introducing and utilizing overseas talents. Australia has introduced a large number of overseas talents through skilled migration, study abroad, and various talent programmes, which have made great contributions to the economic and social development of Australia. In introducing overseas talents, Yi (2018) highlighted that China should establish an international vision, strengthen international cooperation, introduce policies and measures to attract talent in accordance with local conditions, and actively recruit overseas students to introduce more high-quality international talents for the development of various national undertakings.

As can be seen from the above research on the existing problems of talent introduction and the countermeasures based on the problem of talent introduction, different scholars have put forward different opinions from different perspectives. In general, experts and scholars all believe that it is very important to strengthen international cooperation, establish positive talent attraction mechanisms according to local conditions, formulate a scientific talent introduction plan, enhance awareness of the importance of overseas talent introduction, improve salary and treatment, and broaden talent attraction channels. Of course, for these studies, information sharing and smooth communication are also very important.

2.2.4 Output of International Talents

Talent output is the human resource scheduling link that organises and purposefully supports talents in other regions or units, particularly in areas where talents are concentrated, overstocked, or unable to play a role. In relation to human resource theory, talent output lacks a specific theory, although numerous studies have been conducted on the subject.

1. The output of low-level talents as labour force: Before China became the world's factory and the demographic dividend disappeared, China's export of cheap labour to the rest of the world was the foundation of the country and the way to a strong country. This kind of research has the characteristics of early history, low level, and strong integrity.

In view of the early global labour shortage, some scholars have proposed that China should make full use of its own advantages to expand the international labour market. Wang (2004) pointed out that while Australia and Canada possess abundant natural resources, their lack of human resources has left 90% of their arable land undeveloped. In addition, other economically developed countries generally have the problem of negative population growth, entering an ageing society, and the shortage of labour force throughout the country has become increasingly prominent, especially the shortage of labour force among young and middle-aged people.

According to the serious shortage of labour force in enterprises in the United States, the United Kingdom, Japan, South Korea, and other countries due to the shortage of labour force, based on the general theory of foreign labour exports, Yang (2006) used the data model to analyse the impact of foreign labour exports on the economic effects of exporting countries. The conclusion is that China should vigorously develop foreign labour exports

and cooperate with importing countries to enhance the international competitiveness of China's labour resources.

The international mobility of labour has three benefits and three problems. These three benefits are higher employment opportunities, higher national income, and improved skills and managerial experience among immigrants. The three major problems are the outflow of technical professionals, illegal labour immigration, and violations of the legitimate rights and interests of foreign workers. That was consistent with Liu (2008), who used the method of regional comparison to analyse the current situation of labour input and output in the Asia-Pacific countries. In the Asia-Pacific region, the main countries of labour export are China, Indonesia, the Philippines, Vietnam, Myanmar, Mongolia, Laos, Cambodia, and so on. Of these, the Philippines is the largest labour exporter, with 788,000 people working abroad in 2006. Indonesia followed, with 593,000 working abroad in 2007. Compared to these smaller-population countries, China has a lower labour-output ratio.

China, as a country with abundant labour resources, has long faced difficulty finding employment. The total number of Chinese working abroad increased from 226,000 in 2000 to 980,000 in 2017. In the study by Yu (2019), the results support that China's labour exports could not only solve the shortage of labour force in the importing countries but also alleviate the problem of China's labour surplus. The reasons can be classified into three aspects: First, the imperfect laws and policies on the export of labour force populations in China seriously affect the legitimate rights and interests of migrant workers. Second, the lack of standardisation in the content of foreign labour cooperation contracts results in increased profits for the labour companies that send workers abroad. This reduces both China's labour market's competitiveness and workers' incomes. Third, the management system for labour

exports is flawed. In the process of exporting international labour services, the Ministry of Commerce, the Ministry of Foreign Affairs, and the Ministry of Public Security are seriously divided, and the absence and offside phenomena coexist in the actual management process. Furthermore, the labour procedures are complex, and the time cycle is lengthy, resulting in an increase in the marginal cost of labour output.

2. As a manager of high-level talent output difficulties: In sharp contrast to encouraging the export of low-level labour forces, China's repeated entanglement concerns the export of high-level talents. The past study by Gao (2005) identified that the judgement of brain drains and the understanding of "international migration of specialised human capital" refuted the innate deficiency of the theory of brain drain and believed that it was a new theory of "isolation from the rest of the world" in the 21st century with strong ideological colour, which further broadened the research field of international talent flow. Under the backdrop of globalisation, informationization, and the knowledge economy, the international migration of talents should be reclassified and defined.

In the early stages of the reform and opening up, the Chinese government was worried about the outflow of top talents, such as the outflow of top students from China's top universities (Tsinghua University and Peking University), and the country spent a lot of human and material resources to cultivate talents who settled in European and American countries. Early theories emphasise that for developing countries, brain drain will cause damage because brain drain directly reduces the income of developing countries and makes developing countries lose the scarcest talent resources of higher education. Chen (2007) analysed the advantages and disadvantages of the brain drain. The question is, "Does the brain drain increase or decrease the accumulation of human capital in the talent-exporting

countries?" This controversial focus is analysed from the perspective of national economic development law and the political development process.

On the other hand, with the development of economic globalization, domestic low- and high-level talents, such as domestic ordinary university students, especially those international trade professionals, Chinese as a foreign language professional talent, don't want to go abroad for a variety of reasons, leading to the strategic target of talent training that cannot be achieved and the output from international talents new difficulties.

Generally speaking, China's international talent is not high or low in the international market. In the new era, under the guidance of General Secretary Xi Jinping's new era diplomatic concept of "a community with a shared future for mankind" and under the promotion of the BRI strategy, many scholars have shifted from "worrying about brain drain" to "encouraging talent output." With the conceptual transformation of international high-level talent flow, that is, from "brain drain" to "brain circulation," according to Huang (2017), talent circulation was a positive benefit-sharing mechanism from which both talent-exporting countries and talent-importing countries could benefit. The transformation of high-level international talent flow from a linear model to a triangular model is of policy and time significance.

From the perspective of the reasons for China's difficulty in exporting talents to international organisations, some scholars put forward corresponding views. Jia (2017) summarised the importance of China's talent output to international organisations from six dimensions, including scientific research, citizen pursuit, social environment, university training, national policies, and international pattern. In his opinion, the reasons for China's difficulty in exporting talents to international organisations are mainly reflected in six

aspects, such as the backward talent training concept, single recruitment and selection mechanism, backward talent training mode, insufficient curriculum platform construction, imperfect teaching staff, and immature management mechanisms. Chen (2020) emphasised the objective reasons for the difficulties in the output of applied talents in China under the background of BRI. It seems that through the full investigation of colleges and universities, the change of the people-oriented core concept, paying attention to the internationalisation of the atmosphere, and strengthening the orientation of national talent policy can smoothly export talents to foreign countries. The common fault of this kind of research is that it ignores the consideration of the role of international talents as the subject and neglects the grasp of the psychological dynamics of specific people.

2.2.5 Cross-Cultural Training

China needs the world, and the world needs China. The exchanges between countries are not only economic communication and cooperation but also political and cultural ones. Friction may occur when there is communication. Only by understanding the differences between countries, nations, and different ethnic groups, understanding the root causes of cultural conflicts, and learning to think and deal with problems from a cross-cultural perspective can obstacles in communication be overcome. Cross-cultural training plays an extremely important role in adapting to the development of the global economy, cultivating international talents, and improving the language quality and international competitiveness of Chinese nationals. Therefore, only by bringing cross-cultural training into the teacher education system and systematising, standardising, and institutionalising it can it achieve two strides: not only learn from and absorb the advanced technology and cultural essence from abroad, but also carry forward the excellent culture and scientific and technological

achievements of the Chinese nation to the world, so as to lay a solid foundation for the cultivation of international talents.

With the deepening of globalisation and the improvement of practical needs, the content of cross-cultural training has been gradually expanded since then. Knowledge memorization, sentiment analysis, and behavioural practical training have emerged. Sentiment analysis is an extension of knowledge memorization, which aims to cultivate the trainees' neutral cultural attitude, to recognise the mother culture and different cultures emotionally, and to accept the existence of cultural differences. The form of training is based on knowledge and information transfer, adding self-testing, man-machine dialogue, role-playing, discussion, and other contents. Since then, cross-cultural training has gradually formed an industry and become increasingly specialised, and training institutions, large and small, have been established and developed rapidly around the world. In recent years, the training has evolved into a goal that emphasizes behavioural practice. Behavioural practice training modifies behaviours and habits through maximum participation and grasps the necessary interactive skills. The main methods are the simulation method and on-the-spot experience.

With the increasingly close exchanges and cooperation in the global economy and culture, the world is becoming smaller and smaller in space and more and more closely connected. The era of globalisation needs a kind of intercultural education. The practice of intercultural education has a long history. Countries all over the world, from ancient times to the present, have been carrying out cross-cultural communication and learning in different forms and at different levels. With the increasingly close exchanges and cooperation in the global economy and culture, the world is becoming smaller and smaller in space and more

and more closely connected. Intercultural education is more needed in the era of globalisation. United Nations Educational, Scientific, and Cultural Organization (UNESCO) proposed the concept of "intercultural education" at the International Conference on Education in 2019, with the theme of education's contribution to cultural development. Since then, intercultural education has become an independent research field, and scholars have begun to rationally discuss intercultural education.

Some scholars started their research with the establishment of cross-cultural training objectives. Lu (2003) established the goal system of cross-cultural training in three aspects: the overall goal, the knowledge goal, the attitude goal, and the ability goal. Each level of cross-cultural training systematically proposes specific objectives. He holds the view that the knowledge objectives of cross-cultural training are as follows: guide students to acquire comprehensive and accurate knowledge of other national cultures; the goal of attitude is to guide students to develop an open, equal, respectful, tolerant, objective, and cautious attitude towards intercultural communication; Capability goals are: guide the student to form a comprehensive and accurate cognition of different national culture and intercultural dialogue communication ability; be reasonable in comparing the ability of native culture and the different national culture; make appropriate choices of different national culture ability; make reasonable reference to the different national culture; promote the development of native culture ability; effectively disseminate the ability of different national culture; and have the necessary ability to use foreign languages in cross-cultural communication.

According to the concept of intercultural education, colleges and universities should provide multicultural education, foster respect for cultural diversity in education, improve students' comprehension of distinct cultures, encourage cultural integration and academic

achievement, and foster international understanding. The process of internationalising the curriculum plays a crucial role in developing international talents who possess international competitiveness, understanding, and communication skills. In order to carry out intercultural education, it is necessary to develop and design courses, teaching, and evaluation to cultivate intercultural education ability; that is, universities should carry out curriculum internationalization. However, the curriculum's development, design, and teaching process all require teachers' direct participation and implementation. Therefore, intercultural education needs teachers to participate in the internationalisation of the curriculum (Jiang, 2015).

Some scholars have conducted research on the relationship and interaction from a multicultural perspective. According to Odgers (2006), intercultural education goes beyond the multicultural view and focuses on the relationship and interaction between different cultures so as to promote the equal integration of various cultures in society and the harmonious coexistence of various cultural groups. At the same time, cross-cultural education is a more inclusive and influential concept compared with cross-border education because it includes the internationalisation and nationalisation of local education and enables students to understand and communicate between different cultures, which is the purpose of the internationalisation of courses in universities.

Some scholars have conducted research from the perspective of the implementation strategies of cross-cultural education implementation strategies and the benefits of past experiences. Jiang (2015) conducted an analysis and study on the implementation strategies of cross-cultural education, advocating for the reorganization or addition of subject courses to foster cross-cultural competence, while specifically designing comprehensive courses for

this purpose. Behrnd and Porzelt (2012) concluded that students with experiences abroad benefited more from subsequent intercultural training and had more intercultural competence. Schreiber and Genkova's (2021) research results demonstrated a positive correlation between cognition, motivation, and behaviors with cross-cultural competence.

In summary, the existing research exhibits several limitations: First, there is a lack of cross-cultural research from the perspective of teachers. Most previous studies have primarily focused on curriculum internationalization, the absence of university teachers' perspectives in research, and the development of university courses. The need for teachers' engagement necessitates a growing focus on the cross-cultural needs of university instructors. It is crucial to encourage teachers to participate in overseas study to enhance their cross-cultural abilities. Second, there is not enough empirical research on university teachers' and students' overseas participation.

In short, the great wave of internationalisation in higher education is the way for university teachers to improve their cross-cultural knowledge, broaden their international vision, enhance their cross-cultural academic level and international teaching ability, and cultivate more high-quality international talents.

Table 2.2: SLR Table for International Talent Management

No.	Research Direction	Authors (Publication Year)	Future Research Directions
1	Human Resource Management (HRM)	Hou and Zhao (2020); Xiating (2018); Yang (2022)	HRM in emerging economies, HRM strategies in international settings, HRM adaptation to cultural differences
2	International Human Resource Management (IHRM)	Ricks et al. (1990); Xu (2020); Yao et al. (2020); Wang et al. (2020); Duan et al. (2019)	Cross-cultural management, Talent management in global contexts, International HRM standardization
3	International Talent Training	Jin and Jiang (2020); Guo and Ying (2020); Xu and Xue (2019); Liu (2019); Gong et al. (2020); Yang et al. (2020); Tian (2020); Sun et al. (2020); Dong (2020); Tao & Gu (2020)	Practical training methods, University-enterprise collaboration, Quality assurance in international talent training
4	Specialization Research on International Talent Development	Li (2020); Dong (2020); Li (2019); Xu (2015); Yu (2019); Tao & Gu (2020)	Discipline-specific international talent development, Cultural competency in specialized fields, Industry-specific international talent demand
5	Introduction of International Talents	Li and Liu (2020); Gao (2016); Xu and Yang (2020); Li and Chen (2018); Yi (2018)	Further study on international cooperation mechanisms; Tailoring talent attraction policies to local contexts; Improving salary and treatment packages; Expanding talent attraction channels; Establishing harmonious talent retention mechanisms.
6	Output of International Talents	Yu (2019); Gao (2005); Chen (2007); Huang (2017); Jia (2017); Chen (2020)	Study on improving laws and policies related to labour export; Standardizing labour cooperation contracts; Enhancing management systems for labour export; Understanding the psychological dynamics of talent; Exploring ways to encourage talent output.

Table 2.2 cont'd

7	Cross-Cultural Training	Jiang (2015); Odgers (2006); Behrnd and Porzelt (2012); Schreiber and Genkova (2021)	Investigating the role of teachers in cross-cultural education; Conducting empirical research on overseas participation of teachers and students; Enhancing cross-cultural competence through curriculum internationalization.

Table 2.2 reveals that research on international talent management encompasses HRM, IHRM, international talent training, talent development specialisation, talent introduction, talent output, and cross-cultural training. Key authors contribute diverse perspectives across these domains, with studies highlighting the importance of adapting HRM practices to emerging economies, managing talent in global contexts, implementing practical training methods, fostering discipline-specific development, optimising attraction and retention policies, improving legal frameworks, and enhancing cross-cultural competence through curriculum internationalization. This comprehensive body of research provides insights, recommendations, and avenues for future exploration in managing and developing international talent effectively.

2.3 Literature Review on Underpinning Theories

As stated in previous sections, the foremost area of this study is to introduce a theoretical model for a better understanding of factors influencing the cultivation and exchange of university talents under the background of the BRI. This thesis extends the scope of the theories of expectancy value theory and self-determination theory.

2.3.1 Expectancy-Value Theory

1. Expectancy-Value Theory

The EVT originates from Atkinson's Achievement-Motivation Theory. In his classic research, Atkinson believes that there are three variables closely related to achievement motivation: motive, expectancy, and incentive. The size of achievement motivation is considered to be a function of the product of these three variables. Here, motivation has three meanings: a driving force with energy but no direction; a psychological tendency to strive for a particular satisfaction; and the ability to earn a specific reward. Atkinson (1957) further distinguished the achievement motive from the avoidance motive. The former was a psychological tendency to seek success, while the latter was a psychological tendency to avoid failure or pain.

Expectation is defined as a person's expectation of a result or consequence after taking a certain action. It depends not only on one's knowledge of one's own abilities, but also on the environment. Atkinson (1957) also emphasised that a person's motivation is also affected by the rewards he or she is receiving after taking actions, and such rewards are defined as the attractiveness of the goal itself or the unacceptability of the consequences of taking certain actions in a specific situation. Both extrinsic rewards and punishments can

influence a person's motivation, with the former being attractive rewards and the latter being unattractive rewards.

In an environment where achievement is emphasised, a person's performance is often evaluated according to a standard. In such an environment, Atkinson (1957) emphasised that the strength of motivation was a function of the product of three variables: motivation = *f* (motivation × expectation × value) (Atkinson, 1957). Atkinson also summarised that as the probability of success increases, the motivation decreases and eventually disappears, leading to a decrease in motivation. A person with a strong motivation to seek success should prefer moderately difficult tasks, while a person with a strong motivation to avoid failure tends to dislike moderately difficult tasks, preferring tasks that are either easy or difficult.

Based on Atkinson's classic achievement motivation theory, Eccles et al. (1983) proposed a theoretical model to explain the relationship between cultural factors, human experience, values, and achievement behaviors. The premise of this model is that "people's expectations, beliefs, values, and behaviours are not determined by reality itself but by their interpretation of reality" (Eccles et al., 1983). According to this theory, the impact of reality on achievement results is not direct but indirect through people's attribution patterns of failure and success, personal needs cognition, values cognition, and task cognition. All of these factors influence the expectations and values associated with a particular task. Expectations and values then influence achievement-related behaviours, such as task selection, task persistence, and even task performance.

Eccles and colleagues examine and elaborate on the expected value model. People's achievement-related choices and performance are directly influenced by their expected beliefs and subjective values. Personal goals, self-graphs, perceptions of task difficulty, and

perceptions of competence in turn influence expected value. All of these social cognition variables are affected by the expectations and behaviours of people in the student's social circle, others' perceptions of their expectations, and people's emotions and memories. Finally, these variables can be influenced by the cultural environment, a person's stable genetic traits, and prior experience. There are two constructs in the theory of expectancy value motivation: expectancy belief for success and subjective task value. The task value can be divided into three different constructs: achievement value, interest value, and utility value.

People's needs, goals, and self-evaluation influence task value (Eccles et al., 1983). Three different values can be displayed for a given task: the attainment value, the intrinsic/interest value, and the utility value. The attainment value represents the individual's awareness of the importance of doing a particular task well. For instance, the individual perceives whether the task's nature (difficulty, importance, etc.) aligns with their self-perception (e.g., intelligence, ability, masculinity, etc.), and whether the task presents a challenge or an opportunity to meet a specific achievement, power, or social need. Intrinsic/interest value refers to the intrinsic enjoyment one feels when engaging in an activity, as determined by one's subjective interest in the activity. Utility value refers to the availability of a particular task for an individual's current or future goals. Utility value may have nothing to do with the nature of the task itself (Eccles et al., 1983). For example, a person does a PHD not because he is interested in the course but because he wants to finish the credits and graduate quickly. While utilisation value bears some similarities to external regulation in self-determination theory (Deci and Ryan, 1985), it directly links to individuals' internal goals.

Wigfield (1994) proposed that people's expectations and beliefs were relatively independent of task values from a developmental perspective. In the field related to academic achievement, Wigfield (1994) emphasised that people attach greater value to activities that perform well. Fredricks and Eccles (2002) reported that the correlation coefficient between people's expected belief in mathematics and task value was between 0.55 and 0.67. Eccles and Wigfield developed a model that helps to visualise the different dimensions of motivational influences that affect perceptions, decision-making, and participation in activities (Wigfield & Scheifele, 1998). A simplified version of this model, shown in Figure 2.1, displays the conceptual framework of expectancy and valuation as a result of interactions between the social world and the individual's cognitive and motivational beliefs.

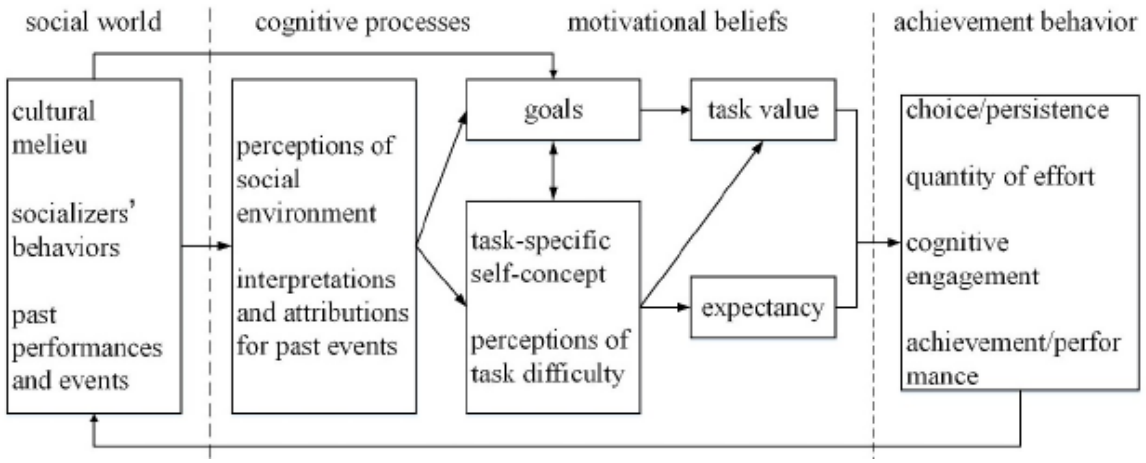


Figure 2.1: Simplified Version of the Expectancy-Value Model by Eccles and Wigfield

Based on the theories above, it is clear that individuals make judgements about themselves and their environment, and these perceptions often influence their decision-making and subsequent actions. Under the guidance of expectation theory, Qiao and Wei (2012) conducted in-depth research and found that teachers' individual performance, reward, and demand should be fully taken into account to form an interactive and cyclic incentive

effect. With flexible management, teachers' working enthusiasm and unit identity can be improved. So as to receive good results.

From the perspective of the expectation theory in view of the existing problems in the construction of teaching staff in colleges and universities, Nie (2020) drew the following conclusions: The expectation theory encompasses the following guiding functions: The first function is individual effort, which influences not only subjective factors like individual expectations but also objective facts like job performance, reward, and reward utility. Second, the higher the work performance, the higher the reward, and the greater the importance of the reward, the harder the individual will work; third, the lower the expectation, the lower the individual's work enthusiasm, and vice versa; and fourth, the less effort an individual puts in, the worse the corresponding work performance and the less reward he receives.

Zhan (2020) used structural equation modelling to look at the connection between coming from abroad and the salary gap, as well as expectation and value. The two sets of data had a factor correlation coefficient of 0.674. These evidences support Wigfield's (1994) assertion that there is a positive correlation between people's expectations, beliefs, and task value.

2. EVT Model Dimensions

The Expectancy Value Theory (EVT) model encompasses four key dimensions: social world, cognition, motivational belief, and achievement behavior. This theory primarily focuses on how individuals' subjective assessments of the expected outcomes of specific behaviours and the value of those outcomes influence their motivation and actions.

Social World: In the context of overseas training, this dimension includes cultural milieu and socializers' behaviours and focuses on how the teachers' surrounding socio-cultural environment impacts their expectancy value and sense of worth. It encompasses macro-level factors such as national policy orientation (e.g., the Belt and Road Initiative), institutional internationalisation strategies, disciplinary trends, and the overall climate of domestic and international educational collaboration. Additionally, micro-level societal elements, like attitudes and support from colleagues, students, family, and overseas partners, may influence teachers' expectations and valuation of overseas training.

Cognition: This dimension examines the cognitive processes involved in teachers' understanding of overseas training, including their recognition of the necessary capabilities, resources, and time investments required for participation. Moreover, it investigates teachers' comprehension of the relationship between overseas training and their professional development, scholarly growth, and teaching improvement, as well as their awareness of potential challenges and risks associated with training.

Motivational Beliefs: This dimension focuses on teachers' internal and external motivational beliefs regarding overseas training. It addresses their anticipation of potential benefits such as personal growth, career accomplishment, knowledge updating, skill enhancement, and cross-cultural exchange. It also evaluates their expectations of external rewards such as career advancement, salary increments, improved academic reputation, and policy incentives.

Achievement Behaviour: This dimension highlights the actions taken by teachers to realise their goal of participating in overseas training. It encompasses proactive behaviours like seeking information, planning, preparing application materials, improving language

proficiency, and soliciting support, along with learning, reflection, and application behaviours during and after the training.

3. Relations of EVT Model Dimensions and EVT

Cultural milieu and EVT: The cultural milieu, defined as the social and cultural environment in which individuals are embedded, plays a crucial role in shaping individuals' expectancy and value beliefs. As evidenced by numerous studies (e.g., Wang & Eccles, 2012), cultural norms and values can influence individuals' perceptions of success and the value they attribute to various outcomes. For instance, in collectivistic cultures, success is often associated with group achievements, while in individualistic cultures, personal accomplishments are emphasised.

Socializers' behaviors and EVT: Socializers, such as parents, teachers, and mentors, play a vital role in shaping individuals' expectancy and value beliefs. Their behaviours, including encouragement, feedback, and modelling, can influence individuals' perceptions of success likelihood and the value they attach to specific outcomes (Eccles & Wigfield, 2002). Socializers' behaviours are particularly salient in the early developmental stages, where they can establish lasting beliefs about expectancy and value.

Cognition and EVT: Cognition, or individuals' thinking processes, is another crucial factor in EVT. Cognitive abilities, such as self-regulation and metacognition, can influence individuals' capacity to assess the likelihood of success and the value of outcomes (Zimmerman, 2000). For instance, individuals with strong self-regulation skills are better able to identify and pursue goals that align with their expectations and values.

Motivational beliefs and EVT: Motivational beliefs, including self-efficacy and task value, are central to EVT. Expectancy beliefs are closely related to self-efficacy, or individuals' beliefs about their ability to succeed in a specific task. Task value, which refers to the importance or worth of a task to the individual, is related to value beliefs. Cultural milieu, socializers' behaviours, and cognition influence these motivational beliefs, which in turn influence individuals' achievement behaviours.

Achievement behaviours and EVT: Achievement behaviours, such as effort, persistence, and task selection, are the end result of expectancy and value beliefs. According to EVT, individuals are more likely to engage in achievement behaviours when they believe they have a high likelihood of success (expectancy) and when the outcomes are highly valued (value). Therefore, understanding and influencing expectancy and value beliefs can have significant implications for promoting achievement behaviours.

In conclusion, EVT provides a theoretical framework for understanding the role of cultural milieu, socializers' behaviours, cognition, motivational beliefs, and achievement behaviours in human motivation. Further research is needed to examine the interplay of these factors and their implications for education, organisations, and society.

2.3.2 Self-Determination Theory

1. SDT and Model Dimensions

Self-determination theory is a relatively new learning motivation theory proposed by American psychologists Deci and Ryan (1985–2000). It primarily concentrates on the learning motivation of students with varying levels of autonomy and the resulting effects. In particular, self-determination theory points out that only a high degree of internalisation of

learning motivation can bring high quality learning effects and mental health levels, and whether the external environment of learning can meet the basic psychological needs of students is the key to the successful internalisation of students' learning motivation.

The study of the motivation of human behaviour: The researchers of self-determination theory began by studying the motivation of individual behaviors. Deci and Ryan (1985) believed that the generation of internal motivation was closely related to the three needs of autonomy, competence, and belonging, as shown in Figure 2.2, and the satisfaction of the three needs would also affect the internalisation of external motivation (Deci & Ryan, 2000).

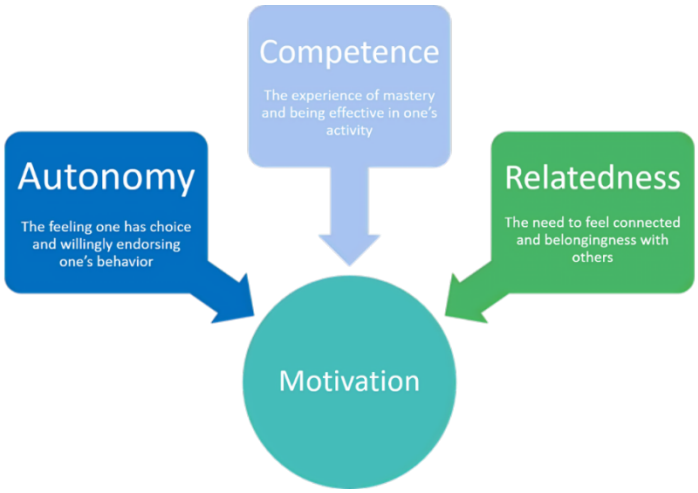


Figure 2.2: Self-Determination Theory by Deci and Ryan

SDT comprises four key dimensions: autonomy, competence, relatedness, and satisfaction. These dimensions are crucial in understanding how individuals' needs are fulfilled and how this affects their motivation and well-being.

Autonomy: Within the context of overseas training, this dimension explores the extent to which teachers perceive autonomy in selecting, planning, executing, and evaluating their training experiences. It pertains to their personalized learning objectives, adjustments

to learning pace and methods, and demonstration of initiative and creativity during the training.

Competence: This dimension concentrates on teachers' confidence in their ability to successfully complete overseas training and derive benefits from it. It involves their assessments of their professional level, language proficiency, intercultural communication skills, and adaptability to new environments, as well as their faith in enhancing these competencies through training.

Relatedness: This dimension investigates the degree to which teachers' need for meaningful connections with others (e.g., mentors, peers, local community members) is satisfied during overseas training. Strong interpersonal networks may provide emotional support, information sharing, and collaboration opportunities, enhancing teachers' sense of belonging in foreign settings and boosting their expectancy value and sense of worth regarding overseas training.

Satisfaction: This dimension concerns teachers' subjective satisfaction with the outcomes, personal growth, and professional development resulting from their participation in overseas training, both before, during, and after the experience. High levels of satisfaction are crucial for maintaining teachers' positive attitudes toward overseas training, reinforcing their intrinsic motivation, and serving as a key indicator of the success of overseas training programs.

In summary, by thoroughly examining the dimensions of both the EVT and SDT models, this study aims to comprehensively uncover the multifaceted and intricate factors impacting Chinese university teachers' expectancy value, sense of worth, and motivation regarding overseas training. These insights provide a theoretical foundation and practical

guidance for optimizing overseas training program designs, boosting teacher participation, and fostering teacher internationalization.

2. Literature Review

According to SDT, Vallerand (2000) divided individual behavioural motivation into intrinsic motivation, extrinsic motivation, and non-motivation. Intrinsic motivation refers to the individual's internal interest or hobby to engage in a certain activity. The intrinsic motivation is divided into three categories: learning intrinsic motivation refers to the motivation of individuals to engage in a certain activity from learning, exploring, and understanding new things to obtain satisfaction and happiness; completion intrinsic motivation refers to the motivation of individuals engaged in a certain activity from the completion of an activity experience creation and self-transcendental pleasure; and experiential stimulation intrinsic motivation refers to the motivation of individuals to engage in activities is to experience the stimulation of the activity itself. Extrinsic motivation is when an individual engages in activities that are not based on his or her own will. Extrinsic motivation can be divided into four types: external regulation, internal regulation, identification regulation, and integration regulation. Unmotivated is defined as a lack of motivation for an activity. Various motivations exhibit varying levels of self-determination, presenting a continuum from intrinsic motivation to non-motivation based on the degree of self-determination. Among them, the degree of intrinsic motivation is the highest, while the degree of non-motivation is the lowest.

Factors that influence motivation. Because individual behaviours have multiple levels of motivation, they are not single, simple, complex, or multi-level. Consequently, two factors influence individual motivation: the social factor and the motivational level.

Vallerand et al. (1997) pointed out that social factors can be divided into three levels: overall level, social situation level, and specific event level, and different levels of social factors have a profound impact on individual motivation. The social factors that influence motivation are regulated by individual ability, autonomy, and belonging. The research of Arteaga-Sanchez et al. (2020) also shows that social factors affect individual motivation by providing the satisfaction degree of an individual's three needs.

SDT holds that the initial formation of individual values comes from the self and inner psychological needs. Ryan pointed out that values had the function of self-evaluation and could promote individual growth by helping individuals choose beneficial and unhelpful behaviors. Individuals always tend to choose behaviours that are good for themselves. Value formation and values are ways to promote individual growth and meet individual psychological needs, as well as cognitive and emotional tools for self-growth. Different values will lead to differences in behaviour patterns between individuals and others.

When an individual loses self-growth, self-expression, autonomy, and sense of belonging, they will turn to external values, which can be used as a compensation strategy to satisfy themselves with security, love, and self-worth. College students with intrinsic values have greater subjective initiative and lower levels of anxiety and depression.

Happiness and satisfaction: The relationship between the economy and happiness is of great concern to governments, scholars, and the general public. Kasser and Ryan (1996) studied the relationship between money, material pursuit, and happiness, and the results showed that individuals who had money as their primary life goal had low happiness. Because too much attention to material benefits cannot meet an individual's basic psychological needs, they may even deviate from the need to meet them. The pursuit of

external goals often leads to individual involuntary behaviours, which lead to a decrease in happiness. Lin (2020) concluded that the increase in wealth is only a secondary factor in improving people's happiness. Increasing wealth has a lower impact on happiness, while satisfying basic psychological needs more directly enhances happiness. Money is a way of life, and Money does not bring happiness. The study (Pichler et al., 2019) also confirmed this.

Some scholars have found that the current training mechanism, evaluation mechanism, and leadership mechanism lead to insufficient motivation among university teachers. Several aspects and issues are discussed in the study by Lin (2019). She emphasised that these issues primarily appear in the training mechanism's lack of autonomy, the evaluation mechanism's tendency to generate a strong sense of external control and a diminished sense of competence, and the leadership mechanism's tendency to foster a feeble sense of belonging. She believed that satisfying the three psychological needs of self-determination, competence, and relationship in self-determination theory could improve the internal theories of EVT and SDT.

SDT is considered one of the two most explanatory theories in the field of motivation. SDT posits that one can transform external motivation into internal motivation. The satisfaction of the three needs of ability, autonomy, and belonging, as well as external social and environmental factors like interpersonal atmosphere and goals, condition this internalisation. The satisfaction of the three basic psychological needs affects the individual's autonomous motivation, which affects work involvement and, ultimately, the individual's performance. SDT reveals the internal mechanism of the transformation of external goals and outcome factors into action motivation, which is the subjective judgement of whether

an individual can complete a certain ask. The expected value theory not only focuses on the satisfaction of the individual's basic psychological needs after realising the goal but also pays attention to the influence of the incentive process on the incentive effect. Whether the return an individual obtains after realising the expected goal aligns with their expectations determines the satisfaction of their basic psychological needs. The EVT includes three elements: the value after the realisation of the expected goal, the possibility of the realisation of the expected goal, and the relationship between the realisation of the goal and the return. Goal value refers to the benefits an individual gains by completing the goal, including internal benefits (intellectual challenges, fun, pleasure, etc.) and external benefits (rewards, honours, promotion opportunities, etc.). Objective value and basic psychological needs are similar in the stimulation and maintenance of action, but basic psychological needs are endogenous, and value is acquired through cognition and experience; that is to say, value is closer to the expectation of action than basic psychological needs. Goal achievement likelihood judgement refers to an individual's belief in how he or she will succeed at a future task based on an objective assessment of his or her abilities.

Autonomy need refers to individuals' desire to experience a sense of choice and psychological freedom in the activities they engage in. The level of autonomy required for satisfaction reflects the individual's subjective experience. The new generation of people has personality traits such as "independent" and "self," which reflect individual autonomy needs. Referring to Zhou (2015), all elements of expected value theory were significantly related to the independent learning and management of secondary vocational students, and successful expectation affected the planning and persistence of English independent learning management. The belief in one's own ability influences the initiative and effort involved in managing autonomous learning in English. That was consistent with Lifang (2021), who

found that in the influence of materialism on college students' smartphone addiction, the satisfaction of autonomous needs played a significant role. They have unique insights and a strong willingness to participate in the organization. They expect to feel that they are respected and trusted, feel the role of "master," and expect to influence the decision-making of the enterprise through their words and deeds.

Deci and Ryan (2000) defined autonomy as the need for individual self-determination through research. However, work autonomy usually refers to the independent disposal power that workers have when arranging work plans, determining implementation procedures, and using work methods, and is more inclined to the actual and objective decision-making power entrusted to individuals by work tasks. Moreover, although job autonomy is an important precondition for meeting the needs of the independent, that doesn't mean that conforming to the expectations of others will threaten their own needs. Employees often work in accordance with the requirements for the superior to advance, if the employee is in favour of the superior arrangement or if these tasks are meaningful, so the independent can still feel the needs. Employees often work in accordance with the requirements for the superior to advance, if the employee is in favour of the superior arrangement or if these tasks are meaningful, so the independent can still feel the need to meet. On the contrary, when employees disagree with a supervisor's instructions and have to follow them, they are prone to experiencing frustration with the need for autonomy.

In the context of this study, autonomy needs refer to the needs of teachers in six universities in Henan province and other provinces in the process of interaction between autonomy and the environment. In other words, during overseas cross-cultural training

activities, college teachers, after experiencing self-consciousness, completely follow their own will and are motivated to invest in cross-cultural training.

Relatedness need also called the need for belonging, it refers to an individual's desire to feel cared for, loved, and supported in an environment, to experience a sense of belonging and closeness, and to establish a sense of mutual respect and dependence with others. In the work environment, sources of relationship need include colleagues, work teams, and leaders. Establishing a close relationship bond with organisational members and carrying out positive interaction are favourable conditions to meet the relationship needs, which can help employees acquire a sense of belonging. However, being ignored and ostracised in the workplace will block employee relationships.

Relatedness needs are also considered relationship needs, which refer to the need for individuals to form and maintain close and stable interpersonal relationships. Ryan (1995) reached the conclusion that the feeling of belonging is manifested by forming close relationships with others, caring for others, and being cared for by others. Liang et al. (1995) mentioned that human beings generally have the desire to form and maintain a certain number of positive and lasting interpersonal relationships. In academic situations, students all have relationship needs, and the satisfaction of relationship needs is the basis for the realisation of an optimal level of development. Some issues are also discussed in the study by Martin and Dowson (2009), and the results support those good interpersonal relationships can effectively relieve stress and stimulate positive emotional states. Relationships can also be a useful source of external motivation when faced with difficulties or challenges. Legault et al. (2006) gave a consistent view after research that when an individual establishes a harmonious interpersonal relationship with the surrounding individuals and perceives the

care from the key interpersonal subject, his relationship needs can be satisfied. Further, the satisfaction of relationship needs can stimulate individuals' motivational behaviours, such as effort, persistence, and active participation, and also promote individuals to pursue socially acceptable goal-orientation. Goodenow and Grady (1993) emphasised that relatedness needs can promote individuals' expectations of success and the identification of intrinsic learning value.

Competency need refers to an individual's desire to be able to control an environment, achieve goals, meet challenges, and feel recognised for their abilities. A successful experience or positive feedback from others can lead to a more general and overall positive perception of one's own abilities. The ability to adapt to a complex environment and the ability to frustrate others can lead to a sense of helplessness and a lack of motivation.

Individuals tend to maintain a positive sense of competence in order to retain their self-worth. Weiner (2013) holds that ability is a relatively stable ability. Self-competence is a core component of the motivational system and an important source of internal motivational beliefs. In their self-determination theory, Deci and Ryan regard the sense of competence as an important internal need and believe that when the external environment helps to meet the needs of an individual's competence, autonomy, and relationships, an individual is most likely to experience internal motivation. Indeed, in real life, individuals tend to prefer activities they excel at, and when they perceive their competence in these areas, they develop stronger motivational beliefs and show greater interest in those activities. The correlation between self-competence and internal motivational beliefs is particularly obvious in the school context. Gao et al. (2008) found that when engaging in academic tasks, students who believed that they were academically competent had stronger intrinsic motivation

beliefs than students with low academic efficacy. They are more interested in learning and have a preference for challenging academic tasks. Many domestic and international research studies currently support the view that self-competence is one of the main sources of internal motivation.

Walker et al. (2006) explored the effects of academic value identity, learning motivation, and self-efficacy on cognitive engagement. The results of the path analysis show that self-efficacy has a significant positive effect on meaningful cognitive engagement. The research results of Sungur (2007) showed that self-efficacy had significant positive effects on the perceived internal goal orientation, metacognitive strategy use, and effort adjustment of high school students. Wright et al. (2013) mentioned that students with high academic self-efficacy were more likely to make efforts and stick to them when faced with learning challenges. Poortvliet and Darnon (2014) focused on the behaviours of giving peer help and found that self-efficacy had a significant positive effect on the behaviours of giving peer help, and self-effectiveness was a mediating variable of the relationship between learning goals and giving peer help. Ruzek et al. (2016) concluded that perception of ability had significant positive effects on students' behavioural engagement and learning-oriented motivation.

After years of development and research, self-determination theory has emerged as a comprehensive theoretical framework and research model, bolstered by numerous empirical research studies, making it a motivational theory of great interest to many researchers. SDT has three basic psychological needs to satisfy: autonomy satisfaction, ability satisfaction, and belonging satisfaction. Unlike Maslow's hierarchy of needs theory, which states that all five of an individual's needs are very important, self-determination

theory believes that the external environment is more important to meet an individual's three basic needs. In essence, self-determination theory is a further development of the hierarchy of needs theory.

The literature review Table 2.3 below summarises the Expectancy-Value Theory (EVT) and Self-Determination Theory (SDT). EVT examines the influence of expectancy beliefs and subjective task values on behaviour choices and performance, emphasising cultural factors, rewards, and individual effort. SDT focuses on fulfilling individuals' needs for autonomy, competence, and relatedness, impacting learning motivation and mental well-being. Future research directions include exploring the cultural influences on achievement behaviour, the relationship between economic factors and happiness, and the effect of job autonomy on work engagement, among others.

Table 2.3: SLR Table for Underpinning Theories

No.	Major Research Direction	Authors (Publication Year)	Future Research Directions
1	Expectancy-Value Theory	Atkinson (1957); Eccles et al. (1983); Liu (2008); Yu (2019); Gao (2005); Huang (2017); Chen (2020); Qiao and Wei (2012); Nie (2020); Zhan (2020)	Further exploration of the impact of cultural factors on achievement behaviors; Investigation of the relationship between expectation beliefs, task value, and achievement-related choices; Study on the influence of rewards and recognition on motivation; Examination of the role of individual effort in achievement motivation.
2	Self-Determination Theory	Deci & Ryan (1985, 2000); Vallerand (2000); Arteaga-Sanchez et al. (2020); Lin (2019, 2020); Lifang (2021); Zhou (2015); Gao et al. (2008); Walker et al. (2006); Sungur (2007); Poortvliet and Darnon (2014); Ruzek et al. (2016)	Investigation of the impact of autonomy, competence, and relatedness on learning motivation; Exploration of the relationship between economic factors and happiness; Examination of the influence of job autonomy on work involvement; Study on the role of competency need in academic engagement.

2.4 Multi-Dimensional Challenges and EVT & SDT Influencing Factors

In the quest to advance higher education on the global stage, the challenges faced by institutions are multifaceted, extending from internal development to international collaborations. This section delves into these challenges and the motivational factors that influence the global landscape of higher education, particularly focusing on the obstacles and motivators within the context of international talent development.

2.4.1 Obstacles and Motivators in Higher Education's Global Landscape

In today's world, economic globalisation and information networks have deepened the political, economic, and cultural connections among countries, and the number of

cooperation and exchange projects between universities in different countries has been increasing. According to the Annual Report on the Development of Chinese Students Studying Abroad (2020-2021) released by the Centre for China and Globalisation (CCG), from 2013 to 2020, the number of Chinese people going abroad increased year by year. In this context of higher education internationalisation, the flow of students going abroad is becoming more frequent.

With the further deepening of the international cooperation and exchange of application-oriented universities, the overseas exchange of college students and the overseas training of teachers have become an important part of the internationalisation of higher education. Success in going abroad is not only influenced by one's own ability and condition, family economic and social background, but also by various factors such as colleges, departments, domestic and foreign policies, and the international environment. Understanding the factors that influence going abroad is necessary for a university to reasonably develop and maintain various kinds of overseas exchange programmes.

By analysing the influencing factors of teachers' cross-cultural training, I aim to identify the factors that contribute to this process. Based on the previous research on EVT and SDT, I have proposed a hypothesis and designed a framework to support it. By examining these assumptions, I aim to identify the challenges and shortcomings in the process of overseas talent training and exchange, which I will address in the upcoming chapters. Subsequently, I conducted a thorough analysis of the underlying reasons and proposed specific measures for improvement, aligning with the national BRI policy. It is hoped that these measures can guide application-oriented universities to formulate international school-running standards in a more reasonable and scientific way, optimise the

management and allocation of human resources in universities, and facilitate the personal growth planning of students and the career development of teachers, so as to cultivate better high-quality talents with an international perspective. So as to further provide reference for international education in other application-oriented universities in China.

1. Constraints in international collaboration and faculty development: All application-oriented universities in China generally take "internationalisation" as the goal of running schools, so as to improve the level of running schools internationally. However, application-oriented universities generally have a weak consciousness of international development due to their short history and disadvantageous position in terms of school strength, cultural accumulation, faculty, teaching quality, and scientific research level. Zhang (2002) reached the conclusion through research that the lack of consensus on the concept of internationalisation training for university teachers is one of the factors limiting the internationalisation development of Chinese university teachers. According to the survey by Fu (2020) of several higher vocational colleges, they do not have a strong awareness of internationalisation development and do not incorporate internationalisation work into their development plans. They are unaware of the internal promotion effect of internationalisation work on the open-running concept of colleges, the allocation and introduction of high-quality teaching resources, and the enhancement of teachers' teaching abilities. In addition to colleges and universities, referring to Liang (2021), some teachers have an insufficient understanding of the importance and role of internationalisation from the perspective of teachers who, in terms of consciousness, passively accept or cope with it, regard international communication as a simple "welcome and send," and lack in-depth substantive cooperation. Yuefang (2022) also emphasised that internationalisation consciousness plays a pivotal role in the process of internationalisation development at local universities.

However, some local universities in China still maintain a non-essential attitude towards internationalisation, resulting in a lack of construction of internationalisation environments and a stagnation of international communication.

In the process of running a school, the emphasis is often placed on the construction of campus hardware facilities, the expansion of teachers, the introduction of high-level talents, the optimisation of the quality of students, the improvement of scientific research, and other aspects, and international development is often weakened. Although some universities emphasise internationalisation in the concept of running a school, some administrators, teachers, and students are still weak in the sense of internationalisation due to the imperfect management system and insufficient investment in human and financial resources. "Internationalisation" has not been agreed upon by the teachers, students, and staff, and there is only one full-time department responsible for internationalisation, which is called the "International Cooperation and Exchange Office." In terms of collaboration, Liang (2021) summarised that the foreign affairs department acted as a "one-man show" and the whole school failed to cooperate.

2. Limited international cooperation levels and areas: In recent years, some universities have been committed to improving the comprehensive level of their partners. However, due to the limitations of their own teaching, scientific research, and other factors that impact their comprehensive strength, their partners' level is limited, and most of their cooperation remains superficial. Lack of in-depth international academic exchanges and cooperation is also one of the major influencing factors (Qi et al., 2021). International exchanges and cooperation need to be promoted to a higher level, in broader areas, and at a deeper level. International cooperation and exchange frequently focus on achieving a high

level of cooperation and equality. Because application-oriented universities started late, the faculty is relatively young, and the scientific research ability is still relatively weak. Inter-university comprehensive rankings often fall short of expectations. However, international cooperation often relies on historical accumulation for cooperation opportunities, resulting in fewer partners for actual exchanges, a lower level of substantial cooperation institutions, and a somewhat limited cooperation area. This, in turn, leads to a scarcity of overseas exchange projects for students. To some extent, this restricts the opportunities for cooperation and exchange between newly-built application-oriented undergraduate universities and foreign, high-quality universities.

3. Limited international faculty: The absence of international faculty is one of the challenges in facilitating international teacher training. After conducting an investigation, Yuefang (2022) concluded that some local colleges and universities prioritise the introduction of a few foreign teachers and overseas talents in their efforts to internationalise their teaching staff while neglecting the training of their own teachers. This approach has resulted in a shortage of international teachers in local colleges and universities, as well as a relatively narrow international perspective among these teachers.

Teachers have the right to directly influence students' international learning. They integrate cross-cultural perspectives into the courses through teaching and give students the opportunity to compare cross-cultural issues. This requires teachers to have specific knowledge, skills, attitudes, and organisational support. Teachers' participation is key to the internationalisation of university courses (Spraggins, 2010). As the front-line workers of higher education, schools are the basis for cultivating high-level talents, and teachers are the important guarantee of a higher education level. Teachers play a crucial role in carrying out

and executing teaching tasks. As a result, the number of teachers has an impact on the level of talent training in colleges and universities. The internationalisation of teachers' teaching level not only affects the internationalisation level of students but is also an important way to improve teachers' own teaching level. Creating an international faculty team full of scientific research vitality and academic enthusiasm is an effective way to train and export undergraduates internationally. The study by Liang and Song (2020) reveals that the current international vision of university teachers is narrow, the rate of overseas doctorates among full-time teachers is low, and the number of high-level overseas talents is small, due to a variety of factors. There are few opportunities for teachers from local colleges and universities to conduct formal exchanges and study at foreign colleges and universities. Faced with a serious shortage of bilingual teachers, sometimes they have to rely on off-campus training institutions.

4. Exploring teacher expectations and influencing factors: The competition for comprehensive national strength in the 21st century is essentially the competition of talents and, ultimately, the competition of education. From the perspective of human resource management, teachers are one of the main groups in colleges and universities. Teachers are the first element to improve the quality of higher education, and teachers are the main body to deepen the teaching reform of higher education (Wang, 2014). It is necessary to construct the international teacher training system, strengthen the cultivation of the international ability of local teachers, incorporate international quality into the teacher professional growth training system, and cultivate high-level teachers with international vision, international academic background, international communication ability, and international competitiveness. Referring to Hanling (2021), the internationalisation of teacher

construction to improve school quality and global competitiveness has reached a consensus in the education community.

Teachers, who are an important human resource in colleges and universities, may have multiple ways to promote or further their studies, and the university's overseas projects are relatively stable and formal. No matter which kind of way, and ultimately to comply with the development of The Times, to meet the demand of society, to cultivate more high-quality, highly skilled international talents for the state and society, and to establish and perfect the human resources development and training mechanisms, effectively enhance the internationalisation of the human resources team, and better support the BRI construction.

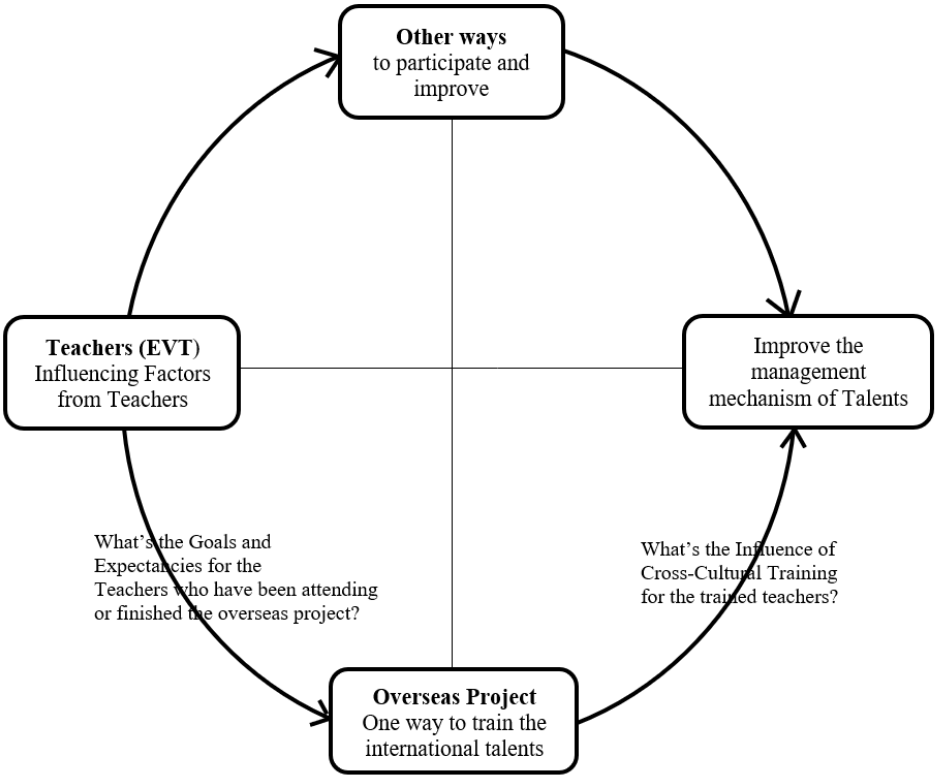


Figure 2.3: Important Ways for Teachers to Improve

It can be seen from the Figure 2.3 that there are important ways for teachers in China to improve. However, from the current point of view, first, the number of international

teachers is insufficient. The shortage of international teachers is common in all kinds of colleges and universities, which is also the biggest pain point for Chinese universities to carry out international education. Second, the competency of international teachers in application-oriented universities is obviously insufficient too, and they still need to be re-educated, re-studied and further improved. What're the goals and expectancies for the teachers who have been attending or finished the overseas project? What's the influencing factors from teachers to determine by EVT theory? From the overseas projects, do they necessarily have the professional theoretical accomplishment, rich practical experience and enough social experience to engage in the new curriculum reform and be beneficial to students' cultivation and ability improvement? Is it what they expected when they came into the project? The thesis main objective is, based on the EVT, to investigate the expected value of international training on teachers at higher education and influencing factors of teachers in overseas project, and identify the causes. From the above figure 2.3, It can be seen that establishing and perfecting the human resources development and training mechanism cannot be separated from the participation of teachers, and the development and implementation of university internationalization cannot be separated from various oversea projects.

From the perspective of human resource management, the focus of this thesis is to study the factors influencing the cultivation of university talents under the background of BRI. What expectations do teachers have before participating and during the implementation process? What factors influence these expectations and behaviors? After the training, what impact and influence will it have on the teachers who participate in cross-cultural communication and training? The key point is to study the influencing factors before and

after teachers' participation in overseas projects, as shown in the dotted box in Figure 2.4 below:

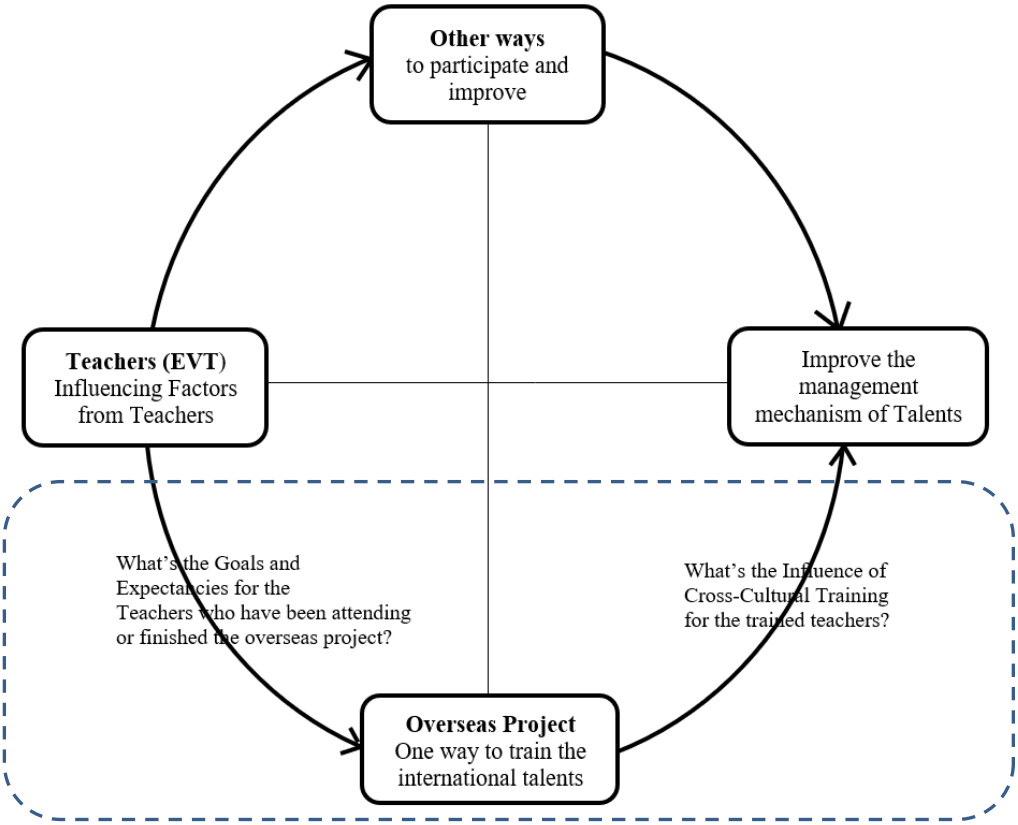


Figure 2.4: Focus on Overseas Projects

The hierarchy of needs theory, self-efficacy theory, expectation value theory, and self-determination theory are the four theories with the most explanatory power in motivation and behavior. The expectation value theory not only pays attention to the satisfaction of individual basic psychological needs after the goal is achieved but also pays attention to the influence of the incentive process on the effect. The variables of EVT here are used to determine the influencing factors of teachers. Such as the social world, self-cognition, motivational beliefs, achievement behaviour, etc. The influencing factors from teachers to be determined by EVT are used to determine and study the expected behaviours and influence of teachers. At present, the courses related to international talent training are

unreasonable and lack systematic support. It is hoped to find out the real influencing factors through later research and effectively promote more teachers and students to participate in overseas projects.

2.4.2 Multi-Faceted Influences on International Talents Development

University teachers' participation is integral to the internationalisation of higher education. Field studies and edification are the most direct and effective ways to internationalise teachers. Although not all teachers have a complete and clear understanding of the internationalisation of higher education, they basically recognise the significance and necessity of the internationalisation of higher education. China's education departments and institutions strongly advocate and support teachers going abroad for international activities such as visiting, attending conferences, and studying abroad, and university teachers increasingly attach importance to obtaining these cross-border international experiences.

Foreign research on the influencing factors of teacher professional development is carried out in combination with the stages of teacher professional development. Teachers are in different stages of development. Due to their individual characteristics and the environment, they are in, they will have different developmental needs. The influence factors will impact teachers differently depending on their developmental stage. Fessler and Glatthorn are the representatives of foreign research on the influencing factors of teacher development. Fessler classified the factors affecting teacher professional development into two categories: individual environmental factors and organisational environmental factors. Personal environment factors include: family factors, positive key events, crises, personal temperament, interests, and life stages; organisational environment factors include: school

regulations, management style, public trust, social expectations, professional development organisations, and teachers' associations.

Chinese scholars have also conducted many studies on influencing factors, among which Shengwei (2020) discussed the factors restricting the internationalisation of higher vocational college teachers: the restriction of geographical conditions, the level of professional development, the restriction of educational thinking, the management system, the fact that the fact that the school did not establish a certain guidance and incentive mechanism, and put forward countermeasures to speed up the internationalisation of higher vocational college teachers. Luo (2016) mentioned in the study that in the process of internationalising higher education, teachers' participation would be hindered by organisational obstacles such as lack of finance, disciplinary differences, and policy restrictions, as well as personal obstacles such as attitude, cognition, and ability.

The cognitive theory of self-determination's core content emphasises human autonomy, or intrinsic motivation. The process of human motivation is seen as internal rather than externally provided, but it can be nurtured and reinforced in the environment through external influences. Through empirical research, domestic scholars have analysed seven motivations of college English teachers' visiting study, which are strong and weak, respectively: academic situation, interest in learning, social responsibility, academic relationship, academic achievement acquisition, pressure relief, and competition need. This section will summarise various aspects:

1. Economic/ Promotion (job competition and promotion): After more than ten years of hard study, young teachers at colleges and universities stepped onto the enviable university platform. Just to work for them, the salary is low, but they were also faced with

marriage, buying a house, and raising children. College and university teachers have strong material needs. Qiu et al. (2021) summarised that improving teachers' salary level and social status and improving the promotion system can effectively improve teachers' enthusiasm and motivate and promote teachers' further development. At the same time, In Chinese universities, especially research universities, the demand for teachers in colleges and universities has become higher. Many schools, in hiring teachers, have made it clear that for teachers to ease conditions with overseas experiences, the requirements of specific provision, the faculty of the university of domestic high-level foreign experts, scholars, and a rising proportion of teachers with foreign cultural backgrounds, and the economic treatment of overseas soil is also significantly higher than that of domestic doctors. Furthermore, universities actively encourage and support their teachers to study abroad, participate in exchange programmes, and collaborate on projects. They also establish specific requirements for university teachers in the regulations governing the evaluation of professors and associate professors. Zhang (2022) suggested that promoting teachers to professional positions is the most important way for them to increase their personal income and that colleges and universities should offer them more opportunities for development and promotion.

Therefore, as the references above demonstrate, professional competition and promotion have emerged as the primary motivators for many teachers to pursue cross-border education. Professional title evaluation is often the most important reason for college teachers to study abroad. In order to obtain a teaching position in an ideal school and to obtain a professional title evaluation, they will seize the opportunity to obtain this chip.

2. Academic profession(teaching and research)

What drives faculty to pursue academic and professional growth? Kotherja (2013) gave a clear view that teachers' motivation is very important in the educational development of the new generation. Motivation and burnout are two phenomena closely related to teachers' professional and academic development. Turk and Ledić (2017) examined different perspectives on the teaching-research relationship. The research focused on understanding how academics see their dominant roles. Its objective was to examine how academics perceive their roles as teachers and researchers. Zhang (2022) emphasised that the academic profession encompasses both academic and professional aspects, with teachers' scientific research and teaching work serving as the two primary dimensions to consider in the development of their academic careers. Teachers' professional and academic views are the inner power that encourages teachers to pursue academic and professional growth consciously. In the study, Tanbing et al. (2010) stated that scientific research and teaching are two lifelines for the development of higher vocational colleges. Teachers' scientific research ability is not only conducive to the professional development of teachers but can also promote the improvement of teachers' teaching levels, thus helping to improve the teaching quality of higher vocational colleges. The current situation indicates a lack of high-quality scientific research. Based on a thorough analysis of the current situation, this thesis proposes several potential solutions. Chen et al. (2021) proposed that numerous factors influence the quality of teaching and scientific research in universities and colleges, with teachers' teaching and scientific research behaviours being among the most critical influencing factors. The three factors that affect the teaching and research behaviours of college teachers are behavioural attitude, subject norm, and perceived behavioural control. Behavioural attitude is the most influential factor, followed by subject norms and perceived behavioural control.

As can be seen from the above references, teachers' professional and academic views are the inner power to encourage teachers to pursue academic and professional growth consciously (Zhang, 2022). Through overseas study, communication, visiting, and meeting, such as cross-border international experience, college or university teachers have the opportunity to direct contact with the foreign teaching and research activities, personally experience the international forefront of teaching and scientific research atmosphere, grasp the newest trend of this subject in the world and results, and find more advanced techniques and with the foreign exchange and cooperation opportunity. Influenced by their interest in teaching and scientific research, university teachers will accumulate and reserve relevant information and resources for the international frontier of their teaching or research fields.

Teachers can realise academic innovation only when they have full academic freedom. Only when teachers fulfil their academic duties and provide teaching and research services that meet evaluation standards can they obtain the material basis for survival and development. However, only by respecting the academic and professional requirements of teachers, providing an appropriate academic and professional development environment for them, and promoting the development of teachers can universities rely on teachers to achieve various organisational goals.

3. Psychological needs of independent development: There is also much research literature on the psychological needs of independent development. As a teacher's career involves educating students and helping others, self-independent development and realisation are the driving forces for teachers to carry out professional learning and strive to achieve achievements (Miao, 2011). Independent development includes independent consciousness and ability; that is, teachers can be consciously responsible for their own

professional development, conscientiously reflect the state of the past, present, and future development level, degree of orientation, planning, and independent themselves to follow their own professional development goals, plans, and approaches, put into practice, and become the masters of their own professional development. Enthusiasm and initiative can only be ignited through the stimulation of self-awareness. Only when teachers truly recognise that independent development is not only their own rights but also their obligations and responsibilities can they really promote the improvement of teachers' awareness and ability for independent development. According to Li and Zhang (2021), development always moves in a certain direction or towards a certain goal. Human development has a certain plan; a person is guided towards their own desire to continue to advance the process. Without planning, the process becomes passive and inefficient. College educators, particularly those who are early in their careers, exhibit a pronounced requirement for personal growth. Self-driven advancement encompasses aspects such as career planning, enhancement of social interaction abilities, and mental health counselling. The primary motivation for teachers' professional development lies in their willingness to develop themselves. They are eager to improve their academic level through various methods of high-level study and overseas training. Secondly, they have a strong desire to enhance their practical skills. Application-oriented universities train application-oriented talents, which requires teachers to have higher practical teaching abilities. However, the majority of young teachers graduate from college and immediately begin their careers on campus. Their lack of practical ability contradicts the job requirements, which require them to possess strong practical skills. In addition, young college teachers have a strong need for communication. On the one hand, they feel pressure, burden, and competition in the life process; on the other hand, they also yearn for harmonious interpersonal relationships. Third, young college

teachers have a strong demand for mental health, and some young teachers need professional mental health guidance due to heavy teaching tasks, physical fatigue, psychological anxiety, and job burnout.

4. Influence of professional development: Research examining the influence of teachers' professional development concentrates on the following areas: Mei and Fu (2020) divided teachers' development needs into five factors, namely teaching growth, professional development, organisational development, personal development, and system development. The development of teacher professionalisation plays an important role in the development of the whole teacher profession. American education experts Hoyle and Megarry (1980) emphasised that "teacher professional development refers to the process in which teachers master the knowledge and skills necessary for good practice at every stage of their teaching career." According to the profession, the teaching profession consists of three aspects: professional knowledge, skills, and professional ethics. In the study by Yang (2012), the results support that participating in teacher training is the first priority for young teachers' professional development. Training, teaching research, and scientific research are all avenues for young teachers' professional development. For teachers, education promotion is an urgent need. Attending academic conferences, overseas exchanges, and further education are also good ways to improve professional knowledge and enrich oneself. For teachers, going out of school more is of great benefit because it helps them absorb new knowledge and broaden their horizons.

5. Family factors: The influence of family on each person is imperceptible and deep-rooted. The factors affecting teachers' professional development come from three aspects: society, school, family, and individuals (Liu, 2004). The personal factors encompass aspects

such as personal family dynamics and the structure of professional development. Each person's development will not ignore those with whom there is a blood relationship or a close relationship. The behaviours of each individual reflect the characteristics of his parents, and the behaviours of each married adult more or less reflect the role expectations of his spouse. Li (2022) conducted a survey across several colleges and universities, finding that both personal and environmental factors influence teacher development initiatives, with personal factors having a more direct and effective impact than environmental factors. In personal terms, it is difficult to coordinate "life" and "family," which seriously affects the initiative of young teachers' professional development. Family is also an important personal environmental factor that affects teachers' learning and development. As an internal support system, it can promote or hinder teacher development. Family members' professional attitude, attitude towards teachers' autonomous learning and development, teachers' family situation, such as the choice of spouse and the relationship of the child's birth and the parent-child relationship, family economic status, and other family members' health and welfare, and so on, will be influenced by the teacher's professional behaviours and the effect of teachers themselves. Training or further study abroad means being away from family for a long period of time. This is a difficult decision for Chinese people, who value family more. Particularly, the majority of teachers who travel abroad are middle-aged and younger, tasked with the dual responsibilities of raising the next generation and providing support for the older one. Both male and female teachers are concerned about this.

6. Influence of social world and school environment: A good environment is the foundation for teachers' professional development, including the social environment and the school's internal environment. College teachers aspire for societal recognition and respect, as well as a higher social status. The internal environment, including the academic

atmosphere and its rigorous and strong nature, will foster a positive school spirit and teaching atmosphere. In terms of information communication, it is hoped that information access is convenient and easy and that communication is smooth.

First is the social environment in which teachers live. Society's expectations of schools and teachers can affect teachers' learning and self-development in many ways. First, social expectations and evaluation. Xie and Deng (2018) expect teachers to be creators of educational environments, course designers, implementors of teaching, research-oriented learners, and organisers of communication and cooperation. The role of teacher practice affects the high-quality development of education (Yunian, 2022). On one hand, society's expectations of the role of teachers reflect the growing demand for fairness in educational opportunities, processes, and results, and on the other hand, they reflect the understanding and expectation of the importance of students' future growth. People have long held high expectations and evaluations of teachers, perceiving them as the most prestigious profession and praising them as the architects of the human spirit, among other things. These social expectations and evaluations serve as both a motivator and a source of pressure for teachers, ultimately contributing to their professional happiness. At the same time, the realisation of self-worth and social humanistic care will also affect teachers' behaviors. When society highly values and respects teachers' knowledge and skills, people's expectations motivate teachers to continuously learn, develop themselves, and enhance their teaching. According to scholar Lewis, a strong collective professional norm for teachers will emerge if the cultural tradition upholds the belief that teachers are excellent technical experts. This norm will naturally influence and motivate individual teachers to promote their own learning and development.

Secondly, the organisation and platform are also important factors. Baifang (2021) emphasised that the air, moisture, and soil needed for teachers' growth are also very important, and the organisation and platform they are on are undoubtedly the key factors affecting their professional development. The educational concept, educational conditions, cultural atmosphere, organisational structure, curriculum construction, class size, evaluation methods, rewards, and punishments of a school will have an important impact on the degree of participation in teacher training and further education. As an educational environment, schools not only shape the growth of students but also directly influence the learning and independent development of teachers. The school's organisational culture mirrors the overall state of the school, primarily shaping teachers' learning and development through organisational goals, campus culture, interpersonal relationships, and other factors. If the school has established that every teacher is really yearning and willing to strive for goals, it makes teachers form a dynamic team consciousness, establish a good school ethos, and make every teacher set up the beliefs and the pursuit of success to hold high expectations, so the teachers' self-development motivation will be more intense. A harmonious interpersonal relationship between the school and teachers, along with mutual trust and support, can significantly influence the independent development of teachers. Principals' management style will have an impact on teachers' personal career development. Principals' trust and support will provide teachers with material and spiritual support, which is conducive to their independent development. Additionally, the material culture of the school influences the way teachers live and work, which is a fundamental aspect of their learning and personal growth. The culture of the school system will have an impact on teachers' spiritual outlook, learning ethos, professional mood, and the formulation of independent development goals.

7. Cross-cultural influence: Culture takes on different forms at different times and places. Therefore, the diversity of world culture and the multi-cultural nature of society are fundamental characteristics of human society, and their reality necessitates mutual collisions and interactions between different cultures. The study by Feng and Xie (2021) also discusses some of these issues. The stronger the intercultural communication abilities of college teachers, the more beneficial they would be to further study at visiting universities. Teachers with strong awareness and ability of cross-cultural communication will be more active and frequent in activities such as observing and participating in foreign classes and contacting foreign tutors and professors, and their learning will be more fruitful. According to Fengyu (2021), some teachers have weak cross-cultural ability and a relatively shallow understanding of western culture and knowledge, so they must conduct in-depth research on cross-cultural teaching and further expand their international development horizons. The phenomenon of "cross-cultural" also causes problems for college teachers who participate in overseas training and study. Culture formalises people's thoughts, feelings, and behaviors. Cultural differences exist between countries because of differences in economy, history, language, race, region, local customs, folk customs, and so on. Such differences and diversity will affect not only the communication between university teachers and local people abroad but also the adaptability of teachers in cross-border learning and living activities.

Some teachers themselves lack cross-cultural understanding and cannot flexibly use cross-cultural knowledge when encountering cultural differences. Fengyu (2021) also emphasised that a lack of cultivation of intercultural communication ability not only results in a level of intercultural education that falls short of expectations but also hinders the sustainable improvement of intercultural ability and quality, thereby failing to meet the demands of international development and the construction of higher education. Lack of

cross-cultural training means teachers' cross-cultural teaching skills need to be improved, the level of cross-cultural teaching cannot be significantly improved, and their own quality makes it difficult to meet the requirements of the national development of higher education. Lack of experiences with the opportunity of western culture, lack of cross-cultural perspective, and the teaching idea of lack of understanding, discrimination, achieving mastery through a comprehensive ability, etc., some teachers can form in the learning of western culture and education theory of cognition, but most of the superficial impressions, even their own cultural bias, can finish back to their own learning. This lack of contact can easily lead to cultural dislocation.

Zhangshan (2021) used a professor as a logical starting point; he has always advocated cross-cultural education concepts in the field of cross-cultural research. Educators are increasingly valuing students' intercultural education, particularly the development of their intercultural competence, as the community gradually unites for a shared future. Songjun (2017) revealed that research on cross-cultural education mainly focuses on the core elements of cultural identity and consciousness, cross-cultural adaptation, and intercultural dialogue. Globalisation brings more development opportunities to cross-cultural education: the richer world culture makes cross-cultural education face more cultural choices; more convenient cultural exchanges promote cross-cultural education and more cultural sharing; and cultural diversity and cultural differences provide more cross-cultural education. Cross-cultural factors operate on three levels: firstly, cultural identity encompasses the identity of one's own culture, that of a foreign culture, that of a multi-culture, and the mutual identity among various cultures. Identification of moderate foreign culture mainly displays in cultural exchanges with other countries; do not exaggerate the negative effect of foreign culture without prejudice to the country or the national interests under the premise of

appropriate extract content; not all reject foreign culture; acknowledge the reality of cultural exchange and cultural fusion; and, in a more reasonable understanding, gain a better insight into dealing with the cultural relationship between different countries. Secondly, cross-cultural adaptation. Adapting to change is just a normal part of human life. The basic duty of education is to develop and improve people's ability to adapt to change. Intercultural communication inevitably encounters the problem of acculturation. Although cultural adaptation is a subconscious process, it is necessary to determine one's own norms, values, behaviours, and feelings before communicating with other cultural groups. Moreover, in order to obtain the maximum benefits from the process of cross-cultural communication, individuals must be able to accurately interpret their own experiences and form a high level of cross-cultural awareness. Developing the mindset and ability to adapt to changes in a globalised, culturally diverse environment will not only address the problems of the known world but also, most importantly, the "uncertain future." To participate in overseas training, teachers should put forward more requirements and have the thought of "advancing with the times" concept, which is not only spreading the intrinsic values but also a more open attitude combined with the new trend on the basis of the original values suitable for their own development to create new values and new requirements to adapt to the new environment. Third, intercultural dialogue. The principles of intercultural dialogue also include developing the skills to listen and communicate with one another without arguing. Listening helps to analyse one's inner world, develop the habits of self-analysis, self-identification, self-correction, and self-regulation in the cross-cultural environment, and develop a good impression of the cultures of different nationalities, which helps to reduce communication difficulties, promote mutual understanding, and improve the degree of adaptation in the case of cultural differences. Additionally, listening aids in cultural reflection, facilitates cross-

cultural communication, and enhances the capacity to resolve debates and conflicts in a variety of ways, enabling one to make informed decisions when necessary. Intercultural dialogue is also a process of creating conditions to promote the mutual influence, interaction, mutual penetration, and mutual enrichment of different cultures. It is a concrete embodiment of the concept of understanding the value of cultural complementarity. Intercultural dialogue can also include organisation within the framework of cross-cultural interaction between expression and argumentation debate from different points of view; this is also absorbed nationally. National is a way of representing various cultures around the world. The premise of intercultural dialogue is to have the ability to understand different cultures, respect different cultural mentalities, and absorb the essence of judgement.

Lack of cross-cultural training means teachers' cross-cultural teaching skills need to be improved, the level of cross-cultural teaching cannot be significantly improved, and their own quality makes it difficult to meet the requirements of the national development of higher education. Lack of experiences with the opportunity of western culture, lack of cross-cultural perspective, and the teaching idea of lack of understanding, discrimination, achieving mastery through a comprehensive ability, etc., some teachers can form in the learning of western culture and education theory of cognition, but most of the superficial impressions, even their own cultural bias, can finish back to their own learning. This lack of contact can easily lead to cultural dislocation. Zhang et al. (2009) mentioned that western culture is vastly different from Chinese Confucian culture. For the purpose of engaging in cross-cultural communication and cooperation, it is necessary to evolve into a "bicultural group." Adherence to a single culture should be avoided; instead, there is a need to assimilate a variety of cultural elements and to discern and adopt superior cultural practices. This

approach involves tailoring solutions to specific issues and contexts by adapting to local conditions. This ability is called integrated complexity.

Therefore, because Chinese university teachers have been in Chinese Confucian culture for a long time, there is a big gap between them and foreign cultures in terms of values and ideas, which will also affect their cross-cultural overseas training behaviors. Liu and Liu (2021) summarised that cross-cultural education meets the development needs in the era of "globalisation" and China's development. In cross-cultural communication, it is imperative not only to propagate the illustrious traditional culture of the Chinese nation but also to leverage acquired cross-cultural knowledge in approaching cultural disparities and diversities with tolerance and comprehension. Higher educational institutions, serving as the principal hubs for cross-cultural education, must establish clear objectives for this education. Through scientific training methods, both in classroom instruction and practical, face-to-face encounters, they should comprehensively integrate the cultivation of students' cross-cultural awareness, fostering an open, tolerant, and respectful approach towards foreign cultures, thus formulating a distinctive cross-cultural education and training system.

8. Influence of language ability: To participate in cross-cultural training or further study means to enter another language and cultural environment. In order to achieve effective communication and accurate information understanding, teachers participating in the training are required to master the local language and understand its cultural traditions. Language also plays an important role in effective intercultural dialogue. Many educational facts have proven the benefits of multilingual teaching based on the mother tongue. Bilingual teaching at all levels of formal and non-formal education can not only protect the diversity of languages and promote the practicality of knowledge but also reduce the barriers to

intercultural dialogue. In addition, the process of language learning should be arranged on the basis of absorbing the civilisations and histories of the peoples of the world and the cultural facts of various countries. Ye's (2020) investigation concludes that foreign language proficiency significantly influences overseas teachers. Teachers with a foreign language background are not only more likely to communicate with each other and be familiar with local culture and customs, but they are also more likely to learn management and teaching experience from local teachers. However, the local language environment and students' language level still limit the role of foreign language ability.

Although the growing strength of China has made more and more people learn Chinese, which has led to a continuous craze for Chinese, English is still the world's common language and is still the dominant language in activities such as publishing papers in international journals, obtaining international degrees, and engaging in international exchanges and cooperation. Language problems are the most important obstacle for teachers studying abroad. On the one hand, foreign courses and materials are mostly in English, and the knowledge and information in courses, books, and other aspects will be limited by the English level. On the other hand, language ability, especially oral English ability, also restricts reciprocal communication with foreign teachers and students. Therefore, the lack of English ability will become an important factor restricting teachers' participation in overseas training. Yassin et al. (2020) investigated the relationship between intercultural learning challenges and sustainable learning for international students in Malaysian universities and found that overcoming language, academic, and research barriers can help international students obtain quality education and achieve sustainable learning.

9. National policy factors: In the first half of this year, despite growing uncertainties and acute imbalances in the world's economic recovery, the Chinese economy continued to recover and strengthen steadily. The Belt and Road Initiative (BRI) has invigorated the economies of countries along its route, creating more business and employment opportunities and attracting more university teachers to study in these countries. To cope with the world's "war for talent," China has made a more active plan to introduce overseas returnees (Liu & Chen, 2021). Furthermore, China has implemented steps to ease the hukou policy for overseas returnees, establish a "service window for high-level overseas talents," and designate "personnel service specialists.".

10. Social security and public order: BRI, initiated by China, is an ambitious blueprint for multi-field, multi-channel, and multi-dimensional cooperation and development involving 65 countries along the routes in Asia, Africa, Europe, and other regions. In the process of implementation, in order to seize the Chinese study abroad market, countries along the Belt and Road, such as Russia, Singapore, Malaysia, the United Arab Emirates, and other countries, have introduced preferential measures such as tuition fee reduction, which has gradually become a new choice for Chinese students to study abroad. According to Tang (2019), social security and public order ranked first among many factors affecting Chinese students in Malaysia. According to the Blue Book on China's Overseas Security Risks (2018), 40 countries along the Belt and Road are in peace, 15 are in danger, 11 are in shock, and five countries—Iraq, Afghanistan, Pakistan, India, and Syria—are in the red zone of high risk. The situation and public security abroad also impact Chinese students who are studying overseas.

In recent years, there have been frequent vicious incidents that harm overseas students, and safe and stable social security and public order have become the first factors affecting teachers' willingness to study abroad. King et al. (2013) found that a sense of security is a key factor in students' willingness to engage in cross-cultural learning. Once students are aware that their environment is safe, they are able to explore, question, and examine their beliefs about other cultures more carefully.

11. Influence of emotion and sense of belonging: The psychological experience of acceptance and recognition by others or groups is known as belonging, or a sense of belonging. The sense of belonging of teachers refers to the feeling that teachers identify with and invest in the school they belong to mentally, emotionally, and psychologically and are willing to become and experience that they are an important member of the school. The specific performance includes assuming their own role responsibilities and obligations, actively participating in school activities, maintaining harmonious interpersonal relationships, taking the initiative to integrate into the collective, and achieving self-value.

Baumeister and Leary (2017) discovered that individuals were eager to build relationships with others and secure a position within an organisation or group. In this process, university teachers urgently need to find organisations or groups to integrate into in order to meet their emotional needs for belonging. Qian (2005) emphasised that teachers' sense of belonging to colleges and universities will have a significant impact on their stability and future development. College teachers have scattered class time and strong autonomy, which easily leads to a lack of communication between colleagues. A lack of humanistic care is a common phenomenon in many colleges and universities due to factors of school management (Qian et al., 2019). In addition, due to professional identity, income, work

pressure, the distance between home and school, and other factors, young teachers in universities and colleges lack a sense of belonging. As can be seen from the above references, a sense of belonging is also one of the important influencing factors studied by many experts and scholars.

12. Teaching experience, awards and other factors: In addition to the various factors mentioned above, experts and scholars from other areas of research also contribute to this discussion. In their research, Jiang et al. (2021) proposed that teaching experience and teaching honours obtained by university teachers had a certain impact on their further development. Teachers who had received awards generally believed that such recognition contributed to their teaching development. Then, there are also some studies by other scholars, such as administrative positions, award rules (Hennessey, 1989; Amabile, 1996; Ryan & Deci, 2000), and organisational atmosphere measurement (Lapeniene, 2011; Gu et al., 2019).

2.5 Research Gaps

After conducting a comprehensive analysis of the existing literature, it becomes evident that there are several significant gaps in the current understanding of the subject. Among these, four key gaps stand out as particularly noteworthy.

Firstly, there is a paucity of research specifically targeted at teachers in universities, especially regarding their overseas training experiences and the influencing factors involved. Studies highlight that while China has increased international programs for teachers, the literature often overlooks specific challenges like motivation, cultural adaptation, and institutional support (Xu, 2023). The existing literature fails to adequately address this critical area.

Secondly, the body of research on teachers' training experiences abroad is limited. Prior studies have predominantly focused on domestic teacher development, with scarce attention devoted to overseas training experiences. Furthermore, there is a notable lack of comprehensive analysis using expectancy theory as a framework for these experiences. There is limited research on university teachers' overseas training experiences (Wang and Xu, 2022), in the study they also highlights a lack of comprehensive research focusing on overseas training experiences from an EVT perspective, particularly in higher education settings.

Thirdly, there is a dearth of quantitative research examining the various factors that influence overseas teacher training. Mo and Morris (2024) focused on dissatisfaction in COVID-19, focusing on the various factors contributing to negative public sentiment during the pandemic. The research highlighted a combination of leadership changes, workload issues, and unmet career development expectations as significant sources of dissatisfaction. Gutema et al. (2023) also discussed motivational beliefs and satisfaction of cross-cultural and international training. They analysed how these factors (increased cultural awareness, improved communication skills, personal growth, academic performance enhancement et al.) influence student engagement and success, emphasizing the importance of understanding cultural nuances and the impact of international experiences on personal and professional development. Among the current research, there is limited research focusing on the social world, cognition, motivational beliefs, cross-cultural and international relations, and satisfaction factors and integrating all of them.

Fourthly, there is a scarcity of literature that integrates two theoretical models to explain predictive activity behaviour, particularly the integration of expectancy value theory

and self-determination theory with limited 2 examples (Savolainen, 2018; Bandhu et al., 2024). In Savolainen's study, he compared SDT and EVT in understanding motivation, particularly for job searches. Savolainen found that SDT explains motivation through autonomy and competence, while EVT focuses on beliefs about success and the value of tasks. This comparison shows how both theories complement each other in understanding human behavior. Bandhu et al. (2024) explore similar motivational factors in a more applied educational setting, addressing gaps in how both theories can be used together to predict teacher engagement in international training programs. The majority of reviewed literature tends to rely solely on a single theory, there is still a need for more research that directly integrates these theories to provide a fuller understanding of predictive activity behavior.

Therefore, it is crucial to develop a theoretical model specifically for application-oriented universities, where teachers serve as the subject and learning-related factors act as the influencing variables. A valuable theoretical model for application-oriented universities will be provided to effectively implement overseas training programmes and enhance the level of international education.

2.6 Theoretical Model and Hypotheses

This section introduces a simplified theoretical model that distils the essence of EVT, aiming to enhance its predictive potency and practical utility. It explores the complex interactions between social world, cognition, motivational beliefs, and achievement behaviours within the realm of higher education and cross-cultural training, providing a clear framework for motivational analysis.

2.6.1 Simplified Theoretical Model

Expected value theory is one of the most influential theories in motivational psychology. According to this theory, an individual's motivation to complete various tasks is determined by his expectation of the possibility of success and the value he assigns to the task. The greater the possibility that the individual thinks it is to reach the goal, the greater the incentive value obtained from the goal, and the stronger the motivation of the individual to complete the task.

Paul A. Samuelson (2021) emphasised the importance of simplifying models in his book "Economics." He believes that simplified models can better understand the nature of economic phenomena, thereby improving prediction accuracy and model usability. Nils J. Nilsson (1996) emphasised the importance of simplifying models in his book "Artificial Intelligence: A Modern Approach." He advocates using simplified models to understand and explain the working principles of artificial intelligence systems. Excessive variables can complicate explanations, making them difficult to understand. Simplifying the model allows us to better understand and explain the phenomenon being studied and improve prediction accuracy, making it easier to draw reliable conclusions.

The thesis endeavours to streamline the EVT model in use, focusing on preserving its fundamental capabilities while enhancing both prediction accuracy and usability. To illustrate this simplification, Figure 2.5 below depicts a visual representation of the refined EVT model.

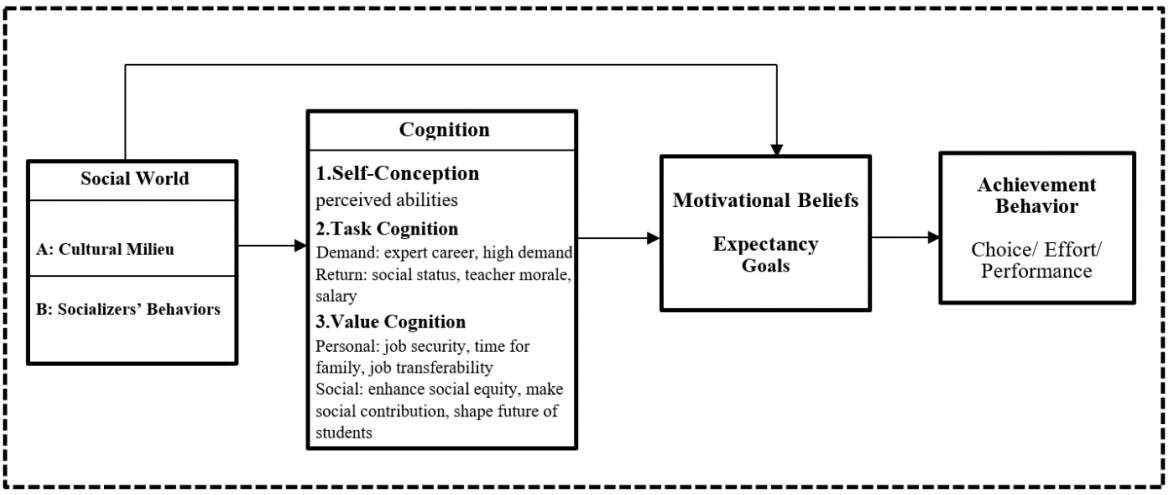


Figure 2.5: Simplified Expectancy-Value Model

Based on Figure 2.5 above, it is clear that when individuals make judgements about themselves and their environment, these perceptions often influence their decision-making and subsequent actions. This new simplified model captures the essential features of a complex model while reducing its complexity, thereby improving its practicality and usability. The study may apply the simplified model to new domains (teachers in higher education), providing fresh insights or interpretations of the data. Through model simplification, the study may uncover new theoretical insights or patterns that help us better understand complex phenomena or systems.

It displays the concept of expectancy and value as a result of interactions between the social world and the individual's cognitive and motivational beliefs. Motivational beliefs (expectancies and goals) are assumed to influence direct achievement behaviours (choice, performance, effort, and persistence). Motivational beliefs (expectancies and goals) are assumed to be influenced by cognition (self-conception, task demand and return, and value cognition). These cognitive variables, in turn, are influenced by cultural milieus and a variety of socialisation influences.

The simplified expectancy-value model, to which this study adheres, can be used to verify and illustrate the concept of expectancy and valuing as a consequence of interactions between an individual's cognitive processes and motivational beliefs and the social world. Based on the above discussion, the following 10 hypotheses are proposed, as can be seen from Figure 2.6 below.

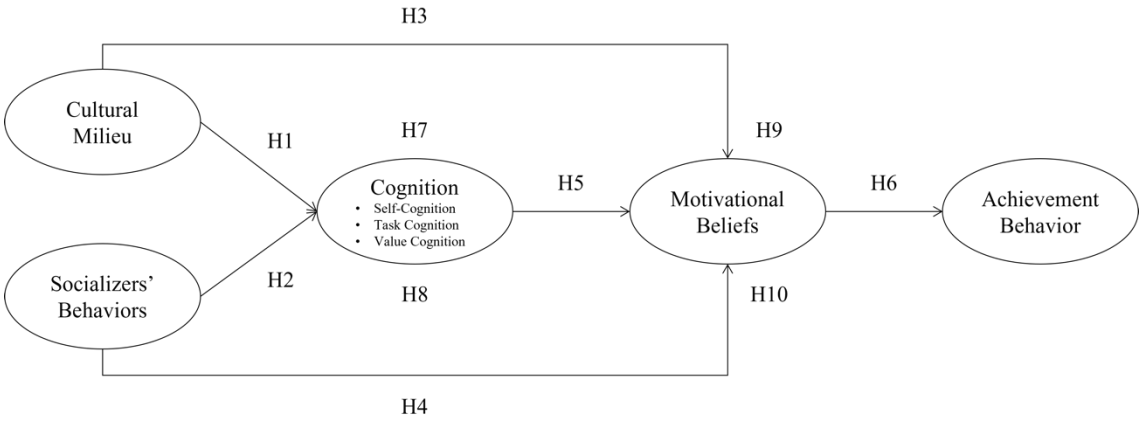


Figure 2.6: 10 Hypotheses of Simplified EVT Model

2.6.2 Justification of the simplified EVT Model

The simplified version of the EVT model retains the core components of the social world (cultural milieu and socializers' behaviours), cognition, motivational beliefs, and achievement behaviours. While maintaining the core functionalities of the original model, it aims to significantly improve predictive accuracy and usability.

1. Theoretical Underpinnings

Social World: Social cognitive theory emphasises the role of the social environment in shaping individual motivation and achievement. Retaining the social world component ensures that the model captures the potential influence of social contexts on individual motivation and behaviour.

Cognition: Cognitive factors play a central role in motivation and achievement. Individuals' self-cognition and task cognition have a direct impact on their motivational levels, according to self-determination theory. Preserving this component ensures that the model accurately reflects individuals' internal psychological states.

Motivational Beliefs: Motivational beliefs refer to individuals' assessments of the expectancy and value of specific tasks or goals, which guide their behavior. Retaining this component allows the model to predict and explain individuals' motivational levels and changes.

Achievement Behaviours: Achievement behaviours are the key output variables of the model, reflecting individuals' actual performance on specific tasks or goals. Retaining this component guarantees the model's practical applicability.

2. Literature Support

Numerous studies support the validity of the simplified EVT model. For instance, research has found that social and cultural factors significantly influence individuals' motivation and achievement behaviours (Eccles & Wigfield, 2002). Furthermore, studies have demonstrated the central role of cognitive factors in motivation and achievement (Pintrich, 2000). Additionally, empirical research has validated the accuracy and effectiveness of the simplified EVT model in predicting individual motivation and achievement behaviours (Wang et al., 2016).

3. Empirical Evidence

Several studies have provided empirical support for the simplified expectancy-value model. For instance, research has shown that social influences, such as peer pressure and social norms, can significantly impact an individual's motivation and behaviour (Bandura, 1977). Additionally, research has found that cognitive factors like self-efficacy and task difficulty influence motivation and achievement (Bandura, 1986).

Previous research laid a solid theoretical foundation for the development of the simplified model. This study employs structural equation modelling (SEM) to combine existing theories with the findings of this empirical study. The structural model also uses path coefficients and model fit indices to check the causal relationships between latent variables, which supports the model's validity.

2.6.3 Social World

As an important object of interaction between organisations and individuals, the social environment may have an important impact on their motivation and behaviors. People

live in different social and physical environments, as well as different cultural milieus, and have different experiences accordingly. Fessler and Machery's (2012) study, as demonstrated by the reviewed work, highlights the significant impact of cultural milieu on cognitive processes. Their beliefs, concepts, and desires—in short, the content of their cognitions—are often influenced by the cultural milieu. That was consistent with Markus and Kitayama (1991). One of the important mechanisms of action is that the social environment may affect an individual's personality, thinking mode, and other internal characteristics. They emphasised that cultural milieu shapes cognitive processes, such as attention to context versus self, influencing how individuals process information and make decisions. In the study by Nisbett et al. (2001), they demonstrated the impact of cultural background on cognitive styles, showing that Eastern (holistic) and Western (analytic) cultures promote different patterns of attention, reasoning, and problem-solving.

According to the above literature review, it is assumed that the cultural milieu (IV) has a significant positive impact on cognition (DV). Hypotheses 1 (H1) : Cultural milieu has a positively impact on cognition.

Recent studies have highlighted the intricate relationship between social behaviours and cognition. Social behaviours, including interactions with peers, mentors, and societal norms, shape and influence individuals' cognitive processes, beliefs, and attitudes. Social behaviours serve as models for individuals to learn from. By observing and imitating the behaviours of others, individuals acquire new cognitive schemas and strategies (Turchi & Moretti, 2020). For example, children learn social norms and behaviours through observing their parents and peers. Undergraduate engineering students come in contact with a myriad of socializers (parents, peers, professors, and supervisors) that touch their lives and change

their cognition, thinking, and even their professional paths by directly or indirectly influencing them (Abhyankar et al., 2018).

According to the above literature review, it is assumed that the socializers' behaviors (IV) has a significant positive impact on cognition (DV). Hypotheses 2 (H2) : Socializers' behaviors has a positively impact on cognition.

In a more open and inclusive social environment as well as a favourable intercultural teaching setting, individuals are likely to develop a keen interest in diverse cultural activities. But when international relations are tense and local societies are more exclusive, there will not be more attention paid to cross-cultural activities. Pu (2020) emphasised that the social environment and international relations have an important impact on cross-cultural awareness and cross-cultural training. Ensminger and Henrich (2014) also concluded that under the tendency of individualism, people are more able to break the existing thinking paradigm and prefer analytical thinking; under collectivism, people pay more attention to rules when thinking, and these differences brought by the social environment will make the behaviours of people in different social backgrounds different. For example, Brochet et al. (2019) found that executives who come from regions with a strong individualistic social environment are more optimistic and exaggerated during management conference calls. To some extent, it can be explained by cultural, social, and environmental factors. At the individual level, Robalino and Robson (2013) mentioned that the social environment may have an important impact on individual behaviors. For example, according to Chui et al. (2010), the social environment of individualism may lead to people being more overconfident. Confucian culture and clan culture are among the social environments in China that have received extensive discussion. For example, Pan et al. (2019) mentioned that

clan culture would increase the probability that the relatives of the actual controller would participate in corporate governance. Xu and Li (2019) emphasised that China's traditional Confucian culture plays a positive role in enterprises' innovative behaviors. Scholars Ferris et al. (2013) and Nguyen et al. (2017) all had results that support the idea that the social environment may have an important impact on corporate performance and other behaviours by influencing the ideas and behaviours of employees and even executives.

According to the above literature review, it is assumed that the cultural milieu (IV) has a significant positive impact on motivational beliefs (DV). Hypotheses 3 (H3) : Cultural milieu has a positively impact on motivational beliefs.

Abhyankar et al.(2018) also revealed that socializers' behaviours influence students' thinking in three different areas: thinking about specific jobs, job exploration in general, and choosing whether to pursue further education. It is important to clarify that a socializer's behaviours have an influence on a student's thinking (cognition), either towards or away from a specific option. Zhang et al. (2022) emphasised that cognition of the COVID-19 pandemic was an important positive factor that significantly affected social behaviours in different dimensions among medical college students. But Xu et al. (2022) argued that in the context of social networking, social network friend behaviours and recommendations have a positive impact on consumers' willingness to purchase.

In addition, social interactions provide individuals with feedback and evaluations of their behaviors. This feedback shapes their self-perceptions, beliefs, and cognitive processes (Hattie & Marsh, 2019; Yeager et al., 2019). Positive evaluations can enhance motivation and self-efficacy, while negative evaluations may lead to self-doubt and decreased motivation.

According to the above literature review, it is assumed that the socializers' behaviours (IV) has a significant positive impact on motivational beliefs (DV). Hypotheses 4 (H4) : Socializers' behaviors has a positively impact on motivational beliefs.

Based on the above literature, it can be seen that the social environment can influence the behaviours of individuals and their organisations by influencing people's cultural ideas, self-cognition, social style, experience, etc. According to the literature review, it is assumed that the social world (IV: cultural milieu, socializers' behaviours) has a significant positive impact on cognition (DV) and motivational beliefs (DV). The relationship between DV and IV in hypotheses H1–H4 can be assumed, as shown in Figure 2.7.

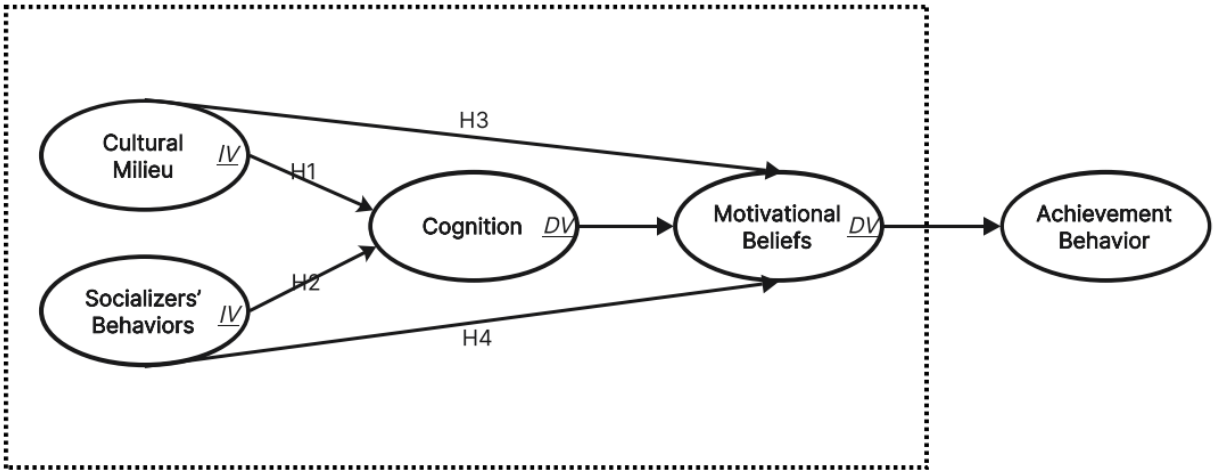


Figure 2.7: Relationship Between IV and DV of Hypothesis H1-H4

2.6.4 Cognition

William (1980) first proposed the self-concept, which laid a good foundation for research on self-cognition. In this study, self-cognition is defined as the subjective internal evaluation given by individuals to their objective multidimensional performance, which belongs to the relatively stable part of the self-cognition field. Based on Sigmund Freud's personality theory of ego, id, and superego, subsequent self-cognition has always been a hot

research topic in psychology. In the study by Cui and Yan (2020), the results support that in the academic community, self-cognition is an individual's understanding of himself from various aspects, and different standards for self-evaluation will produce different results. People with low empirical ability will affect their self-cognition due to their own wrong judgments. Liao and Che (2005) emphasised that individuals have different self-cognition due to differences in perception, memory, and thinking patterns.

The relationship between cognition and motivational beliefs is grounded in theories of cognitive psychology and motivation. Schommer-Aikins and Casillas (2020) explored how epistemic beliefs (a type of cognition related to beliefs about knowledge and knowing) positively influence motivation through enhancing students' sense of control and value placed on learning tasks, supporting the idea that advanced cognitive processes foster the development of more positive motivational beliefs. Traci (2014) mentioned that a higher-ability self-concept impacts students' personal motivational beliefs and academic achievement. Increased motivation, in turn, positively impacts a student's ability to self-concept. The ability to control motivational beliefs by improving self-concept promotes optimal performance in and outside of the classroom. According to Wang et al. (2020), it is expected that individuals with higher-ability self-concepts will also have higher motivational beliefs.

Based on the above literature and inferences, the following hypotheses are proposed: Cognition (self-conception, task cognition, and value cognition) has a significant positive impact on motivational beliefs. Hypotheses 5 (H5) : Cognition has a positively impact on motivational beliefs.

Cognition acts as a filter and interpreter of environmental stimuli. It processes information from the social world, including cultural values and socializers' behaviours, and translates them into meaningful constructs that shape an individual's beliefs and attitudes (Bandura, 1986). Cognition mediates, assimilating, and accommodating these external influences within the individual's existing cognitive schema, thereby impacting motivational beliefs in a more nuanced manner. As a mediator, cognition enables individuals to adapt their motivational beliefs to varying cultural contexts and social cues. According to sociocultural theory (Vygotsky, 1997), cognitive development is inherently social, and individuals construct knowledge through interactions with their environment. Thus, cognition bridges the gap between what is observed in the social world and what is internalised as personal motivation. People with different cognitive abilities, schemas, or processing styles may derive different motivational beliefs from the same cultural milieu or socializers' behaviours (Steele, 1997). This mediational role highlights the active, constructive nature of cognitive processing in motivation formation.

Based on the above literature and inferences, the following hypotheses are proposed: Cognition (self-conception, task cognition, and value cognition) has a a mediation effect between cultural milieu and motivational beliefs. Hypotheses 7 (H7) :: Cognition has a mediation effect between cultural milieu and motivational beliefs.

The role of cognition as a mediator is crucial as it elucidates the transformation of external social and cultural factors into internal motivational structures, thereby accounting for individual variability in response to these factors and promoting adaptive adjustment to diverse socio-cultural contexts. Through the analysis of the existing literature, it was found that self-perception has an important impact on behaviour at different levels. Scholars'

research conclusions on the relationship between self-perception and learning motivation are consistent with the current research literature and the status quo. It is believed that the higher the level of cognition, the higher the level of learning motivation, and there is a positive correlation between the corresponding self-learning motivation and the level of cognition. In recent literature, Gupta (2020) explored how autonomous motivation serves as a mediator in innovative work behavior, particularly in academic settings. They found that cognitive engagement and intrinsic motivation act as intermediary factors between external influences, such as social interactions, and individual behavioural outcomes. This supports the argument that cognition mediates the relationship between socializers' behaviors and motivational beliefs. Similarly, Mühlberger (2017) discusses the interplay between social cognition, motivation, and interaction, suggesting that cognitive processes significantly mediate the relationship between socializers' behaviors and individuals' motivational beliefs. In the context of social threats, individuals' cognitive appraisals of these threats can influence their emotional and motivational responses, highlighting the pivotal role of cognition in translating social cues into motivational outcomes.

Based on the above literature and inferences, the following hypotheses are proposed: Cognition (self-conception, task cognition, and value cognition) has a a mediation effect between socializers’ behaviors and motivational beliefs. Hypotheses 8 (H8) : Cognition has a mediation effect between socializers’ behaviors and motivational beliefs.

The relationship between DV and IV in H5 can be presumed based on the information presented. Furthermore, the mediation effect in H7 and H8 is depicted and can be assumed as illustrated in Figure 2.8.

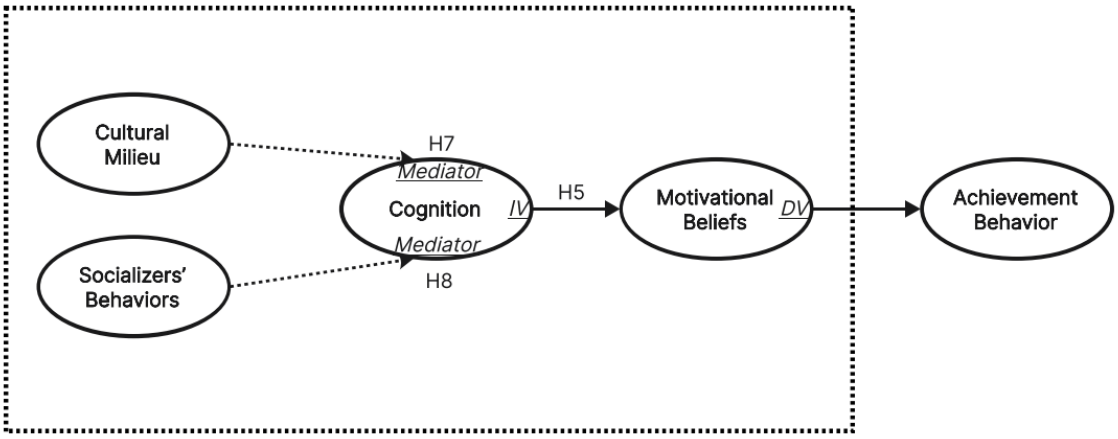


Figure 2.8: The Relationship of Variables in Hypothesis H5, H7 and H8

2.6.5 Motivational Beliefs

Motivational beliefs are widely recognised as key predictors of academic and achievement-related behaviors. Recent literature reinforces this notion. Pekrun et al. (2017) highlighted those students with positive motivational beliefs experience more positive emotions during learning, which further enhances their achievement behaviours and outcomes. Pintrich and Groot (1990) synthesise the research on the topic and affirm that students' motivational beliefs, such as self-efficacy and task value, directly influence their level of effort, persistence, and ultimately, their academic achievement. The study by Xiangping et al. (2006) further revealed that task value has a higher correlation with motivational beliefs and behaviours and can better predict behaviours than practical value. The motivational beliefs of individuals can predict the degree of effort required for successful performance of their behaviours, while the task value can predict the actual task selection, participation, and persistence of individuals in the behaviours. It's concluded that increasing individuals' expectations of success and task value has a long-term positive impact on learning motivation and learning behaviour change (Jacobs et al., 2002) and that college students' learning expectation value had a positive predictive effect on academic

engagement through research (Ma, 2013). In the study by Eccles et al. (2002), the results support that expectation value can predict students' learning involvement and academic achievement in their academic research on high school students. Xu (2016) combined high school English with expectation value, and the expectation value of English learning showed a significant positive correlation with students' achievement. These studies collectively reinforce the idea that fostering strong and positive motivational beliefs is a crucial factor in driving achievement behaviours and ultimately enhancing academic and life successes.

Based on the above literature and inferences, the following hypotheses are proposed. The relationship between DV and IV in Hypotheses 6 (H6) can be assumed. H6: Motivational beliefs has a positively impact on achievement behavior, as shown in Figure 2.9.

The mediation role of motivational beliefs in the relationship between cultural milieu/socializers' behaviours and achievement behaviours is a critical aspect of the EVT. Preacher and Hayes (2008) published the mediation analysis more than a decade ago, providing methodological guidance on assessing indirect effects in complex models with multiple mediators. Cultural Milieu → Motivational Beliefs → Achievement Behaviours: According to Preacher and Hayes' strategies, one would assess whether the influence of cultural milieu on achievement behaviours operates indirectly through motivational beliefs. This involves testing whether controlling for motivational beliefs reduces the total effect of cultural milieu on achievement and examining the statistical significance of the indirect path through bootstrapping or other resampling techniques. The study aims to analyse the mediation effect of motivational beliefs in the relationship between socializers' behaviours and achievement behaviours. The study would look at whether socialising behaviours have

an indirect effect on achievement through shaping motivational beliefs. Again, using asymptotic and resampling methods would help establish the presence and magnitude of this indirect effect. Hayes (2018), a prominent figure in mediation analysis, provided a nuanced understanding of how motivational beliefs could mediate the effects of cultural factors on achievement behaviours.

Based on the above literature and inferences, the following hypotheses are proposed. The relationship between DV and IV in Hypotheses 9 (H9) can be assumed. H9: Motivational beliefs has a mediation effect between cultural milieu and achievement behaviors.

Doménech-Betoret et al. (2017) demonstrated how expectancy-value beliefs mediate the effects of self-efficacy on both academic achievement and student satisfaction. They emphasized that students' motivational beliefs, particularly their expectancy-value beliefs, serve as a mediating factor between self-efficacy and academic achievement. These beliefs, influenced by socializers such as teachers, determine students' academic efforts and outcomes. These beliefs are central in shaping the motivation that drives students' engagement and performance. The research indicates that self-efficacy is a precursor to these motivational beliefs, which in turn directly affect students' academic performance, reinforcing the concept that motivational beliefs are central to the translation of self-efficacy and social influences into tangible achievement behaviors.

Based on the above literature and inferences, the following hypotheses are proposed. The relationship between DV and IV in Hypotheses 10 (H10) can be assumed. H10: Motivational beliefs has a mediation effect between socializers' behaviors and achievement behaviors.

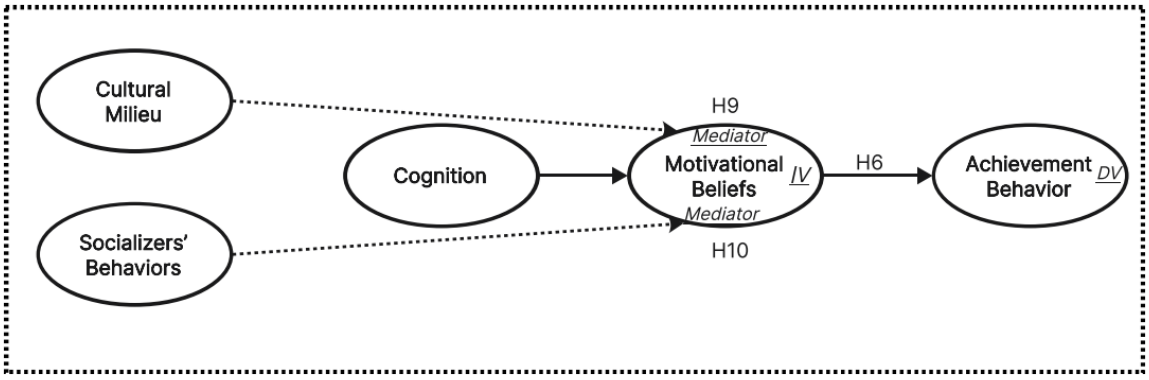


Figure 2.9: The Relationship of Variables in Hypothesis H6, H9 and H10

2.6.6 Achievement Behavior and Satisfaction

Achievement behaviours refer to students' ideas, judgements, and value orientation towards external objects, social events, and the subjective and objective world. It should include not only explicit behaviours but also internal psychological states, such as students' motivation, expectations, and emotions. Therefore, later researchers generally accepted the definition of learning engagement given by Fredricks et al. (2004). They believed that learning engagement consisted of behaviours, emotion, and cognition, and these three dimensions were independent and influenced each other. Guo (2022) defined learning engagement as "students' individual factors such as their behaviours, emotional attitude, way of thinking, quality of will, life experience, and learning strategies in the learning process, as well as social factors such as schools and teachers in contact with students, among which students' individual factors are the key elements."

In this study, learning engagement is a multi-dimensional concept involving behaviours, cognition, and emotion. It refers to the time, energy, emotion, ability, and developmental resources that individuals experience while participating in activities. It is also the embodiment of participants' immersion.

Good motivational beliefs can often encourage students to focus on learning tasks in order to stimulate their interest in further learning and gain self-recognition. Wang and Qin (2015) and Saks (2006) showed that job involvement has an important positive impact on individual job satisfaction, and compared with those who are not involved in work, job involvement has a stronger sense of job satisfaction. Xue and Li (2017) and Zivnuska et al. (2019) all confirmed that individuals with high job involvement are energetic, emotional, enthusiastic, willing to accept challenges, and can obtain satisfactory work results. Job satisfaction has also increased.

Table 2.4: SLR Table for Multi-Dimensional Challenges and Influencing Factors

No.	Research Directions	Authors (Year)	Future Research Directions
1	Obstacles and Motivators in Higher Education's Global Landscape	Liang (2021); Zhang (2002); Fu (2020); Yuefang (2022); Zhang (2022); Qi et al. (2021); Hanling (2021); Kotherja (2013); Zhang (2022); Chen et al. (2021); Mei and Fu (2020); Baifang (2021); Xie and Deng (2018); Yunian (2022); Lewis; Baumeister and Leary (2017); Qian et al. (2019)	Enhance international cooperation levels and areas; increase international faculty; develop internationalization consciousness. Examine motivations for professional development; explore individual vs. organizational factors; study the role of emotions and sense of belonging.
2	Multi-Faceted Influences on International Talents Development	Baifang (2021); Brochet et al. (2019); Chen et al. (2021); Fessler and Robson (2013); King et al. (2013); Liu and Chen (2021); Liu and Shan (2020); Liu and Liu (2021); Mei and Fu (2020); Nguyen et al. (2017); Pan et al. (2019); Pu (2020); Rosenzweig et al. (2019); Ryan and Deci (2000); Songjun (2017); Spraggins (2010); Turk and Ledić (2017); Wang et al. (2020); Xu (2016); Xu et al. (2022); Xue and Li (2017); Yang (2012); Yassin et al. (2020); Zhang et al. (2022)	explore the multifaceted factors influencing faculty training and talent development in the different context of higher education internationalization
3	Hypotheses of Cross-Cultural Training	Eccles et al. (2002); Eccles and Wigfield (2012); Liu and Liu (2021); Ma (2013); Robalino and Robson (2013); Traci (2014);	The impact of expectations and beliefs of teachers participating in cross-cultural training on their

Behaviors of Teachers	Wang et al. (2020); Xu (2016); Yuefang (2022)	behaviour's success and effort

Table 2.4 above shows obstacles and motivators in higher education's global landscape. Future research directions focus on enhancing international cooperation levels, increasing international faculty, and developing internationalisation consciousness. It also delves into the multi-faceted influences on international talent development in higher education, examining various factors that shape faculty training and talent development. It discusses hypotheses about the cross-cultural training behaviours of teachers, highlighting the impact of teachers' expectations and beliefs on the success and effort of their behaviour during training.

Table 2.5: SLR Table for EVT & SDT Dimensions

No.	Research Direction	Authors (Publication Year)	Future Research Directions
1	Social World	Pu (2020); Robalino and Robson (2013); Markus and Kitayama (1991); Chui et al. (2010); Ensminger and Henrich (2014); Brochet et al. (2019); Pan et al. (2019); Xu and Li (2019); Ferris et al. (2013); Nguyen et al. (2017); Christakis and Fowler (2009)	Explore how different cultural milieu influence cross-cultural training behaviors. Investigate the impact of socializers' behaviors on individual cognitive processes.
2	Cognition	Cui and Yan (2020); Liao and Che (2005); Traci (2014); Cook and Artino (2016); Wang et al. (2020); Liu and Shan (2020); Liu (2018)	Further examine the relationship between self-cognition, task value cognition, and motivational beliefs. Investigate the mediation effects of cognition between cultural milieu/socializers' behaviors and motivational beliefs.

Table 2.5 cont'd

3	Motivational Beliefs	Liu and Shan (2020); Xiangping et al. (2006); Jacobs et al. (2002); Eccles et al. (2002); Xu (2016); Rosenzweig et al. (2019); Cook and Artino (2016); Wang (2020); Liu (2018)	Explore how expectations and beliefs influence teachers' participation in cross-cultural training and their subsequent behaviors. Investigate the long-term effects of motivational beliefs on learning behaviors change.
4	Achievement Behavior and Satisfaction	Fredricks et al. (2004); Guo (2022); Saks (2006); Xue and Li (2017); Zivnuska et al. (2019); Wang and Qin (2015)	Investigate the relationship between motivational beliefs and achievement behaviors in cross-cultural training. Explore how motivational beliefs affect participants' engagement and satisfaction in learning activities.
5	Mediating Effects	Xiangping et al. (2006); Jacobs et al. (2002)	- Cognition as a Mediator in Cultural Milieu and Motivational Beliefs - Socializers' Behaviors and Motivational Beliefs
6	Learning Engagement	Fredricks et al. (2004); Guo (2022)	- Multi-Dimensional Concept of Learning Engagement - Behaviors, Emotion, and Cognition
7	Involvement and Satisfaction	Wang & Qin (2015); Saks (2006)	- Positive Impact of Job Involvement on Job Satisfaction - High Job Involvement and Work Results

The SLR Table 2.5 for EVT and SDT dimensions summarises research directions on the social world, cognition, motivational beliefs, achievement behaviour and satisfaction, mediating effects, learning engagement, and involvement and satisfaction in the context of cross-cultural training. Future research directions include exploring the influence of cultural milieu on training behaviours, investigating the mediation effects of cognition on motivational beliefs, examining how motivational beliefs impact learning behaviours, and understanding the relationship between motivational beliefs and achievement behaviours.

The multi-dimensional concept of learning engagement and the positive impact of job involvement on job satisfaction require further research.

2.7 Chapter Summary

According to the Expectancy-Value Theory, people's choices and performance related to achievements are directly influenced by expected beliefs and subjective values. Perceptions of personal goals, task value, task difficulty, and ability in turn influence expected value.

Self-determination theory mainly focuses on the learning motivation of students with different degrees of autonomy and the different effects it leads to. In particular, self-determination theory points out that only a high degree of internalisation of learning motivation can bring high quality learning effects and mental health levels, and whether the external environment of learning can meet the basic psychological needs of students is the key to the successful internalisation of students' learning motivation.

But on the whole, academic research on the cultivation and exchange of international talents has experienced two peaks: China's accession to the WTO and the BRI strategy. The results of the research are relatively deficient compared with the research on the cultivation and exchange of ordinary talents.

It can be seen that there are numerous studies on issues, strategies, and professional development models for international talent development. Different scholars have put forward corresponding countermeasures and suggestions to optimise the training system for a series of problems in the process of international talent development in their region, specialty, and level. However, there is a gap between pure training and talent output.

In terms of cross-cultural research, it can be understood as: to improve the level of university teachers in teaching, research, and social service through personal development, teaching development, professional development, and organisational development. In the great wave of higher education internationalisation, it is necessary for the development of university teachers to continuously improve their knowledge and skills of internationalisation, enhance their ability to conduct international scholarship and international teaching, participate in the internationalisation of courses, improve the teaching level of teachers, and improve the effectiveness of university teaching.

Based on the above literature review, I find that there are four deficiencies, as follows: Firstly, there is a dearth of literature research that specifically targets students and teachers in application-oriented universities. In the research on application-oriented universities, the cultivation of international talents is more discussed than that of application-oriented universities, especially since the literature concerning students' overseas training and exchange and its influencing factors is not yet available. Second, there is a lack of literature research in the teacher training experience abroad. Previous research focuses on the development of teachers in China. For overseas training experience of teachers, as the research object is rare, especially the application of the expectancy theory, there are few comprehensive analyses of the expectancy theory in the literature. Third, there is a lack of quantitative research on the factors that influence overseas teacher training. In addition, among the current theoretical models of various influencing factors, there is less research literature on factors such as transnational, cross-cultural, international relations, and the international environment. Fourthly, there is a dearth of literature that combines two theoretical models to elucidate the behaviour of predictive activities, particularly those that integrate expected value theory and self-determination theory. Therefore, according to the

reviewed literature, most studies employ a single theory, while a few integrate different theories to complement and enhance each other. Based on the current theoretical model of application-oriented undergraduate students going abroad to study further, it is necessary to create a theoretical model suitable for university types with teachers as the object and learning as the relevant influencing factor. This will help application-oriented undergraduate colleges run international exchange programmes and raise the level of internationalisation in education.

This chapter proposes 10 research hypotheses based on the literature review. Firstly, based on the theory of self-determination motivation, this thesis puts forward the hypothesis that the independent needs, belonging requirements, and ability needs of teachers' overseas training have a direct impact on their learning motivation beliefs and action input. Secondly, the expected value theory introduces two mediating variables, learning motivation, belief, and action input, into the relationship between the social environment and self-cognition and proposes corresponding research hypotheses. Finally, this chapter proposes the hypothesis that job engagement has a significant positive impact on individual job satisfaction by satisfying the three needs of self-determination and motivation. And according to the hypothesis design of the framework of EVT, the research hypothesis proposed in this chapter serves as the foundation for subsequent empirical research.

CHAPTER 3

METHODOLOGY

3.1 Introduction

This chapter provides a detailed explanation of the specific research methodology and its rationale, enabling readers to gain a deeper understanding of the methods employed to address the research questions in this study. In reference to the main objectives of this study, this chapter highlights and outlines the research process and methods used. This study aims to find the expected value and the main factors of international training on academics at the higher education level and determine the influence of cross-cultural training on academics at the higher education level. This research involves not only quality but also quantity. It needs to study not only the section of the horizontal axis but also the time line of the vertical axis. Therefore, it is necessary to use mixed methods as approaches for carrying out a mixture of qualitative and quantitative studies in this thesis.

3.2 Overview of Research Paradigms

Antwi and Kasim (2015) mentioned that the term paradigm was first used by Kuhn (1962), who denoted a conceptual framework that provided scientists with a convenient model for examining problems and finding solutions. Healy and Perry (2000) emphasised that a research paradigm is a worldview, or 'a set of linked assumptions about the world that is shared by a community of scientists investigating the world.

Based on the aforementioned research, it can be deduced that the research paradigm constitutes the established framework that a particular scientific community adheres to when conducting a specific type of scientific activity. This framework encompasses common

worldviews, basic theories, paradigms, methods, standards, and other elements associated with scientific research. Definitions already reveal some contours of the research paradigm. 1. The research paradigm is an established model or overall conceptual framework that some researchers work within. 2. A significant number of individuals within a research community or a community of scientists support this model.

3.2.1 Positivism Paradigm- Quantitative Approaches

The positivist paradigm employs scientific methods and systematises the knowledge-generation process with quantification to improve precision in the description of parameters and their relationships. Healy and Perry (2000) summarised that knowledge is objective and quantifiable. The quantitative research method based on positivism not only strives to quantify the truth and objectivity of data, but it also pays attention to the relationship between variables and is good at summarising the commonality and difference between multiple variables, so it has the general nature of deduction in the research paradigm.

The philosophical foundation of quantitative research is positivism. Positivism posits that social phenomena exist objectively; subject and object are two distinct entities, unaffected by subjective value factors, and the subject can obtain object knowledge through the use of a set of tools. Quantitative research, influenced by the concept of positivism, considers social facts to be objective, purposeful, and measurable and focuses on the rigour, objectivity, and controllability of research. Quantitative research methods and processes involve expressing problems and phenomena in numerical terms, followed by analysis, verification, and interpretation to derive significance. Quantitative research relies on a specific standard, which involves comparing an object's characteristics to determine its eigenvalue or calculating the quantitative change law between various factors. As a result,

scientists consider quantitative research to be a method for determining the quantity of a specific aspect.

Quantitative research means that researchers establish hypotheses in advance, determine various variables with causal relationships, and then use some tested tools to measure and analyse these variables in order to verify the researchers' predetermined hypotheses. This research process primarily consists of the collection of quantitative data or information, followed by quantitative processing, testing, and analysis of the data to derive meaningful conclusions. Quantitative research takes natural science and its accuracy as an example and attaches great importance to quantitative and standardised methods. The data collection methods of quantitative research mainly include the survey method, experimental method, questionnaire method, test method, and statistical method. In terms of data analysis methods, quantitative research uses statistical methods to simplify, organise, and test whether the results are statistically significant. Starting from the researcher's initial concept, the research assesses or confirms the model, hypothesis, or theory by gathering data and supporting evidence.

3.2.2 Interpretivist Paradigm- Qualitative Approaches

Referring to Antwi and Kasim (2015), some issues are also discussed in the article. Interpretative researchers contend that people's subjective experiences of the external world constitute reality, and they maintain that social reality is subjective, shaped by our perceptions.

When investigating a specific phenomenon, it is often necessary to determine the essence of the subject, as its inherent contradictions shape its nature and distinguish it from other study subjects. Qualitative research gains profound insight by exploring problems,

understanding events and phenomena, analysing human behaviours and opinions, and answering questions.

To some extent, qualitative research uses quantitative research's limitations as a starting point for development. The data collection methods of qualitative research mainly include participation observation methods, in-depth interview methods, content analysis methods, and ethnographic research methods. The nature of the data collected includes interviews, documents from observations, and physical materials in the cultural relics category. The main methods are interpretative analysis, structural analysis, and thinking analysis.

3.2.3 Post-Positivism Paradigm- Mixed Approaches

With the deepening of theoretical research, many scholars, both at home and abroad, have tried to explain mixed research methods. According to Johnson and Onwuegbuzie's (2004) study, mixed research methods are research categories in which researchers combine or mix quantitative and qualitative research technologies, methods, means, concepts, or languages in the same research. That was consistent with Tashakkori and Teddlie (2003), who mentioned that a mixed research method is a kind of research design that applies quantitative and qualitative methods in the process of question type, research technique, data collection, and inference. You (2010) emphasised that "the mixed research method is a multi-cultural and intersectional research method based on pragmatism and centred on research questions."

In fact, the difference between the two research methods precisely demonstrates their strong complementarity. Qualitative research and quantitative research only study the "quality" of the same thing from different perspectives, at different levels, and with different

methods. Because of the different guiding ideologies and operational means, they are likely to focus on the "quality" of the same side. The objective of research, which is to pinpoint and address issues, can be achieved through the application of diverse research methodologies, whether employed in isolation or in tandem, provided they meet the research objectives.

3.2.4 The Justification for Mixed Approaches

This section justifies the adoption of a mixed-methods approach in the research, highlighting its comprehensive advantages over singular methodologies. The integration of quantitative and qualitative analyses paves the way for a thorough exploration of the subject matter.

1. Advantages of Mixed Research

The qualitative research has greater flexibility; it is easy to give full play to people's subjective initiative; the implementation process is simple, rapid, time-saving, and low-cost; and it pays attention to the nature of the development of things. The drawbacks of the qualitative research method include its susceptibility to the subjective judgements of individuals and the limitations of their knowledge, experience, and abilities, as well as its inability to provide a quantitatively precise depiction of the evolution of things. The gap between data and reality limits single-data analysis and integration, according to Zhang (2013). However, the unique qualities of qualitative data, which can be challenging to measure, calculate, and store, can significantly enhance the understanding of reality through quantitative research.

Quantitative research benefits from its focus on quantitative analysis of phenomena, its reliance on statistical materials and data, and its resistance to subjective factors. Its disadvantages include poor flexibility and high requirements on the quality and quantity of information, data, and models.

The use of a combination of quantitative and qualitative methods in research is more beneficial to social research than the application of quantitative or qualitative methods alone (Ivankova et al., 2018). In their study, McCrudden et al. (2010) discussed that hybrid research uses a combination of quantitative and qualitative methods, which can better understand the research problem than either method. Only the combination of quantitative and qualitative research can increase the depth of research and make up for the defects and deficiencies in the quantification of their own information. As a comprehensive qualitative research paradigm, the mixed research method carries forward the advantages of quantitative research methods and qualitative research methods, which can not only explain quantitative data with text content but also improve the accuracy of qualitative text with quantitative data (Zhang, 2013). Including both qualitative and quantitative research in the forecasting process can improve the forecast's accuracy.

Based on the advantages above, the mixed method approach is more beneficial to social research than the application of quantitative or qualitative methods alone, and it can better understand the research problem than either method, increase the depth of research, and make up for the defects and deficiencies in the quantification of their own information.

2. The Justification for Sequential Method

There are about forty mixed-methods research designs reported in the literature (Tashakkori & Teddlie, 2003). The most often used designs are concurrent (parallel) and

sequential. This thesis employs a sequential design, which separates quantitative and qualitative research in a specific order. The reasons for adopting a sequential design are outlined below.

The study's purpose and research questions guided the sequence of quantitative and qualitative data collection. The primary goal of this study is to investigate the expected value and main factors of international training; the second is to investigate the influence of cross-cultural training. The survey's purpose and questions follow a specific sequence.

In this study, quantitative methods are given priority. Firstly, the mixed-method sequential explanatory design of Ivankova is referred to, in which quantitative data are collected and analysed first, and then qualitative data are collected and analysed, because quantitative data collection appears first in the order and is ranked first in the order, which is the main aspect of the mixed-method data collection process. There is the quantitative stage, which provides a scientific basis for subsequent research (Ivankova et al., 2018).

In the mixed-method sequential explanatory design, quantitative and qualitative stages are two continuous stages, and the quantitative stage comes first, followed by the qualitative stage (Cotton et al., 1999). The quantitative stage comes first because the research goal is to interpret the quantitative results in depth (Ivankova et al., 2018). The above study demonstrates that quantitative and qualitative are two continuous stages, and the qualitative stage's investigation content is based on the quantitative stage's research.

3.3 Quantitative Research

This section discusses the data collection methods for the quantitative study. Several factors must be considered, including the justification for using the questionnaire, the

common analytical process, reliability and validity issues, and the limitations of the quantitative approach in this study. The questionnaire has seven dimensions: cultural milieu, socializers' behaviours, self-cognition, task cognition, value cognition, motivational beliefs, and achievement behaviours. Appendix 1 displays the questionnaire, which employs a seven-level Likert scale, where "1" signifies strong disagreement and "7" indicates strong agreement.

3.3.1 Research Perspectives and Problems

Over a period of time, policies and strategies are relatively stable and do not change much; for example, the BRI does not change from time to time. Therefore, the main research issues of this thesis, through qualitative and quantitative research, explore the expectations and influence of teachers' career development from their perspective. These issues are related to improving international talent training and output, enhancing the effectiveness of university teachers' human resources, and advancing the quality of higher education.

3.3.2 The Justification of Using the Questionnaire

A questionnaire is an important way to obtain data in empirical research. It's also one of the main research strategies used to collect data and supplement qualitative data. The purpose of using the questionnaire was to derive a broad view of expected value from the target sample and to identify the link between expected value and behaviour through the relationship between variables, thereby examining existing theories. The existing mature scale had better reliability and validity, but the self-designed scale was more appropriate to the research situation. Based on the advantages of the above two approaches, this study not only draws lessons from the measurement questions in the maturity scale but also considers the current research situation in the scale design and adjusts the questions appropriately.

Online data collection was used for the following reasons: In the case of COVID-19 in recent years, firstly, the state's lockdown policy on the epidemic did not allow residents to go out in their own communities at will, without the opportunity to go out for interviews or research. Second, the popularisation and development of the Internet have also made everyone's dependence on the Internet more and more obvious. Third, the online data collection on the Questionnaire Star platform is convenient and efficient.

3.3.3 The Questionnaire Survey Method for Quantitative Data Collection

Specifically, this thesis employs a combination of qualitative and quantitative methods, including data collection and analysis. Using mixed methods in research can compensate for the shortcomings that may arise from using a single technique.

The questionnaire serves as a survey method for the quantitative approach in this thesis. The questionnaire, a data collection tool, consists of a series of questions or statements that respondents must answer. Because of its simple operation, the questionnaire has become one of the most frequently used measurement tools in social and scientific research.

Types of questionnaires: factual questions, yes-or-no questions, multiple-choice questions, sorted questions, open questions, scale questions.

○ Factual questions, also known as categorical questions, are used to elicit information about gender, age, and language level from the person who answers.

○ Multiple-choice questions give a series of options for the person to answer.

○ Sorted questions are used to determine information such as preferences, tendencies, and priorities.

○ Open-ended questions allow respondents to state their views in detail.

○ Quantitative questions, also known as the Richter scale, are designed to capture respondents' attitudes, thoughts, and opinions.

In general, the biggest advantage of a questionnaire compared to an interview is saving time and money. A researcher can send questionnaires to a large number of respondents and obtain a large amount of information in a short period of time. Filling out the questionnaire is relatively easy and quick, and computer software can analyse and convert the data. Another benefit of questionnaires is that they are more reliable due to their anonymity, which records and permanently preserves respondents' information in written form.

Although a questionnaire has many advantages, it also has disadvantages. First, the questionnaire puts forward requirements for the reading and writing levels of the respondents. Second, it is difficult to ask respondents to give in-depth answers on certain topics because they do not have more opportunities to express their opinions on fixed questions. Third, the questionnaire recovery rate is very low. Fourth, the answer's effectiveness is difficult to control.

Questionnaires can be used for both quantitative research and statistical research that requires a large amount of data to support hypotheses. The most commonly used data collection method is the combination of a questionnaire and an interview. Questionnaires cannot obtain detailed answers to open questions, while interviews make up for this defect.

3.3.4 Questionnaire Design and Layout

A questionnaire is an important means of obtaining data in empirical research. The rationality and scientific nature of the questionnaire design ensure the validity of the research data and underpin the reliability of the research findings. One approach involves using the existing mature scale, while the other involves designing the scale based on the research content. In comparison, the mature scale had better reliability and validity, but the self-designed scale was more appropriate to the research situation. Based on the advantages of the above two approaches, this study not only draws lessons from the measurement questions in the maturity scale, but also considers the current research situation in the scale design and adjusts the questions appropriately.

The questionnaire design adheres to the following principles: The design of the questions should align with the research situation and purpose. (2) Use concise language, clear semantics, and accurate wording. (3) The description of the problem should be objective, without guidance. (4) Avoid sensitive words, which may cause psychological pressure and aversion in the respondents. (5) Select the appropriate number of questions to ensure adequate measurement of the study variables while also avoiding repeated measurements.

1. Questionnaire Design Process

This study collected relevant maturity scales from abroad based on the studied variables. Taking into account the differences between Chinese and foreign higher education environments, teachers' teaching organisations, teaching behaviours, and teachers' cognition and experience, this study screened and revised the questions in the maturity scale to make it more in line with Chinese people's thinking habits. Secondly, after completing the

preliminary measurement scale development, experts who have experience with questionnaire design and testing and have experience with the research topic were selected. To form an expert group for measurement scale design (Table 3.1), I invited three doctoral teachers who had done similar empirical research, including two overseas visiting scholars from a university in Henan Province, and four doctoral teachers with overseas study experience.

Table 3.1: Expert Group for Measurement Scale Design

No.	Gender	Title	Research Field	Nation	Learning Type	Overseas' University	Time
A1	Male	ASSOC Prof	Environment Science	Canada	Ph.D. Abroad	University of Ottawa	2017
A2	Female	Prof	Management Engineering	New Zealand	Visiting scholar	University of Ottawa	2016
A3	Male	ASSOC Prof	Mathematics	USA	Visiting scholar	University of Nebraska	2019
A4	Male	ASSOC Prof	Foreign Language	British	Ph.D. Abroad	University of Manchester	2020
A5	Female	Lecturer	Design Of Technology	Australia	Ph.D. Abroad	University of Canberra	2019
A6	Female	ASSOC Prof	Communication	British	Ph.D. Abroad	University of Manchester	2019
A7	Male	ASSOC Prof	Mechanical Engineering	Germany	Ph.D. Abroad	Chamber of Commerce and Industry of Dortmund	2019

The expert group for measuring scale design deliberated on the initial scale's measurement content, word choice, and question formulation, taking into account the existing measurement items, the concept of each variable, and the extent of the measurement indicators' coverage. The expert group revised some questions with ambiguous expressions and deleted items that could not effectively reflect the concept of latent variables. Ultimately,

the expert group formed a measurement scale with 8 latent variables and 38 items. Besides, 20 university teachers were randomly invited to answer the questionnaire as a pre-test, and the clarity and comprehensibility of the language description of the measurement questions were evaluated. Based on their feedback, lengthy descriptions, vague wording, and ambiguities were modified. Finally, in the expert seminar, the rationality of the questionnaire content and specific topics were discussed, and the questionnaire content was further revised. Table 3.2 below displays the corresponding relationship between each variable and the measurement items.

Table 3.2: Variables, Measurement Items and Cite Sources

Variables		Indicators Coding	Measurement Items	Cite Sources List
Social World	Cultural Milieu (CUMI)	CUMI01	The university has a policy about teachers studying abroad.	Chen (2019).
		CUMI02	The top management of university will stress the need for teachers to study abroad.	Jones (2020).
		CUMI03	The current university atmosphere is to support teachers' further study abroad.	the measurement items set by the expert group.
		CUMI04	Teachers are encouraged to study abroad regardless of their level.	the measurement items set by the expert group.
		CUMI05	I will receive rewards or benefits for studying abroad.	Lee (2021).
		CUMI06	I will get extra promotion points for studying abroad.	Wang (2022); Deardorff (2006).

Table 3.2 cont'd

	Socializers' Behaviors (SOBE)	SOBE01	My supervisor will advise me to go overseas for further study.	Moses (2018).
		SOBE02	My colleagues will encourage me to study abroad.	the measurement items set by the expert group.
		SOBE03	My family thinks it is appropriate for me to go overseas for further study	Akosile and Olatokun (2020); Li and Wang (2020).
		SOBE04	I think going abroad for further study conforms to the trend of the times.	the measurement items set by the expert group.
Motivational Beliefs (MOBE)		MOBE01	I go to study abroad for getting to know other countries.	Kim (2021).
		MOBE02	I go to study abroad for experiencing the unique culture of other countries.	Li and Zhang (2021).

Table 3.2 cont'd

	MOBE03	I go to study abroad for seeing how locals live in other countries.	Chen and Li (2022).
	MOBE04	I go to study abroad for learning different areas of knowledge.	Zhou and Liu (2023).
	MOBE05	I go to study abroad for meeting overseas scholars and field experts.	
	MOBE06	I go to study abroad for getting away from everyday life.	Li and Wang (2022).
	MOBE07	I go to study abroad for replenishing my energy.	Cohen (2004).
	MOBE08	I go to study abroad for taking a rest.	the measurement items set by the expert group.
	MOBE09	I go to study abroad for getting out of the routine.	Wang and Zhang (2023).
Achievement Behaviors (ACBE)	ACBE01	After further study abroad, my overall work performance is better.	Li and Chen (2023).

Table 3.2 cont'd

		ACBE02	After further study abroad, I will be better able to solve the problems of teaching and research.	Hwang and Yi (2015).
		ACBE03	After further study abroad, I can contribute better performance in my job.	
		ACBE04	After studying abroad, I can show my abilities better.	
		ACBE05	After further study abroad, I can build a better personal reputation.	the measurement items set by the expert group.
		ACBE06	After studying abroad, I can improve my standing within the university.	Zhao (2013).
Cognition (COGN)	Self-Cognition (GNSC)	GNSC01	I'm good at looking at myself and being positive about myself.	Ishiyama and Munson (1993).
		GNSC02	I often turn negative feedback from others into a constructive course of action.	Hong (2017).
		GNSC03	I think I am a good teacher.	Ishiyama and Munson (1993).

Table 3.2 cont'd

		GNSC04	I can accept my weaknesses and work on them.	the measurement items set by the expert group.
		GNSC05	I often focus on my positive traits, not my negative ones.	Lankton et al. (2010).
	Task Cognition (GNTC)	GNTC01	I think the task of studying abroad is easy.	Li and Zhang (2022).
		GNTC02	I think the goal of overseas study is clear.	the measurement items set by the expert group.
		GNTC03	I think the plan for further study abroad is complete.	Kim and Lee (2020).
		GNTC04	I think the application for further study abroad is easy.	Zhao and Zhang (2023).
	Value Cognition (GNVC)	GNVC01	I think the knowledge gained from overseas study will help me in teaching and research.	the measurement items set by the expert group.
		GNVC02	I think I gained more relevant knowledge from studying abroad than from working.	Yang and Ngai (2022).

Table 3.2 cont'd

		GNVC03	I think studying abroad can broaden my vision.	Liu and Huang (2021).
		GNVC04	I think further study abroad can improve my work performance.	Kim and Lee (2021).

Notes: The option of measurement items with colour backgrounds belongs to the measurement items set by the expert group.

The variables and measurement items in Table 3.2 above illustrate the key dimensions considered in the research. Including the CUMI (cultural milieu), SOBE (socializers' behaviours), COGN (cognition), MOBE (motivational beliefs), and ACBE (achievement behaviours), self-cognition (GNSC), task cognition (GNTC), and value cognition (GNVC), which aim to fully understand a particular phenomenon or behaviour.

The measurement items are ensured the validity and reliability of the research tools. Each measurement corresponds to a specific behaviour or belief, making it easy to quantify. Composite reliability (CR) is a statistical index that evaluates the reliability of scales. The CR is greater than 0.60, indicating that the internal consistency of the measurement model is good. Table 3.3 below displays the required CR for each measurement item.

Table 3.3: Composite Reliability

Principal Dimensions	Sub-Dimensions	Composite Reliability
Cultural Milieu (CUMI)		**0.904**
Socializers' Behaviors (SOBE)		**0.848**
Cognition (COGN)		**0.802**
	Self-Cognition (GNSC)	0.834
	Task Cognition (GNTC)	0.816
	Value Cognition (GNVC)	0.898
Motivational Beliefs (MOBE)		**0.911**
Achievement Behavior (ACBE)		**0.946**

Theoretical basis: These documents provide a solid theoretical basis for the measurement items and ensure the effectiveness and rationality of the research project.

Empirical support: Most of the cited studies were based on empirical analysis, which verified the relationship between the measured variables and the decision to study abroad, experience, and outcomes, enhancing the credibility of the research results.

Professional: The cited literature comes from internationally renowned journals, and the authors are experts in the relevant fields, ensuring professional and authoritative measurement tools.

Timeliness: Recent publications of the majority of the cited literature ensure that the research content is in line with current academic trends and reality.

Taken together, the selection of these sources aims to build a comprehensive, scientific assessment framework by drawing on and integrating existing research findings to delve into study abroad motivations and behaviours and their impact on individual development. Following the aforementioned procedure, the initial research questionnaire primarily consists of three sections. The first part is the guidance, which describes the purpose and significance of the investigation in concise language, promises the confidentiality of the information collected about the investigation object, and explains the filling method. The second part measures variables related to teachers' expectations and training influence. Specifically, they include the sex scale, the academic self-efficacy scale, the academic task value scale, the achievement goal scale, and the learning engagement scale. The third part involves gathering personal information from the respondents, such as their gender, age, and whether they are studying abroad.

2. Questionnaire Design

The questionnaire comprises three distinct sections: The first section serves as an information introduction, providing a brief overview of the questionnaire's purpose. The second section delves into the anticipated benefits of teachers engaging in international training and learning, as well as the factors that influence them, categorised into 8 dimensions and 38 indicators. The summary in Table 3.3 is shown below. The questionnaire was designed using a seven-level Likert scale, with "1" indicating strongly disagreeing and "7" indicating strongly agreeing. The third part is the basic personal information, including the gender, major, department, family, and other information of the respondents.

Table 3.4: The Proposed Questionnaire Indicators Summary

Variables	Indicators Number	Index of Measurement	Cite Sources
Cognition	13	Physical self, emotional self, academic self and other subjective perception, accurate self-perception, strong willpower, initiative and self-awareness, current life satisfaction and happiness, etc.	Ishiyama and Munson (1993); Lankton et al. (2010); Hong et al. (2017)
Social World	10	Social environment, international relations, cultural differences, socializers' behaviors.	Akosile and Olatokun (2020); Liaoling (2015); Limna et al. (2022)
Motivational Beliefs	9	Goals, task values, expectations and beliefs.	Kim et al. (2021)
Achievement Behavior	6	Choice, persistence, quantity of effort, execution, time, energy, emotion, ability, developmental resources of experience, awareness of immersion.	Zhao (2013); Hwang et al. (2015)

3.3.5 Data Collection Procedures

This section discusses data collection techniques used for quantitative research. Before the data collection work was formally carried out, a practical and detailed data collection plan was designed in advance to guide the whole data collection process so that the investigation could be implemented and completed efficiently and smoothly.

1. Identify research objectives, methods, and paths to achieve them

At the time of data collection, COVID-19 was widespread, and lockdowns were in place across countries. Having established the research objectives, the primary challenge lies in achieving them and devising effective methods and paths to achieve them. By making

plans and using limited resources, the simultaneous online and offline implementation was determined.

2.Identify the target population for data collection

Data were collected on the study population determined for the purpose of the study. The target population consists of teachers (academics) at high schools in central China's provinces. The number of overseas study teachers in each university in China varies, especially in the provinces in central China. This study selected six applied colleges and universities in central China as its research objects, as these institutions are representative and can effectively reflect the current state of overseas training for college or university teachers in China.

3. Determine sampling method

As the basic unit for data collection, the number of teachers who have gone abroad to study at each university in the past three years is probably no more than 100. According to the information provided by the foreign affairs office of each university, the sampling scheme was chosen to draw a convenience sample of nearly 70% for the field survey (requirements for convenience samples: easy to find; during the epidemic, most of them were closed in colleges and universities; secondly, it is easy to fill and recycle.). The questionnaire was sent to the foreign affairs office of each university, which assisted in sending it to the teachers who had participated in the overseas training.

4. Determine data collection items and questionnaire design tests

The item of data collection is the specific content of the data collection. Certain principles and procedures were followed when designing the questionnaire, and tests were

conducted in advance at one university in Henan Province, where I work to ensure that respondents are willing to accept and answer the questions conveyed in the questionnaire and the quality of the answers provided.

5. Questionnaire distribution

The questionnaire was issued at six universities in Henan Province and other provinces in central China. It has a strong representativeness, and 1 university is in the centre, and the other 5 universities are distributed in a circle around this university. Real-time monitoring and reminders were in place for the questionnaire.

6. Develop an organizational implementation plan for data collection

The organisation and implementation plan of data collection includes: personnel selection (contact the foreign affairs office of each university in advance and do a good job of communication before the investigation); organisation and arrangement (pay for the arrangement of specialised personnel to carry out the organisation and arrangement of questionnaire distribution). Distributing questionnaires and preparing necessary tools (provide the online website or QR code, as well as the instructions for filling out the questionnaire, so as to facilitate efficient and quick completion); Investigation fund raising, expenditure budget, etc.

7. Data sorting and analysis

The initial data were pre-processed, including a data review, grouping, and summary, to make the collected research data organised and systematic. Through the analysis of qualified data, the distribution rules and characteristic indicators of the data are summarised,

and the analysis conclusions are visualised with charts to draw the conclusion of the investigation, which provides data support and the basis for the writing of the investigation.

8. Data Collection Platform

A questionnaire survey seems to be relatively simple and even a basic method for data collection. However, gathering and obtaining data from a large, fragmented audience is not easy.

Data collection methods are becoming increasingly diversified due to new technologies, marking an irreversible trend towards widespread use. In today's highly developed science and technology, data collection work should seize the opportunity and meet the challenge. The questionnaire used in this thesis is the questionnaire star system. As a professional online questionnaire survey, evaluation, and data collection platform, Questionnaire Star has been widely used in all walks of life. The powerful data collection function of Questionnaire Star covers questionnaire surveys, online examinations, online assessments, and so on. Questionnaire Star involves a wide range of questions, including single choice, multiple choice, fill in the blank, matrix, file upload, scoring, sorting, multi-level drop-down questions, and other choices, which can meet the needs of questionnaire designers. To ensure the questionnaire's validity, questionnaire designers can set restrictions such as questionnaire access time, password, IP address, and device. The enterprise version optimizes questionnaire data collection by notifying the designated respondent via email and SMS. After the questionnaire collection is completed, data charts can be automatically generated according to demand by analysing and downloading the questionnaire results to facilitate data analysis. Data charts include tables, bar charts, sector charts, pie charts, radar charts, line charts, and other types.

3.3.6 Respondents

The target population of this study primarily focuses on university teachers in China's higher education sector, particularly those who are qualified, have expressed interest, or are currently engaged in overseas training programs. In terms of disciplinary distribution, the research encompasses a wide range of fields, including natural sciences, social sciences, engineering technology, humanities and arts, and education, to ensure broad representativeness and reflect the differentiated needs and attitudes of teachers from different disciplinary backgrounds towards overseas training. Regarding job titles, the study includes lecturers, associate professors, and full professors, regardless of their level of interest or participation in overseas training. Additionally, the research pays attention to teachers who have already participated in overseas training and those who intend to participate, as their experiences, feedback, and expectations provide valuable empirical materials and crucial references for the study. The research also maintains a balanced gender ratio and age structure to comprehensively reveal the influence of various factors on teachers' expectations, value perception, and motivation for overseas training. Through a thorough investigation of this diverse group, the study aims to provide robust guidance for relevant policies and practices.

3.3.7 Sample Location

This study examines the motivation of Chinese university teachers to participate in overseas training, with a focus on EVT and SDT. The research is conducted in six applied universities across Henan, Hubei, Shaanxi, and Jiangsu provinces, selected for their practical education focus and regional importance. The study includes teachers from various disciplines such as natural sciences, humanities, and engineering, covering lecturers, associate professors, and professors. It also considers those already involved or interested in

overseas training, aiming to capture diverse experiences and expectations. Gender and age balance is maintained to explore how different factors influence teachers' perceptions of value and motivation for international opportunities, providing valuable insights for future policies and programs.



Figure 3.1: Scope of the Sample Location

Figure 3.1 shows that Henan, located in the central part of China, is the birthplace of Chinese civilization. Henan province holds the highest value and serves as a crucial development area for national policies. It has obvious regional advantages and serves as a transportation hub for the entire country. The samples were selected from six universities in Henan and the surrounding provinces, all of which are application-oriented universities with similar attributes and scales; their population is large; their education level is the same; and they all belong to the top 10 universities in the province.

3.3.8 Sample Justification

For a large Chinese population, it is not feasible to conduct a complete survey due to financial and time constraints. Therefore, the study needs to select a sample of target participants that is representative of the total population in the study.

1. Basic Requirements for the Sample

The sample was selected from the population involved in overseas talent training or cross-cultural learning, mainly at six universities in Henan Province and other provinces in central China. Therefore, this study employed a purposive sampling method to ensure a representative sample.

The study has selected the following target respondents:

○ Teachers who attend international conferences, lectures or seminars

○ Teachers participate in full English/bilingual overseas training

○ Overseas visiting scholar

○ Teachers participate in the management or research of university internationalization

○ Improving teachers' overseas education

○ Others

2. Sample Size Proposed

This study examines the factors that influence teachers' participation in cross-cultural training and learning. According to the information provided by the foreign affairs office of each university, the number of teachers who have gone abroad for study in the past three to five years is probably no more than 100 as the basic unit for data collection.

Nunnally & Bernstein (1999) proposed that calculating one observed variable (V) requires 10 samples (N) (V: N = 1:10). There are a total of 38 observed variables in this study, and the sample estimation needs at least 38 * 10 = 380. A minimum of 4–6 universities is required.

3. Target and Justification

The samples were selected from six universities in Henan and the surrounding provinces of Central China, all of which are application-oriented universities with similar attributes and scale. The selection of Central China, particularly Henan Province, for this study is justified by several factors:

Historical and Cultural Significance: Henan is known as the birthplace of Chinese civilisation, making it a culturally rich and historically significant region. This cultural heritage can influence various aspects of society, including education.

Geographic Location: Henan is located in the central part of China, serving as a transportation hub connecting the northern, southern, eastern, and western regions. This strategic location can have an impact on the flow of ideas, resources, and people, as well as the educational landscape.

Policy Focus: National policies have identified Henan province as a key development area, indicating its importance in China's overall development strategy. This focus can provide opportunities and challenges for universities in the region.

Representative Sample: By focusing on Henan and the surrounding provinces, the study can provide insights into universities in a region that is both culturally significant and strategically located. The findings may also be relevant to other regions of China.

According to information from the Ministry of Education's official website, as of June 15, 2023, there were a total of 3,072 higher education institutions nationwide, with 551 colleges and universities in Central China: Henan: 156; Hubei: 130; Shaanxi: 97; Jiangsu: 168. Several factors could have contributed to the six universities' selection: Wuhan Polytechnic University (Hubei), Zhengzhou Normal University (Henan), Xi'an University of Science and Technology (Shaanxi), Henan University of Urban Construction (Henan), and Yangzhou University (Jiangsu).

Similar Attributes and Scale: Focusing on a smaller, homogeneous sample of application-oriented universities allows for more controlled comparisons. By choosing institutions with similar profiles, researchers can minimise extraneous variables and better isolate the effects they are interested in studying.

Manageable Sample Size: Limiting the number of institutions can be a practical consideration, ensuring that the study remains feasible in terms of data collection, analysis, and resource allocation.

Representation: The selected universities are among the top 10 in the province, indicating a high standard of education and potentially making them bellwethers for trends

in the region's higher education sector. This choice enhances the representativeness and generalizability of the findings.

4. Quantitative Sample

From a quantitative perspective, in order to investigate the expectations, motivation, and influence of teachers participating in cross-cultural training, a questionnaire survey was conducted with 505 teachers from six colleges or universities.

The first university (Henan University of Engineering): Table 3.4 below lists all 72 teachers who participated in overseas exchange at this applied university in Henan Province from 2016 to 2021. According to the characteristics of the course's teachers, there are 32 male teachers, accounting for 44%. The number of female teachers is 41, accounting for 66 percent. There were 7 teachers with the title of professor, accounting for 0.96%. There are 26 associate professors, accounting for 35.6%, and there are 40 lecturers, accounting for 54.8%. 30 visiting scholars, accounting for 41.1%; 41 doctoral students, accounting for 56.2%; and 2 students studying abroad for a master's degree, accounting for 2.7%. In terms of overseas exchanges, there were 13 people from the U.S. and 4 from the U.K.; Canada, 5; Australia, 3; Malaysia, 43; and five others.

Table 3.5: Basic Information of Respondents in First University

No.	Gender	Title	Research Field	Nation	Learning Type	Overseas' University	Time
A1	Male	Prof	Materials And Chemistry	French	Visiting scholar	Université Lille 1	2016
A2	Female	Prof	Management Engineering	New Zealand	Visiting scholar	University of Ottawa	2016
A3	Female	Prof	Environment Science	USA	Visiting scholar	University of Cincinnati	2016
A4	Female	Prof	Fashion Design	Britain	Visiting scholar	University of Sarawak	2016
A5	Male	Lecturer	Textile	Britain	Visiting scholar	University of Manchester	2016
A6	Female	ASSOC Prof	Electric Information	USA	Visiting scholar	Idris University of Education	2016
A7	Female	Prof	Civil Engineering	Canada	Visiting scholar	Marla College of Technology	2016
A8	Male	Prof	Law	USA	Visiting scholar	Pace University	2017
A9	Female	Prof	Environment Science	Singapore	Visiting scholar	Idris University of Education	2017
A10	Female	ASSOC Prof	Business Management	USA	Visiting scholar	Indiana University	2017
A11	Female	ASSOC Prof	Foreign Language	Australia	Visiting scholar	University Law School	2017

Table 3.4 cont'd

A12	Female	ASSOC Prof	Business Management	USA	Visiting scholar	University of Western Sydney	2017
A13	Male	ASSOC Prof	Environment Science	Canada	Visiting scholar	University of Ottawa	2017
A14	Male	ASSOC Prof	Computer	Canada	Visiting scholar	University of Ottawa	2017
A15	Male	ASSOC Prof	Computer	Canada	Visiting scholar	University of Ottawa	2017
A16	Female	ASSOC Prof	Environment Science	USA	Visiting scholar	University of Auckland	2017
A17	Female	ASSOC Prof	Foreign Language	Britain	Visiting scholar	Florida Gulf Coast University	2017
A18	Female	ASSOC Prof	Foreign Language	USA	Visiting scholar	University of Manchester	2018
A19	Female	Lecturer	Civil Engineering	Canada	Visiting scholar	Georgia Southwestern State University	2018
A20	Male	ASSOC Prof	Mechanical Engineering	Germany	Visiting scholar	Chamber of Commerce and Industry of Dortmund	2019
A21	Male	ASSOC Prof	Computer	The Danish	Visiting scholar	Aalborg University	2018
A22	Female	ASSOC Prof	Fashion Design	USA	Visiting scholar	University of Auckland	2018
A23	Female	ASSOC Prof	Business Management	USA	Visiting scholar	California State University	2018
A24	Female	ASSOC Prof	Foreign Language	USA	Visiting scholar	University of Illinois	2018
A25	Male	Lecturer	Materials And Chemistry	USA	Visiting scholar	North Carolina State University	2018

Table 3.4 cont'd

A26	Male	ASSOC Prof	Mathematics	USA	Visiting scholar	University of Nebraska	2019
A27	Female	Lecturer	Materials And Chemistry	USA	Visiting scholar	Michigan State University	2019
A28	Male	ASSOC Prof	Foreign Language	British	Visiting scholar	University of Manchester	2020
A29	Male	ASSOC Prof	Foreign Language	Australia	Visiting scholar	University of Canberra	2020
A30	Female	ASSOC Prof	Accountancy	Australia	Visiting scholar	University of Missouri	2020
A31	Male	Lecturer	Economics	Malaysia	Ph.D. Abroad	University of Sarawak	2019
A32	Male	Lecturer	Civil Engineering	Malaysia	Ph.D. Abroad	University of Sarawak	2019
A33	Male	ASSOC Prof	Management	Malaysia	Ph.D. Abroad	University of Sarawak	2019
A34	Female	Lecturer	Design Of Technology	Malaysia	Ph.D. Abroad	University of Canberra	2019
A35	Male	Lecturer	Management	Malaysia	Ph.D. Abroad	University of Sarawak	2019
A36	Female	ASSOC Prof	Language	Malaysia	Ph.D. Abroad	University of Sarawak	2019
A37	Female	Lecturer	Language	Malaysia	Ph.D. Abroad	University of Sarawak	2019

Table 3.4 cont'd

A38	Female	Lecturer	Economics	Malaysia	Ph.D. Abroad	University of Sarawak	2019
A39	Male	Lecturer	Finance	Malaysia	Ph.D. Abroad	University of Sarawak	2019
A40	Female	ASSOC Prof	Communication	Malaysia	Ph.D. Abroad	University of Manchester	2019
A41	Male	ASSOC Prof	Education Management	Malaysia	Ph.D. Abroad	Multimedia University	2019
A42	Female	Lecturer	Chinese Literature	Malaysia	Ph.D. Abroad	University of Sarawak	2019
A43	Male	Lecturer	Language	Malaysia	Ph.D. Abroad	University of Botella	2020
A44	Female	Lecturer	Chinese Literature	Malaysia	Ph.D. Abroad	University of Botella	2020
A45	Female	Lecturer	Language	Malaysia	Ph.D. Abroad	University of Botella	2020
A46	Female	Lecturer	Visual Arts	Malaysia	Ph.D. Abroad	National university of	2019
A47	Female	Lecturer	Pedagogy	Malaysia	Ph.D. Abroad	Idris University of Education	2020
A48	Male	ASSOC Prof	Creative Branding	Malaysia	Ph.D. Abroad	Idris University of Education	2019
A49	Female	Lecturer	Creative Branding	Malaysia	Ph.D. Abroad	Idris University of Education	2019

Table 3.2 cont'd

A50	Male	Lecturer	Creative Branding	Malaysia	Ph.D. Abroad	Idris University of Education	2019
A51	Male	ASSOC Prof	Educational Psychology	Malaysia	Ph.D. Abroad	Idris University of Education	2020
A52	Male	ASSOC Prof	Pedagogical Education	Malaysia	Ph.D. Abroad	Idris University of Education	2020
A53	Male	Lecturer	Technical And Vocational Education	Malaysia	Ph.D. Abroad	Idris University of Education	2020
A54	Male	Lecturer	Pedagogical Education	Malaysia	Ph.D. Abroad	Idris University of Education	2020
A55	Male	ASSOC Prof	Pedagogical Education	Malaysia	Ph.D. Abroad	Idris University of Education	2020
A56	Male	Lecturer	Pedagogical Education	Malaysia	Ph.D. Abroad	Idris University of Education	2020
A57	Female	Lecturer	Instructional Technology Education	Malaysia	Ph.D. Abroad	Idris University of Education	2019
A58	Female	Lecturer	Fine Art Studies	Malaysia	Ph.D. Abroad	Idris University of Education	2019
A59	Female	TA	Creative Branding	Malaysia	Ph.D. Abroad	Idris University of Education	2019

Table 3.2 cont'd

A60	Female	ASSOC Prof	Chinese Language	Malaysia	Ph.D. Abroad	University of Houston	2020
A61	Female	Lecturer	Accountancy	Malaysia	Ph.D. Abroad	Idris University of Education	2020
A62	Female	Lecturer	Education	Malaysia	Ph.D. Abroad	Marla College of Technology	2020
A63	Female	Lecturer	Education	Malaysia	Ph.D. Abroad	Marla College of Technology	2020
A64	Male	Lecturer	Environmental Safety	Malaysia	Ph.D. Abroad	Marla College of Technology	2020
A65	Female	ASSOC Prof	Business Management	Malaysia	Ph.D. Abroad	Marla College of Technology	2021
A66	Male	ASSOC Prof	Business Management	Malaysia	Ph.D. Abroad	Marla College of Technology	2021
A67	Female	ASSOC Prof	Business Administration	Malaysia	Ph.D. Abroad	Marla College of Technology	2021
A68	Male	Lecturer	Civil Engineering	Malaysia	Ph.D. Abroad	Marla College of Technology	2021
A69	Female	ASSOC Prof	Economics	Malaysia	Ph.D. Abroad	Marla College of Technology	2021

Table 3.2 cont'd

A70	Male	Lecturer	Education	Malaysia	Ph.D. Abroad	City university of	2021
A71	Female	TA	Mt151 - Creative Branding	Malaysia	Ph.D. Abroad	Carleton College	2019
A72	Female	TA	Mt13 - Pedagogy	Malaysia	Ph.D. Abroad	Idris University of Education	2020

The five other representative application-oriented colleges and universities (Table 3.5 below) in neighbouring provinces and cities of Henan province were used as samples. A questionnaire survey was conducted, and the opinions, ideas, and influencing factors of teachers participating in cross-cultural training and learning were analysed. These five universities are located in central China and are also application-oriented universities with the same attributes as the research universities. They are similar in scale, and the research effect is representative.

Table 3.6： Five Other Representative Universities

No.	Universities	Province
1	Wuhan Polytechnic University	Hubei
2	Zhengzhou Normal University	Henan
3	Xi'an University of Science and Technology	Sanxi
4	Henan University of Urban Construction	Henan
5	Yangzhou University	Jiangsu

In the actual quantitative study, 505 college teachers from 6 colleges and universities in some provinces around Henan province (including Henan) were taken as samples to

conduct a questionnaire survey, and the opinions, ideas, and influencing factors of teachers participating in cross-cultural training and learning were analysed. The distribution period of the formal questionnaire was from December 1 to December 31, 2022. There were 505 formal questionnaires, 16 invalid questionnaires were removed, and 489 valid questionnaires were obtained, with an effective recovery rate of 97%. However, due to time constraints, grouping analysis is not possible in this study. In addition, there are many colleges and universities in Henan Province. As a result, this is considered a limitation of the study.

3.3.9 Descriptive Analysis

Descriptive statistics refers to the activities that describe the characteristics of data by tabulating and classifying, graphing, and calculating summary data. Descriptive statistics are the first step in data analysis. The primary goal of descriptive statistics analysis is to comprehend and identify the fundamental features of the data, as well as its structure. Only upon completion of the descriptive statistical analysis can one fully understand and know the data features to better carry out the follow-up correlation between variables such as complex data analysis, including the analysis method, the analysis results, this thesis analyses the reasons for abnormal results, etc. Descriptive statistical analysis also includes presenting the structure and characteristics of data in the form of graphs, and SPSS software provides us with a good descriptive statistical analysis tool. In the data pre-processing part, frequency analysis and cross-frequency analysis can be used to test outliers. The mean, median, and mode can be used for central trend analysis. Variance and standard deviation can be used to reflect the degree of difference between data; skewness and kurtosis are used to check whether the sample data conform to a normal distribution. It is clearer and more concise to present data in graphic form than in text. This thesis outlines the research variables, which include the cultural milieu, socializers' behaviours, cognition, motivational beliefs,

and achievement behaviour. It then analyses the mean value, standard deviation, peaks, and biases of each dimension to comprehend the characteristics of the data distribution in these variables.

3.3.10 Statistical Technique - Structural Equation Modelling

Structural equation modelling (SEM) is a statistical technique that is widely used in social science research to test complex relationships between variables. It is a powerful multivariate analysis tool that allows researchers to estimate the strength and direction of relationships among observed and latent variables. SEM provides a framework for testing hypotheses about causal relationships within a theoretical model. SEM combines factor analysis and path analysis to analyse relationships among variables. It estimates the parameters of the model that best fit the observed data while considering measurement errors. The resulting model can be used to predict outcomes, test hypotheses, and understand the mechanisms that underlie complex phenomena.

In general, a complete structural equation model consists of a structural model and a measurement model. According to Hair et al. (2010), structural equation modelling (SEM) is a more advanced tool of statistical analysis. Techniques and their popularity are increasing due to their flexibility. Wu (2013) summarised SEM as "three 2s," namely, two types of variables: latent variables and observed variables; two paths: paths between latent variables and between latent variables and observed variables; and two models: the measurement model and the structural model.

1. SEM Software

When it comes to variance-based structural equation modelling (SEM) software, such as PLS-SEM, Mplus, and AMOS, which offer versatile platforms for researchers to analyse complex relationships among variables, AMOS, in particular, stands out for several reasons among researchers, which are detailed below, along with the steps and requirements for its implementation.

AMOS provides a highly intuitive graphical interface that allows users to visually construct complex models by simply dragging and dropping elements, making model specification straightforward even for SEM novices. Amos offers a wide range of analysis options, including path analysis, factor analysis, and multi-group comparisons. These features enable researchers to conduct comprehensive SEM analyses. Amos also supports the import of various data formats, such as CSV, Excel, and SPSS files. This flexibility facilitates data integration and analysis. Kline, R. B. (2021) positively recommends AMOS as an effective software for performing SEM analysis, especially for confirmatory models. Byrne (2019), in "Structural Equation Modelling with AMOS," provides detailed guidance on leveraging AMOS for SEM applications, underscoring its effectiveness in handling complex data structures and theory testing.

It has several advanced features and methodological strengths that cater to complex research designs and theoretical inquiries. AMOS allows researchers to test complex hypotheses that involve relationships between multiple variables, both observed and latent. These hypotheses often represent complex theoretical models that cannot be adequately tested using traditional statistical methods. Handling Latent Variables: Latent variables are theoretical constructs that cannot be directly observed but are inferred from observed variables. AMOS allows researchers to specify latent variables in their models and estimate

their relationships with observed variables. This is crucial in many social science disciplines, where theoretical constructs are often not directly measurable. Model Fit Assessment: AMOS provides a range of indices to assess the fit of the specified model to the observed data. Researchers use these indices, like the Comparative Fit Index (CFI) and the Root Mean Square Error of Approximation (RMSEA), to evaluate the model's data representation and identify any necessary modifications. AMOS also supports advanced analysis techniques such as multi-group analysis, which allows researchers to test whether the same model fits different subgroups of the data (e.g., males and females). This is useful in examining whether theoretical models generalise across different populations.

For the purpose of this thesis, Amos was decided to be used for all of the related calculations in this thesis. This selection is based on the software's user-friendly interface. SPSS developed Amos, a product known for its ease of learning, ease of use, and ease of understanding. Undoubtedly, the graphical interface of Amos greatly reduces the learning threshold, making it the most suitable software. No programming is required, and the graphics are beautiful and elegant. Completing a structural equation model is like drawing a picture. This software is relatively easy to use for research analysis and report writing. Amos's user-friendly interface allows non-statistical researchers to use it without the need for extensive statistical expertise. Other software requires programming and a considerable degree of statistical mastery, which are two major obstacles to learning structural equation models.

Not only is the software user-friendly, but it also boasts a multitude of statistical capabilities. The built-in features of AMOS should be enough for 95% of SEM researchers, and many of them are better than those in other SEM software. Bootstrapping, data

imputation, mediating effect testing, and cross-group invariant comparison are just a few examples. Amos encompasses nearly all advanced statistical techniques associated with structural equation modelling, and its capabilities extend beyond this. It is also relatively easy to implement conventional statistical analyses such as regression analysis and factor analysis.

2. Steps and Requirements for Using Amos

Data Preparation: Ensure data quality, handle missing values, and check for normality and outliers. AMOS is flexible but assumes data meet basic statistical assumptions.

Model Specification: Based on theoretical constructs, visually create the SEM diagram in AMOS, defining relationships between observed and latent variables.

Estimation and Model Fit Assessment: Choose the estimation method, run the model, and examine the output for model fit statistics. Adjust the model if necessary.

Model Modification: If the initial model does not fit well, consider adding or removing paths, freeing or constraining parameters, and re-evaluating model fit.

Interpretation and Reporting: Discuss significant paths, indirect and direct effects, and overall model implications. Use AMOS-generated graphics and tables for the report.

3. Operational Definitions for the Measurement Dimensions

CUMI (Cultural Milieu): Cultural Milieu refers to the social and cultural background that influences an individual's behaviours, attitudes, and values. Measurement Items: The degree of acceptance of a specific behaviour in an individual's culture or community is crucial. The cultural symbols or representations that an individual encounters in their daily

life play a significant role. The individual's sense of identity and affiliation with their cultural group are paramount.

SOBE (Socializers' Behaviours): Socializers' behaviours refer to the patterns of behaviour exhibited by individuals in social environments. Measurement Items include the frequency and manner of interactions displayed by the individual in social settings; leadership or participation behaviours demonstrated by the individual in groups; and the individual's feedback and response to the behaviours of others.

COGN (Cognition): Cognition refers to an individual's information processing, understanding, and memory processes. Sub-dimensions include: GNSC (self-cognition): the individual's level of understanding of themselves, including self-efficacy and self-identity; GNTC (task cognition): the individual's ability to understand, analyse, and evaluate tasks; and GNVC (value cognition): the individual's understanding and identification with values, ethics, and beliefs. Measurement Items include the individual's assessment of their own abilities in specific tasks, the degree of identity the individual has with their self-worth, and the individual's ability to recognise and regulate their emotional states.

MOBE (Motivational Beliefs): Motivational beliefs refer to the internal forces or drives that motivate an individual's actions. Measurement items include the individual's desire and determination to achieve a goal, the individual's expectations and anticipations of task outcomes, and the individual's success attribution style (internal or external).

ACBE (Achievement Behaviours): Achievement behaviours refer to the specific actions taken by an individual to achieve a goal. Measurement items include the effort and time invested by the individual to achieve a goal; the individual's persistence and resilience

in the face of difficulties; and the individual's celebration and reflection behaviours upon goal attainment.

4. Convergent Validity and Discriminant Validity

To make sure that measurements are correct in structural equation models (SEM) and other quantitative studies, convergent validity and discriminative validity are important. Together, they make up a core part of construct validity.

Convergent validity evaluates the degree of correlation between a measure and other theoretically related measures. High correlations between the dimension and its indicators, or conceptually similar measures, verify the accuracy of the measurement. It refers to the degree to which different measures or methods that assess the same dimension are highly similar or consistent in their results (Smith & Johnson, 2022). In other words, when multiple measures or methods point to the same dimension and show a high positive correlation among themselves, they can be deemed to have good convergent validity. In SEM, a common threshold for acceptable convergent validity is a correlation coefficient exceeding 0.50, though this standard can vary depending on the discipline and specific research context (Hair et al., 2022).

Discriminant validity, on the other hand, ensures that a dimension is empirically distinct from other dimensions that it theoretically should not overlap with. It refers to the ability of different measures or methods that assess distinct dimensions to differentiate from each other (Zhang & Wang, 2024). It requires that measures of different dimensions are less correlated than measures of the same dimension or those that are conceptually close. Establishing discriminant validity ensures the capture of each construct's unique variance, thereby avoiding misinterpretations caused by overlapping measures (Henseler et al., 2015).

3.4 Qualitative Research

The interview method is another important action research method used in this thesis. It means that the interviewer conducts a direct investigation and obtains relevant information through face-to-face oral communication with the interviewees.

There are structured interviews, unstructured interviews, and semi-structured interviews. During a structured interview, interviewees can choose from both questions and answers on a fully structured questionnaire. The interviewer conducts an unstructured interview based on a broad outline. There are no unified requirements for the style of questioning, the questions raised, the answers provided, or the interview records. The interviewer can adapt to the specific situation and, at the same time, allow the interviewees to ask questions. A semi-structured interview is a commonly used interview form, and the questions in the interview are structured. Teachers should design some questions for their research topics. The questions are generally open and contain some hints that can inspire interviewees when needed.

Researchers can obtain more information through the interview method than they can through observation or a questionnaire survey. For instance, they can gain insight into the internal activities of the interviewees. Interviews give teachers direct access to information. In addition, the interview schedule is free. This advantage is particularly prominent when the research encounters more difficult problems. However, there are some drawbacks to conducting interviews. First, a relatively loose dialogue situation can yield a significant amount of unexpected information, necessitating the processing and analysis of a large amount of data. Second, it requires a lot of personal time, as the interviewer needs to talk to

the interviewee one by one. Finally, the interview process is susceptible to the biases and subjectivity of the visitors.

From the perspective of teachers' participation in overseas cross-cultural training, the impact of college teachers' participation in overseas cross-cultural training on teaching and research can be considered from both quantitative and qualitative aspects. Quantitatively, this thesis intends to use the questionnaire survey method to obtain the expected value of teachers participating in the training. Qualitative aspects: This thesis employs the interview method, where researchers and respondents engage in face-to-face dialogue to gather first-hand information, review the cross-border training experiences of teachers in colleges and universities, and investigate cross-cultural training before and after changes in teachers' teaching and scientific research experiences. This approach aims to gain insight into how teachers' self-awareness influences their teaching and scientific research.

In addition, through a lot of access and studies on cross-cultural training, teachers' participation in cross-cultural training, academic literature, and aspects of professional development ideas continuously, on the one hand, related concepts and the interview process in operation, and on the other hand, thinking and gradually perfecting the article context framework, thus a comprehensive and in-depth research and analysis of the expectations of teachers participating in cross-cultural training value and the influence of cross-cultural training on the academic career of university teachers.

3.4.1 The Justification of Using Semi-Structured Interviews

This section discusses the technique of data collection for the qualitative study. These semi-structured interviews and analytical techniques, or general analytical procedures, will be used. Bansal and Corley (2012) pointed out that there is no clear consensus among

qualitative researchers on what constitutes a desirable methodology. Qualitative research demonstrates profound skills in analysing phenomena, but each researcher's method of revealing phenomena is different. Qualitative researchers have a variety of research methods, including the way they conduct interviews and the techniques they use to analyse the data. Unlike quantitative research, one cannot simply reduce qualitative research to the use of well-known data sets and statistical tests. Unlike the data of quantitative research, the data of qualitative research cannot be easily reflected in the table. Therefore, it requires qualitative researchers to think creatively about how to present their data. It explores issues such as what, why, and how, focusing on value or meaning rather than measurement (Keegan, 2011). The core of qualitative research is to understand individual thinking and behaviours (Keegan, 2011). Interviews were used to collect qualitative data. Respondents were asked a set of questions about their personal experiences. This kind of semi-structured interview allows researchers to understand and communicate individuals' views, behaviours, and beliefs, which is conducive to a comprehensive understanding of individual perspectives.

Semi-structured interviews involve communication between the interviewee and the interviewee. One of the advantages of the semi-structured interview is that it provides an opportunity to investigate the individual's personal views in order to gain a detailed understanding of the individual's background in the study. Due to the large amount of information, it would take about 20 to 30 minutes to do in-depth research on a relatively small sample (27 respondents). To ensure a high degree of accuracy, all conversations are recorded and then translated into English. The data is then converted to rich text format (RTF) and set aside.

1. Representative of Research Setting

A university in Henan is located in Zhengzhou, the capital of the province. The Ministry of Education has approved it as a provincial public undergraduate university. It is the key construction of Henan province's "demonstration." A University in Henan application technology type undergraduate university", Henan province master degree awarding project construction unit, Henan province's first batch of "assembly" construction talent training base, Henan province's first batch of "Chinese excellent culture inheritance base", Henan Province civilised campus, Henan Province advanced grassroots Party organisation of universities.

The school's scientific research achievements are remarkable. Existing school team 1, the Ministry of Education innovation in colleges and universities in Henan province science and technology innovation team 10, 8 field innovation team, electronic ceramic materials and application of a provincial key laboratory, textile new product development, big data key technologies such as engineering laboratory at the provincial level 6, intelligent control and robotics, coating production line simulation and test, etc. 8 provincial engineering technology research centres, one international joint laboratory, and Henan province's excellent postdoctoral research and development base. The university has participated in the "Henan Collaborative Innovation Centre of New Urban Building Technology," the "Henan Collaborative Innovation Centre of Coal Safety Production," and the "Henan Collaborative Innovation Centre of Textile New Product Production," respectively. In recent years, the university has undertaken more than 700 scientific research projects at or above the provincial level. These include the national 973 pilot study special item 2, one item of the national social science fund major projects, a key project of the national natural science foundation, national natural science fund projects, youth

programmes, a special joint fund project, emergency management, and a total of more than 60 national social science fund projects.

The university actively contributes to the development of industry, the local economy, and society. It upholds the integration of industry and education, fosters cooperation between the university and the enterprise, and continuously enhances the quality of teaching, scientific research, and scientific and technological services. Zhumadian city high-tech development zone, Zhengzhou, Zhengzhou airport, the association of coal industry in Henan province, Henan textile industry association, Henan energy chemical industry group, China coal levelling what group, Henan Yu group, Tax Zte consulting group in Henan, Henan yongze environmental technology co., LTD., Henan yuanda prefabricated construction co., LTD., such as local government, industry associations, industry Leading enterprises and local high-growth enterprises have established close strategic cooperative relationships between government, industry, education, and research and built 12 industry colleges, 15 enterprise-named classes, and more than 300 off-campus practice and training bases.

School education quality is outstanding. It has 24 teaching units and more than 28,000 full-time students. It offers 57 undergraduate programmes covering engineering, science, economics, management, literature, art, and the other six disciplines. There are more than 60 national and provincial undergraduate teaching quality engineering projects, including two national characteristic majors and comprehensive reform pilot majors; one national virtual simulation experimental teaching project; two national off-campus practical education bases for college students; and four provincial key disciplines. There are 16 provincial characteristic majors and comprehensive reform pilot majors, 9 provincial first-class undergraduate majors, 24 provincial golden courses, and 5 provincial excellent basic

teaching organizations. The Henan Provincial Demonstration Software College and the Henan Provincial Key Modern Industry College have received approval.

Schools follow an open approach, strengthening international exchanges and cooperation with universities in Canberra, Australia, the Netherlands, the Saxon applied university of science and technology, Cleveland State University, and so on. More than 20 foreign universities and research institutions have established partnerships, jointly implementing a 7th specialised subject in a school project, and have collaborated with Malaysia to launch a university doctoral program. It has conducted overseas internship and employment programmes with Malaysia, Singapore, and other countries along the "One Belt and One Road," as well as jointly training master's students with Malaysia Polytechnic University, Zhengzhou University, and China University of Mining and Technology.

2. COVID-19 Restrictions

COVID-19 has affected many people's lives and work to varying degrees, and scientific research is no exception. The requirements of epidemic prevention and control policies hinder the smooth execution of many on-site investigations. Research is subject to many restrictions, especially face-to-face research interviews that cannot be carried out outside, and the cost of conducting study will increase more than usual. For example, researchers incur additional costs to maintain their health and safety. The pandemic has also impacted offline communication opportunities. Several interviewees feared infection, refrained from excessive contact, or found themselves isolated in erratic locations, which hindered them from establishing effective communication channels with their interview subjects. These factors have consistently hindered the completion of interview tasks, thereby affecting both quantity and quality to a certain degree.

3.4.2 Target Population and Sampling

From the aspects of the qualitative interview method, researchers and respondents conducted face-to-face dialogue to obtain first-hand information about university teachers cross-border international experience, investigating international experiences before and after the change in respect teachers' teaching and scientific research in order to gain from the perspective of teachers' self-awareness the cross-border internationalisation experience's influence on the teachers' teaching and scientific research in colleges and universities. In this study, 27 teachers (Table 3.6 below) of different majors with overseas study, visiting study, exchange, or post-doctoral study experience were randomly selected to accommodate different perspectives of different disciplines and provide inspiration and reference for teachers in later universities. These teachers were found in the following two ways: first, the International Exchange Office of the school recommended qualified teachers with overseas training experience and agreed to be interviewed as research objects; second, they were found in a snowball way through personal networks.

The overseas exchange study period is at least one year between 2016 and 2021, mainly in the United Kingdom, the United States, France, Australia, Canada, Singapore, and Malaysia. Teachers' majors include humanities, social sciences, and natural sciences. In addition to their long overseas study experience, many of the teachers have participated in other international programs. As a result, this study reflects the overall situation of college teachers' involvement in overseas training and learning over the past five years.

Table 3.7: Target Interview Population

No.	Gender	Title	Research Field	Nation	Learning Type	Overseas' University	Time
A1	Male	Prof	Materials And Chemistry	French	Visiting scholar	Université Lille 1	2016
A2	Female	Prof	Management Engineering	New Zealand	Visiting scholar	University of Ottawa	2016
A3	Male	Prof	Law	USA	Visiting scholar	Pace University	2017
A4	Female	Prof	Environment Science	Singapore	Visiting scholar	Idris University of Education	2017
A5	Female	ASSOC Prof	Foreign Language	USA	Visiting scholar	University of Manchester	2018
A6	Female	Lecturer	Civil Engineering	Canada	Visiting scholar	Georgia Southwestern State University	2018
A7	Male	ASSOC Prof	Mechanical Engineering	Germany	Visiting scholar	Chamber of Commerce and Industry of Dortmund	2019
A8	Male	ASSOC Prof	Mathematics	USA	Visiting scholar	University of Nebraska	2019
A9	Male	ASSOC Prof	Foreign Language	British	Visiting scholar	University of Manchester	2020
A10	Male	ASSOC Prof	Foreign Language	Australia	Visiting scholar	University of Canberra	2020
A11	Male	Lecturer	Economics	Malaysia	Ph.D. Abroad	University of Sarawak	2019
A12	Male	Lecturer	Civil Engineering	Malaysia	Ph.D. Abroad	University of Sarawak	2019
A13	Male	ASSOC Prof	Management	Malaysia	Ph.D. Abroad	University of Sarawak	2019
A14	Female	Lecturer	Design Of Technology	Malaysia	Ph.D. Abroad	University of Canberra	2019
A15	Male	Lecturer	Management	Malaysia	Ph.D. Abroad	University of Sarawak	2019
A16	Female	ASSOC Prof	Language	Malaysia	Ph.D. Abroad	University of Sarawak	2019
A17	Female	Lecturer	Language	Malaysia	Ph.D. Abroad	University of Sarawak	2019
A18	Female	Lecturer	Economics	Malaysia	Ph.D. Abroad	University of Sarawak	2019
A19	Male	Lecturer	Finance	Malaysia	Ph.D. Abroad	University of Sarawak	2019

Table 3.4 cont'd

A20	Male	Lecturer	Civil Engineering	Malaysia	Ph.D. Abroad	Marla College of Technology	2021
A21	Male	Lecturer	Language	Malaysia	Ph.D. Abroad	University of Botella	2020
A22	Female	Lecturer	Chinese Literature	Malaysia	Ph.D. Abroad	University of Botella	2020
A23	Female	Lecturer	Language	Malaysia	Ph.D. Abroad	University of Botella	2020
A24	Female	Lecturer	Pedagogy	Malaysia	Ph.D. Abroad	Idris University of Education	2020
A24	Female	ASSOC Prof	Business Management	Malaysia	Ph.D. Abroad	Marla College of Technology	2021
A25	Male	ASSOC Prof	Business Management	Malaysia	Ph.D. Abroad	Marla College of Technology	2021
A26	Female	ASSOC Prof	Business Administration	Malaysia	Ph.D. Abroad	Marla College of Technology	2021
A27	Male	Lecturer	Civil Engineering	Malaysia	Ph.D. Abroad	Marla College of Technology	2021

3.4.3 The Interview Outlines

According to Roberts (2020), determining the researchers and interview questions is the first step in conducting qualitative interviews, followed by data collection and collation. The value of the data collected in qualitative interviews depends on the researcher's competency and the intensity of the interview questions. Therefore, it is important to ensure that the interview questions used by researchers are appropriate to achieve the goal of obtaining detailed answers to the research questions. Table 3.7 below displays the proposed interview indicators for teachers.

Table 3.8: The Proposed Interview Indicators for Teachers

Variables	indicators Number	Index of measurement	Cite Sources
Autonomy	1	Personality traits, unique insights, willingness to participate, expectation of respect, trust, "ownership" role, influence decision making.	Zhou (2015); Lifang (2021); Deci & Ryan (2000)
Relatedness	3	Caring and being cared for, loved and supported by others, belonging and intimacy, mutual respect and dependence, effective stress relief and positive emotions.	Huang et al. (2022); Bauer and Liang (1995); Martin (2009)
Competence	4	Control of your environment, achieve goals and challenges, and expect recognition of your abilities.	Liu and Yin (2020)
Satisfaction & Benefit	1	Teaching: training methods, teacher-student relationship, teaching methods; research: research vision, research habits and literacy, research tools and methods, and cooperation with foreign scholars or organizations.	Lee and Jeon (2020); Martínez-Carmona et al. (2022); Ye et al. (2009)

This study aims to investigate university teachers' cross-cultural and transnational experiences in overseas training or learning at a micro-individual level. For its suggested interview outline, the study employs a semi-structured interview method, drawing inspiration from Roberts R. E.'s research. Additionally, according to the Self-Determination Theory (SDT), the interview examining the impact of cross-cultural training on higher education academics primarily consists of the following nine questions:

Autonomy Question 1: To what extent do you feel a strong personal drive and aspiration to pursue overseas training, further study, or visiting scholar opportunities?

Competence Question 2: Do you believe there are significant cultural disparities between China and the countries where you studied? (If applicable, could you describe your most significant culture shock and detail the specific differences?)

Competence Question 3: Reflecting on your cross-cultural study experience, what factors motivated you to embark on overseas education?

Competence and Autonomy Question 4: During your intercultural academic sojourn, did you confront any challenges, and how did you navigate these difficulties?

Competence, Relatedness, and Satisfaction Question 5: How has your participation in this programme impacted your professional development as an educator so far?

Satisfaction: Question 6: Considering the investments made in your international education, how content are you with the outcomes?

Satisfaction and Autonomy Question 7: Is there a correlation between your level of satisfaction with your overseas study and the likelihood of engaging in proactive actions or initiatives stemming from that experience?

Competence, Autonomy, and Satisfaction Question 8: As you dedicated more energy, emotions, and enthusiasm to overcoming the challenges of studying abroad, did you perceive a commensurate increase in personal gains across various domains?

Competence, Relatedness, and Satisfaction Question 9: In broad terms, what invaluable knowledge, skills, relationships, and personal transformations have you derived from your study abroad experience, and how do they resonate with the SDT dimensions of autonomy, competence, relatedness, and satisfaction?

3.4.4 Data Collection Procedures

In fact, only superb data collection technology, without in-depth data mining, can fully obtain valuable information to achieve the purpose of research. British empirical scientist Bacon once observed that scientific research should resemble bees, gathering data from the garden and processing it to create honey.

1. Preparation before the interview

Design of the interview question form: Most interview questionnaires begin with some closed questions to gather basic information about the interviewees, such as gender, age, marital status, education level, occupation, position, etc. Follow up with open or closed questions. Without prior knowledge of the interviewees, it is common to initiate research with open-ended questions to gather fundamental information and data necessary for qualitative analysis. In the later stage of the study, a number of closed questions were designed on this basis to collect data for quantitative analysis.

The revision of trial talk and interview procedure: the trial talk is used to test whether the wording of questions is appropriate, whether the order of questions is reasonable, and whether the interview questionnaire is in line with the research purpose. Notes: The subjects of the trial interview are homogeneous with those of the formal interview. Maintaining detailed records during the trial is crucial. If possible, record the interview. During the revision of interview procedures, first check all questions and answers to identify any omissions and make timely corrections. Pay attention to questions posed in a logical sequence, regardless of their vagueness, ambiguity, or potential to create conflict or confusion. Whether to add a prompt.

Preparation before the interview: be fully familiar with the content of the interview questionnaire; bring all the relevant materials needed for the interview. Learn as much as possible about the interviewees. Choose the right time and place for the interview.

2. Interview method implementation process

During the interview, it's crucial to clarify the interview's purpose, its potential impact on the interviewees, the duration of the interview, and the possibility of recording it. This approach enables the interviewees to effectively communicate with each other and obtain accurate and useful information. Initially in the conversation, it is advisable to pose non-research related questions to foster a positive rapport with the interviewee. This can be achieved by inquiring about their general work and academic pursuits. Pay close attention to the questions, ensuring they align with the interview questionnaire; refrain from guiding interviewees to answer questions; maintain a relaxed, pleasant, and friendly atmosphere; listen carefully and respond appropriately. Steer the conversation politely, cutting off digressions to encourage the person. Emphasise the significance of both verbal and nonverbal cues.

Recording interviews: notes and a recording pen. Record as much detail as possible about the interview content, including all answers to non-restrictive questions and additional explanations for restrictive questions. Do not try to summarise paragraph 7 or correct grammatical errors. Make sure to capture both verbal and non-verbal information. While recording, notice the smooth progress of the interview.

The interview is coming to an end, and it's time for another one. control the interview time; Adapt to changes in the interview atmosphere and allow for flexible decision times. At the end of the interview, thank each other for their cooperation. Ensure to prepare and

arrange future interviews if necessary, and make sure to meet the interviewee's reasonable requirements.

3. Data collation and analysis

After the interview, if possible, it should be timely sorted out and recorded. After the interview, if possible, it should be timely sorted out and recorded. Different from quantitative research, qualitative research is not a simple linear process but a dynamic process that circulates and spirals forward. The process of research design, data collection, sorting, analysis, inspection, and report is circular. In the analysis of the interview data, the case should be referred to as far as possible to avoid the impact of a few cases on the investigation analysis. However, the outstanding cases may be listed separately as case studies. In the analysis, attention should be paid to the causal relationship and the essential phenomenon relationship, so as to analyse the deep reason for the existence of a certain educational phenomenon and solve the practical problems.

3.4.5 Outline of Data Analysis Technique

The procedures of data analysis advocated by Krippendorf (2012) were: designing, unitizing, sampling, coding, drawing inferences, and validating data. In fact, Stempel (1989) believed that the researcher who wishes to undertake a study using content analysis must deal with four methodological issues: selection of units of analysis, developing categories, sampling appropriate content, and checking the reliability of coding.

The content analysis most studies use usually involves the following six steps:

○ Identify the objectives and design the research outline and questions

○ Selection of samples

○ Identify content categories

○ Finalize the unit of analysis

○ Make coding plan, test and check the reliability of internal coding

○ Analyse the data collected

3.4.6 Implementation of the Interview

Implementation procedures for the interview method are described. Before the interview, the research team contacted the interviewees by phone, sent the interview consent and interview outline to the interviewees in advance by email or WeChat, and agreed on the specific interview time and place with the interviewees. No matter if it is a group interview or a single interview, two interviewees will participate in each interview, and each respondent will give a 20–30-minute statement on the questions according to the interview outline. The interviewees will be able to freely share their experiences, thoughts, and feelings in a relaxed and harmonious dialogue atmosphere. Listen to their inner thoughts and feelings during the interview, and get as much detail as possible. In the interview, with the consent of the interviewees, the audio was recorded with a recording pen. After the interview, the recording was transcribed word for word into written form, and follow-up calls were made to the interviewees to seek confirmation and additional insights. The researchers carefully verified the interviewees' ambiguous meaning, ambiguous facts, and inconsistent content, thus forming the final interview draft.

3.4.7 Ethical Considerations

Research ethics are observed throughout the process of social research so as to make the research results conform to the actual situation. Research ethics primarily aim to

safeguard all participants, respondents, individuals, or organisations from potential negative consequences such as physical harm, discomfort, deception, emotional stress, pain, invasion of privacy, and embarrassment resulting from their involvement in the study. The following measures are taken to protect the rights and confidentiality of all participants:

In this study, all the interviewees are informed in advance and agree to participate in order to avoid any form of deception or harassment. Maintain all respondents' confidentiality, and only use the survey's data for research. This includes the data usage and the time required to inform the respondents. Informed consent must be based on voluntary understanding, and it should provide respondents with clear conditions of anonymity and confidentiality. Anonymity refers to participants' personal information that is not known outside of the study group.

3.5 Chapter Summary

This chapter describes the study's methods, as well as the methods and processes of data collection and analysis. This chapter discusses different research methods, research paradigms, and qualitative and quantitative research methods. Qualitative and quantitative methods are used in order to achieve the objectives proposed in this thesis and solve the research problems mentioned in this thesis. In other words, qualitative methods were used to conduct semi-structured interviews, while quantitative methods were selected to supplement, so as to balance the results of qualitative research. This research restricts its scope to an application-oriented university in Henan, China, specifically focusing on semi-structured interviews with teachers undergoing training abroad. The respondents' ethical considerations and confidentiality have also been taken into account.

CHAPTER 4

RESULTS AND FINDINGS

4.1 Introduction

While the last chapter talked about research methods and hypotheses, this chapter focuses on qualitative and quantitative findings that are used to provide additional and more in-depth information about the connections between model variables that relate to what Chinese university teachers expect from training and studying abroad, as well as how such study and training affect their academic careers.

This chapter discusses the analysis of the quantitative results of 489 questionnaires. The previous chapter's conceptual approach to content analysis guides the study of the quantitative data. Each hypothesis and its corresponding recommendations are highlighted and discussed. In each part of the hypothesis, results from multiple regression and moderated multiple regression analyses are presented. This study employs semi-structured interviews to supplement the main findings of quantitative research, using 27 college teachers who have received or are in the process of overseas training or study as research objects in qualitative research. All interviews were recorded and transcribed into Chinese for further input and management. The purpose of the interviews was to investigate and study the impact of overseas study and training on teachers' academic careers and to identify different aspects of intrinsic and extrinsic motivational factors that might influence their overseas study or training.

4.2 Results of Quantitative Study

In this study, university teachers were used as the survey object, using the electronic questionnaire method to collect university teachers' opinions. CB-SEM has more stringent requirements on data distribution and sample size. Nunnally and Bernstein published the third edition of Psychometric Theory in 1994, which covers traditional measurement models, validity, simplicity and partial correlation, simplicity and multiple regression, etc. Nunnally and Bernstein's (1999) theory verifies sample validity when the number of valid samples exceeds or equals 10 times the number of test variables. Nunnally and Bernstein (1999) proposed that calculating one observed variable (V) requires 10 samples (N) (V: N = 1:10). There are thirty-eight test variables in this study; sample estimation requires at least 38 * 10 = 380. A total of 505 formal questionnaires were distributed from December 1 to December 31, 2022, and 489 valid questionnaires were obtained after 16 invalid questionnaires were removed, which is consistent with the sample size suggested by Nunnally and Bernstein (1999), with an effective recovery of 97%. Given these circumstances, this research satisfies this requirement. Here is a list of the specific analysis results:

4.2.1 The Frequency Distribution of Samples

The basic data of this research includes 10 items, such as gender, age, highest degree, the country with the highest degree, the subject category of the highest degree, current college, the duration, position, and title in the school, and the discipline category of the overseas study type of university teachers. Table 4.1 presents the following contents:

Table 4.1: Demographics

Variables	Numerical Label	Frequency	Effective Percentage
Gender	male	239	48.88
	female	250	51.12
Age	25~30 years old	55	11.25
	31~35 years old	116	23.72
	36~40 years old	165	33.74
	41~45 years old	103	21.06
	46~50 years old	35	7.16
	age more than 50 years	15	3.07
Highest degree	Bachelor degree	39	7.98
	Master Degree	269	55.01
	Doctor's Degree	181	37.01
The country with the highest degree	China	374	76.48
	Abroad	115	23.52
The discipline	Liberal arts (Philosophy, law, education, literature, history, art)	209	42.74
	Science (Science, technology, agronomy, medicine, and military)	126	25.77
	Business (Economics and Management)	154	31.49
College or other university where you currently work	Faculty of Textile Engineering	13	2.66
	Faculty of Resource and Safety Engineering	14	2.86
	Faculty of Chemical and Printing Engineering	14	2.86
	Faculty of Environmental and Bioengineering	18	3.68
	Faculty of Fashion Design &Engineering	28	5.73
	Faculty of Mechanical Engineering	11	2.25

Table 4.1 cont'd

	Faculty of Electrical Information Engineering	22	4.50
	Faculty of Civil Engineering	10	2.04
	Faculty of Computer Science	15	3.07
	Faculty of Science	13	2.66
	Faculty of Management Engineering	21	4.29
	Faculty of Business	17	3.48
	Faculty of Accounting	15	3.07
	Faculty of Accounting	14	2.86
	Faculty of Art and Design	9	1.84
	College of Humanities and Political Science	49	10.02
	College of Foreign Languages	19	3.89
	College of Marxism	20	4.09
	Physical education department	4	.82
	College of Continuing Studies	8	1.64
	College of Innovation and Entrepreneurship (Recruitment and Employment Office)	5	1.02
	Faculty of International Education (Division of International Cooperation and Exchange)	15	3.07
	Faculty of materials Engineering	3	.61
	College of software	4	.82
	Administrative department	8	1.64
	Party and mass departments	3	.61
	Teaching and auxiliary department	3	.61
	Other colleges and universities	114	23.31
Length of service in the university	3 years and below	75	15.34
	4~6 years	92	18.81
	7~9 years	77	15.75

Table 4.1 cont'd

	10 years and above	245	50.10
Position	Professional technical post	270	55.21
	Management post	59	12.07
	Work post	7	1.43
	Professional technology & management post	153	31.29
professional title	Professor (Researcher)	82	16.77
	Associate Professor (Associate Research Professor, Senior Engineer)	188	38.45
	Lecturer (Research Assistant)	179	36.61
	Teaching Assistant (Research Intern)	40	8.18
Type of overseas study	International conferences, lectures or seminars	78	15.95
	Full English/bilingual course training	42	8.59
	Overseas visiting scholar	76	15.54
	University international management or research work	32	6.54
	Overseas education promotion	112	22.90
	Others	149	30.47
		489	100.0

Table 4.1 above reveals that women made up the majority, with 250 of them responding to the questionnaire. The proportion of men and women participating in the survey was almost equal (51.12%). The group of people aged 36–40 accounted for the largest number, with a total of 165 individuals (33.74%). The majority of teachers in this age group undergo overseas training, are in their prime of life, and have relatively stable work and personal lives. When it comes to the highest degree, 269 people (55.01%) hold a master's degree. In terms of countries with the highest degree, 374 individuals, accounting for 76.48

percent, obtained their highest degree in China; among them, the liberal arts field (philosophy, law, education, literature, history, and art) has the largest number, with 209 individuals (42.74%); of the 489 teachers, 245 have worked for more than 10 years, accounting for more than 50%. Professional and technical posts comprise the largest number, with 270 individuals (55.21%). Associate professors, which include associate researchers and senior engineers, make up the largest group, with 188 individuals (38.45%). Among university teachers, 112 individuals, or 22.9 percent, are interested in studying overseas to further their education.

In the age variable, those aged 46–50 account for 7.16%, and those over 50 account for 3.07%. The small number of respondents in the age group necessitates combining the group with fewer respondents and setting it as 46 years old or older to enhance the accuracy of the upcoming analysis. When the variance analysis is carried out later, the combined groups will be used for analysis. It is hereby stated. Table 4.2 reveals that individuals between the ages of 36 and 40 made up the largest group, comprising 165 individuals (33.74%), while those over 46 made up 10.22%.

Table 4.2: Age

Variables	Numerical Label	Frequency	Effective Percentage
Aged	25~30 years old	55	11.25
	31~35 years old	116	23.72
	36~40 years old	165	33.74
	41~45 years old	103	21.06
	Over 46 years old	50	10.22
		489	100.0

4.2.2 Descriptive Statistics

The descriptive statistics of the survey variables have been thoroughly reviewed, revealing a comprehensive landscape of participant responses. Advancing from this foundation, the subsequent analysis encompasses reliability assessment, T-Test, and Analysis of Variance, thereby establishing a solid statistical framework that underpins the research outcomes.

1. Descriptive Statistics of Variables

The Table 4.3 below shows that there were 489 valid questionnaires in this survey. The mean value of the descriptive statistics table is between 3.78 and 6.18. Table 4.3 presents the following information:

The highest average of CUMI is CUMI05 (5.48). "I will get rewards or benefits for studying abroad.". CUMI04, with a minimum average of 5.23 items, indicates that the school encourages teachers, regardless of their level, to study abroad. This indicates that the majority of university teachers agree that they will receive rewards or benefits for studying abroad. The notion that the school encourages teachers to study abroad, irrespective of their level, receives limited recognition. The mean value of the six items ranged from minimum 5.23 to maximum 5.48; the standard deviations ranged from 1.45 to 1.67; the skewness value ranged from -1.27 to -0.89; and the peak value ranged from 0.26 to 1.31, which met the standard of normal distribution (Kline, 2016).

Table 4.3: Description Statistical Analysis Table of Variables

Indicators & Contents	Mean Value	Standard Deviation	Peak Value	Skew
CUMI01： The university has a policy about teachers studying abroad.	5.35	1.48	1.31	-1.27
CUMI02： The top management of university will stress the need for teachers to study abroad.	5.34	1.45	0.93	-1.07
CUMI03： The current university atmosphere is to support teachers' further study abroad.	5.24	1.45	0.91	-1.04
CUMI04： The current university atmosphere is to support teachers' further study abroad.	5.23	1.61	0.26	-0.89
CUMI05： I will receive rewards or benefits for studying abroad.	5.48	1.58	0.72	-1.11
CUMI06： I will get extra promotion points for studying abroad.	5.25	1.67	0.50	-1.05
SOBE01： My supervisor will advise me to go overseas for further study.	4.82	1.55	0.13	-0.71
SOBE02： My colleagues will encourage me to study abroad.	5.05	1.48	0.55	-0.91
SOBE03： My family thinks it is appropriate for me to go overseas for further study	5.31	1.56	0.63	-1.02
SOBE04： I think going abroad for further study conforms to the trend of the times.	5.49	1.51	1.09	-1.16
GNSC01： I'm good at looking at myself and being positive about myself.	5.69	1.08	1.65	-1.08
GNSC02： I often turn negative feedback from others into a constructive course of action.	5.39	1.17	1.58	-0.91
GNSC03： I think I am a good teacher.	6.18	0.94	4.33	-1.61

Table 4.3 cont'd

GNSC04： I can accept my weaknesses and work on them.	5.94	0.96	3.43	-1.30
GNSC05： I often focus on my positive traits, not my negative ones.	5.80	1.13	1.68	-1.14
GNTC01： I think the task of studying abroad is easy.	3.78	1.74	-0.84	0.22
GNTC02： I think the goal of overseas study is clear.	5.16	1.42	0.74	-0.89
GNTC03： I think the plan for further study abroad is complete.	4.90	1.50	0.25	-0.77
GNTC04： I think the application for further study abroad is easy.	3.92	1.69	-0.81	0.13
GNVC01： I think the knowledge gained from overseas study will help me in teaching and research.	5.73	1.23	2.32	-1.31
GNVC02： I think I gained more relevant knowledge from studying abroad than from working.	5.61	1.31	1.51	-1.16
GNVC03： I think studying abroad can broaden my vision.	6.01	1.12	3.65	-1.6
GNVC04： I think further study abroad can improve my work performance.	5.83	1.24	2.42	-1.42
MOBE01： I go to study abroad for getting to know other countries.	5.32	1.34	1.68	-1.05
MOBE02： I go to study abroad for experiencing the unique culture of other countries.	5.34	1.38	1.29	-1.12
MOBE03： I go to study abroad for seeing how locals live in other countries.	5.15	1.43	0.76	-0.86
MOBE04： I go to study abroad for learning different areas of knowledge.	5.63	1.28	2.79	-1.49
MOBE05： I go to study abroad for meeting overseas scholars and field experts.	5.48	1.31	1.93	-1.27

Table 4.3 cont'd

MOBE06：I go to study abroad for getting away from everyday life.	4.22	1.73	-0.84	-0.18
MOBE07：I go to study abroad for replenishing my energy.	5.65	1.42	1.76	-1.36
MOBE08：I go to study abroad for taking a rest.	4.20	1.87	-1.09	-0.28
MOBE09：I go to study abroad for getting out of the routine.	4.68	1.71	-0.52	-0.62
ACBE01：After further study abroad, my overall work performance is better.	5.62	1.31	1.74	-1.2
ACBE02：After further study abroad, I will be better able to solve the problems of teaching and research.	5.72	1.31	1.96	-1.3
ACBE03：After further study abroad, I can contribute better performance in my job.	5.73	1.35	1.8	-1.3
ACBE04：After studying abroad, I can show my abilities better.	5.76	1.28	2.11	-1.32
ACBE05：After further study abroad, I can build a better personal reputation.	5.69	1.3	1.71	-1.21
ACBE06：After studying abroad, I can improve my standing within the university.	5.51	1.43	0.77	-0.97

In the statistics of SOBE, the highest average of 5.49 items is SOBE04. I think going abroad for further study conforms to the trend of the times. The minimum average of 4.82 items is SOBE01: My supervisor will advise me to go abroad for further study, which represents that the university teachers most agree that "I think going abroad for further study conforms to the trend of the times." "My supervisor will advise me to go abroad for further study" is not well recognized. The mean value of the four items ranged from minimum 4.82 to maximum 5.49; the standard deviations ranged from 1.48 to 1.56; the skewness value

ranged from -1.16 to -0.71; and the peak value ranged from 0.13 to 1.09, which met the standard of normal distribution (Kline, 2016).

In terms of self-cognition (GNSC), the maximum 6.18 of the average items is "GNSC03: I think I am a good teacher." The lowest mean of 5.39 is "GNSC02: I often turn negative feedback from others into a constructive course of action," which means that college teachers agree most with "I think I am a good teacher" and have a low degree of agreement with "I often turn negative feedback from others into a constructive course of action." The mean value of the five items ranged from minimum 5.39 to maximum 6.18; the standard deviations ranged from 0.94 to 1.17; the skewness value ranged from -1.61 to -0.91; and the peak value ranged from 1.58 to 4.33, which met the standard of normal distribution (Kline, 2016).

Task cognition (GNTC) also met the normal distribution standard. It can be seen from Table 4.3 above that the highest mean of 5.16 items is "GNTC02: I think the goal of overseas study is clear," and the lowest mean of 3.78 items is "GNTC01: I think the task of overseas study is easy," which represents that college teachers most agree with "I think the goal of overseas study is clear" and have a low degree of agreement with "I think the task of overseas study is easy." The mean value of the four items ranged from minimum 3.78 to maximum 5.16; the standard deviations ranged from 1.42 to 1.74; the skewness value ranged from -0.89 to 0.22; and the peak value ranged from -0.84 to 0.74.

In the context of value cognition (GNVC), the item "GNVC03: I think overseas study can broaden my vision" has the highest average, while "GNVC02: I think I gained more relevant knowledge from studying abroad than from working" has the lowest average of 5.61. The majority of university teachers agree with this statement. The recognition of "I think I

gained more relevant knowledge from studying abroad than from working" is low. The mean value of the four items ranged from minimum 5.61 to maximum 6.01; the standard deviations ranged from 1.12 to 1.31; the skewness value ranged from -1.60 to -1.16; and the peak value ranged from 1.51 to 3.65, which met the standard of normal distribution (Kline, 2016).

In the descriptive statistics of MOBE variables, the highest average of the item is "MOBE07: I go to study abroad for replenishing my energy," and the lowest average of 4.20 is "MOBE08: I go to study abroad for taking a rest." On behalf of college teachers, the most common recognition is "I go to study abroad to replenish my energy," and the lowest recognition is "I go to study abroad to take a rest." The mean value of the nine items ranged from 4.20 to 5.65; the standard deviations ranged from minimum 1.28 to maximum 1.87; the skewness value ranged from -1.49 to -0.18; and the peak value ranged from -1.09 to 2.79, which also met the standard of normal distribution.

In the descriptive statistics of achievement behaviours (ACBE) variables, the highest average of the item is "ACBE04: After studying abroad, I can show my abilities better," a and the lowest average of 5.51 is "ACBE06: After studying abroad, I can improve my standing within the university." The most common recognition of university teachers is "After studying abroad, I can show my abilities better," and the recognition of "After studying abroad, I can improve my standing within the university" is low. The mean value of the six items ranged from minimum 5.51 to maximum 5.76; the standard deviations ranged from 1.28 to 1.43; the skewness value ranged from -1.32 to -0.97; and the peak value ranged from 0.77 to 2.11, which met the standard of normal distribution (Kline, 2016).

2. Reliability Analysis

As shown in Table 4.4, the reliability analysis found that the five main dimensions were all internally consistent (Cronbach's α): 0.90 for cultural milieu, 0.84 for socializers' behaviours, 0.88 for motivational beliefs (after MOBE08 was taken out), and 0.94 for achievement behaviours. The values for cognition have three subdimensions: self-cognition, task cognition, and value cognition, with values of 83, 83, and 90 for each. All of them meet the standard of more than 0.7 suggested by scholars. This study will retain all structural dimensions for subsequent analysis.

Table 4.4: Reliability Analysis

Principal Dimensions	Sub-Dimensions	Internal Consistency Cronbach's α
Cultural Milieu (CUMI)		**0.90**
Socializers′ Behaviors (SOBE)		**0.84**
Cognition (COGN)		**0.88**
	Self-Cognition (GNSC)	0.83
	Task Cognition (GNTC)	0.83
	Value Cognition (GNVC)	0.90
Motivational Beliefs (MOBE)		**0.90**
Achievement Behavior (ACBE)		**0.94**

3. T-Test

Table 4.5 illustrates the comparison of responses across gender. It indicates that gender does not significantly influence perceptions in any of the measured dimensions.

Table 4.5: Comparative Analysis of Differences Between Different Genders

Dimension	Gender	Number of Cases	Mean Value	Standard Deviation	Mean Difference	S.E. Difference	*T-value*	DF	*P value*
Cultural Milieu	Male	239	5.34	1.28	0.04	0.11	0.39	487.00	0.699
	Female	250	5.29	1.24					
Socializers' Behaviors	Male	239	5.14	1.27	-0.04	0.11	-0.38	487.00	0.701
	Female	250	5.19	1.24					
Self-Cognition	Male	239	5.82	.82	0.03	0.07	0.45	487.00	0.656
	Female	250	5.79	.82					
Task Cognition	Male	239	4.42	1.34	-0.03	0.12	-0.28	487.00	0.782
	Female	250	4.46	1.24					
Value Cognition	Male	239	5.82	1.16	0.06	0.10	0.58	487.00	0.563
	Female	250	5.77	.99					
Cognition	Male	239	5.39	.86	0.02	0.07	0.27	487.00	0.788
	Female	250	5.37	.78					
Motivational Beliefs	Male	239	5.22	1.16	0.08	0.10	0.75	487.00	0.455
	Female	250	5.15	1.10					
Achievement Behavior	Male	239	5.69	1.24	0.04	0.11	0.40	487.00	0.690
	Female	250	5.65	1.11					

Table 4.6 below reveals significant differences in socializers' behaviours, self-cognition, value cognition, cognition, and achievement behaviours among different countries with the highest degrees. According to the analysis results, it is evident that in the aforementioned five dimensions, individuals who obtained their degrees abroad had a higher mean value than those who received their degrees domestically.

Table 4.6: The Differences Between Countries with the Highest Degree

Dimension	The Country with the Highest Degree	Number of Cases	Mean Value	Standard Deviation	Mean Difference	S.E. Difference	*T-value*	DF	*P value*
Cultural Milieu	China	374	5.26	1.31	-0.25	0.13	-1.83	487	0.068
	Abroad	115	5.50	1.09					
Socializers' Behaviors	China	374	5.08	1.34	-0.35	0.13	-2.64	487	0.009
	Abroad	115	5.43	0.85					
Self-Cognition	China	374	5.76	0.88	-0.20	0.09	-2.34	487	0.020
	Abroad	115	5.96	0.51					
Task Cognition	China	374	4.41	1.35	-0.13	0.14	-.91	487	0.363
	Abroad	115	4.54	1.06					
Value Cognition	China	374	5.72	1.15	-0.32	0.11	-2.77	487	0.006
	Abroad	115	6.04	0.72					
Cognition	China	374	5.33	0.88	-0.21	0.09	-2.45	487	0.014
	Abroad	115	5.55	0.54					
Motivational Beliefs	China	374	5.17	1.19	-0.05	0.12	-0.41	487	0.680
	Abroad	115	5.22	0.88					
Achievement Behavior	China	374	5.56	1.26	-0.46	0.12	-3.69	487	0.000
	Abroad	115	6.02	0.77					

4. Analysis of Variance

Table 4.7 demonstrates that age significantly influences the cultural milieu dimension, as elucidated below. Cultural milieu dimension: different "ages" have significant differences in the "cultural milieu" dimension f (f = 3.11, p =.015 < 0.05), indicating that "ages" have significant differences in the "cultural milieu" dimension. The Scheffe method

comparison revealed that subjects aged 31 to 35 held significantly higher views on the cultural milieu compared to those over 46 years old.

Table 4.7: Age vs. Dimensions Variance Analysis

Dimensions	**Age**	**Number of Cases**	**Mean Value**	**Standard Deviation**	**F Value**	***P* Value**	**Scheffe**
Cultural Milieu	25~30 years old	55	5.26	1.29	3.11	.015	2 > 5
	31~35 years old	116	5.53	1.03			
	36~40 years old	165	5.39	1.26			
	41~45 years old	103	5.21	1.41			
	Over 46 years old	50	4.83	1.30			
	Total	489	5.31	1.26			
Socializers' Behaviors	25~30 years old	55	5.19	1.28	2.56	.038	no between-group variation
	31~35 years old	116	5.33	1.10			
	36~40 years old	165	5.25	1.14			
	41~45 years old	103	5.07	1.43			
	Over 46 years old	50	4.71	1.44			
	Total	489	5.17	1.25			
Self-Cognition	25~30 years old	55	5.78	.77	.92	.452	
	31~35 years old	116	5.87	.71			

Table 4.7 cont'd

	36~40 years old	165	5.72	.85		
	41~45 years old	103	5.82	.97		
	Over 46 years old	50	5.92	.60		
	Total	489	5.80	.82		
Task Cognition	25~30 years old	55	4.82	1.31	1.57	.182
	31~35 years old	116	4.46	1.41		
	36~40 years old	165	4.32	1.19		
	41~45 years old	103	4.43	1.26		
	Over 46 years old	50	4.38	1.30		
	Total	489	4.44	1.29		
Value Cognition	25~30 years old	55	5.85	.90	1.74	.139
	31~35 years old	116	5.92	.91		
	36~40 years old	165	5.85	.97		
	41~45 years old	103	5.67	1.26		
	Over 46 years old	50	5.51	1.43		
Cognition	Total	489	5.80	1.07		
	25~30 years old	55	5.50	.77	.80	.523
	31~35 years old	116	5.45	.75		
	36~40 years old	165	5.33	.80		

Table 4.7 cont'd

	41~45 years old	103	5.35	.94		
	Over 46 years old	50	5.32	.85		
	Total	489	5.38	.82		
Motivational Beliefs	25~30 years old	55	5.29	1.06	.72	.581
	31~35 years old	116	5.27	.95		
	36~40 years old	165	5.17	1.17		
	41~45 years old	103	5.15	1.29		
	Over 46 years old	50	4.98	1.09		
	Total	489	5.18	1.13		
Achievement Behavior	25~30 years old	55	5.78	.93	.92	.452
	31~35 years old	116	5.74	1.02		
	36~40 years old	165	5.72	1.19		
	41~45 years old	103	5.55	1.31		
	Over 46 years old	50	5.47	1.42		
	Total	489	5.67	1.18		

At the highest level, Table 4.8 reveals significant differences in the four dimensions of cultural milieu, task cognition, value cognition, and achievement behaviours.

(1) Cultural milieu dimension: Significant differences exist among different 'highest degrees' in the 'cultural milieu' dimension, as indicated by a high F-value (F = 5.35, p = .005) which is less than 0.05, suggesting that 'highest degree' significantly influences the 'cultural milieu' dimension. The Scheffe method comparison revealed a significant difference between the views of master's degree subjects in the cultural milieu and those of bachelor's degree subjects. In cultural milieus, doctoral subjects' opinions are significantly higher than those of bachelor's subjects.

(2) Task cognition dimension: The "highest degree" significantly differs in the "task cognition" dimension F (F = 3.90, p =.021, 0.05), suggesting that the "highest degree" has significant differences in this dimension. According to the Scheffe method comparison, subjects with a doctor's degree had significantly higher views on task cognition than those with a master's degree.

(3) Value cognition dimension: Different "highest degrees" have significant differences in the "value cognition" dimension f (f = 4.77, p =.009, 0.05), indicating that the "highest degree" has significant differences in the "value cognition" dimension. According to the Scheffe method comparison, subjects with a doctor's degree had significantly higher views on value cognition than those with a bachelor's degree.

(4) Achievement Behaviour Dimension: There are significant differences between different "highest degrees" in the "achievement behaviour" dimension F (F = 8.83, p =.000, 0.05), suggesting that the "highest degree" has significant differences in this dimension. According to the Scheffe method comparison, master's degree students had significantly

higher views on achievement behaviours than bachelor's degree students. Doctoral students' opinions on achievement behaviours are significantly higher than those of bachelor's students.

Table 4.8: Highest Degree vs. Dimension Variance Analysis

Dimensions	Highest Degree	Number of Cases	Mean Value	Standard Deviation	F Value	*P* Value	Scheffe
Cultural Milieu	Bachelor	39	4.71	1.52	5.35	.005	2 > 1 3 > 1
	Master	269	5.41	1.26			
	Doctor	181	5.30	1.17			
	Total	489	5.31	1.26			
Socializers' Behaviors	Bachelor	39	4.89	1.50	1.03	.359	
	Master	269	5.19	1.32			
	Doctor	181	5.20	1.08			
	Total	489	5.17	1.25			
Self-Cognition	Bachelor	39	5.53	.90	2.55	.079	
	Master	269	5.81	.82			
	Doctor	181	5.85	.78			
	Total	489	5.80	.82			
Task Cognition	Bachelor	39	4.47	1.48	3.90	.021	3 > 2
	Master	269	4.30	1.28			
	Doctor	181	4.64	1.24			
	Total	489	4.44	1.29			
Value Cognition	Bachelor	39	5.35	1.50	4.77	.009	3 > 1
	Master	269	5.78	1.10			
	Doctor	181	5.92	.89			
	Total	489	5.80	1.07			
Cognition	Bachelor	39	5.15	1.03	3.98	.019	no between-group variation
	Master	269	5.34	.81			
	Doctor	181	5.50	.77			
	Total	489	5.38	.82			
Motivational Beliefs	Bachelor	39	4.90	1.28	1.49	.228	
	Master	269	5.18	1.13			
	Doctor	181	5.25	1.08			
	Total	489	5.18	1.13			
Achievement Behavior	Bachelor	39	5.04	1.43	8.83	.000	2 > 1 3 > 1
	Master	269	5.63	1.23			
	Doctor	181	5.88	.98			
	Total	489	5.67	1.18			

Table 4.9, as detailed below, reveals significant differences in the motivational beliefs dimension for the discipline with the highest degree. Motivational beliefs dimension: Different "The discipline to which the highest degree belongs" have significant differences in the "motivational beliefs" dimension F. (F=5.32，p=.005＜0.05)., indicating that "The discipline to which the highest degree belongs" has significant differences in the "motivational beliefs" dimension. The Scheffe method comparison revealed that business subjects (economics and management) held significantly higher views on motivational beliefs compared to science subjects (science, engineering, agriculture, medicine, and military science).

Table 4.9: The Discipline vs. Dimension Variance Analysis

Dimensions	The Discipline of Highest Degree	Number of Cases	Mean Value	Standard Deviation	F Value	*P* Value	Scheffe
Cultural Milieu	Liberal arts	209	5.37	1.26	0.53	0.590	
	Science	126	5.22	1.27			
	Business	154	5.32	1.26			
	Total	489	5.31	1.26			
Socializers' Behaviors	Liberal arts	209	5.22	1.26	2.06	0.129	
	Science	126	4.97	1.35			
	Business	154	5.26	1.15			
	Total	489	5.17	1.25			
Self-Cognition	Liberal arts	209	5.85	0.81	2.34	0.097	
	Science	126	5.67	0.94			
	Business	154	5.84	0.70			
	Total	489	5.80	0.82			
Task Cognition	Liberal arts	209	4.47	1.29	0.73	0.485	
	Science	126	4.32	1.23			
	Business	154	4.50	1.34			
	Total	489	4.44	1.29			
Value Cognition	Liberal arts	209	5.83	1.06	0.92	0.399	
	Science	126	5.68	1.15			
	Business	154	5.85	1.04			
	Total	489	5.80	1.07			
Cognition	Liberal arts	209	5.42	0.82	1.90	0.151	
	Science	126	5.26	0.90			
	Business	154	5.43	0.74			
	Total	489	5.38	0.82			
Motivational Beliefs	Liberal arts	209	5.18	1.16	5.32	0.005	3 > 2
	Science	126	4.94	1.21			
	Business	154	5.38	0.97			
	Total	489	5.18	1.13			
Achievement Behavior	Liberal arts	209	5.68	1.21	0.51	0.603	
	Science	126	5.59	1.12			
	Business	154	5.73	1.18			
	Total	489	5.67	1.18			

Notes: Liberal arts (Philosophy, law, education, literature, history, art); Science (Science, technology, agronomy, medicine, and military); Business (Economics and Management).

Table 4.10 presents an analysis of the impact of tenure length at the university on various dimensions. The data demonstrate no significant differences in responses based on the length of time faculty members have been at the institution.

Table 4.10: Length of Tenure vs. Dimension Variance Analysis

Dimensions	**Length of Tenure**	**Number of Cases**	**Mean Value**	**Standard Deviation**	**F Value**	***P* Value**	**Scheffe**
Cultural Milieu	3 years and below	75	5.12	1.38	1.37	0.251	
	4~6 years	92	5.45	1.11			
	7~9 years	77	5.46	1.03			
	10 years and above	245	5.28	1.34			
	Total	489	5.31	1.26			
Socializers' Behaviors	3 years and below	75	4.92	1.42	2.64	0.049	no between-group variation
	4~6 years	92	5.39	1.12			
	7~9 years	77	5.33	0.97			
	10 years and above	245	5.11	1.31			
	Total	489	5.17	1.25			
Self-Cognition	3 years and below	75	5.74	0.82	0.96	0.410	
	4~6 years	92	5.70	0.84			
	7~9 years	77	5.81	0.86			
	10 years and above	245	5.86	0.79			
	Total	489	5.80	0.82			
Task Cognition	3 years and below	75	4.57	1.36	0.86	0.460	
	4~6 years	92	4.28	1.58			
	7~9 years	77	4.53	1.38			
	10 years and above	245	4.44	1.11			

Table 4.10 cont'd

	Total	489	4.44	1.29		
Value Cognition	3 years and below	75	5.70	0.89	0.91	0.436
	4~6 years	92	5.69	0.96		
	7~9 years	77	5.79	1.04		
	10 years and above	245	5.87	1.17		
	Total	489	5.80	1.07		
Cognition	3 years and below	75	5.37	0.80	0.93	0.428
	4~6 years	92	5.26	0.85		
	7~9 years	77	5.41	0.87		
	10 years and above	245	5.42	0.80		
	Total	489	5.38	0.82		
Motivational Beliefs	3 years and below	75	5.06	1.27	0.65	0.581
	4~6 years	92	5.21	1.08		
	7~9 years	77	5.31	1.18		
	10 years and above	245	5.17	1.08		
	Total	489	5.18	1.13		
Achievement Behavior	3 years and below	75	5.60	1.00	2.16	0.092
	4~6 years	92	5.45	1.16		
	7~9 years	77	5.62	1.08		
	10 years and above	245	5.79	1.25		
	Total	489	5.67	1.18		

Table 4.11 provides a comparative analysis of responses based on professional titles. It reveals that professional titles do not have a significant impact on the perceptions across any of the evaluated dimensions.

Table 4.11: Professional Title vs. Dimension Variance Analysis

Dimensions	Professional Title	Number of Cases	Mean Value	Standard Deviation	F Value	*P* Value	Scheffe
Cultural Milieu	Professor (Researcher)	82	5.50	1.08	1.83	0.141	
	Associate Professor (Associate Research Professor, Senior Engineer)	188	5.36	1.28			
	Lecturer (Research Assistant)	179	5.26	1.23			
	Teaching Assistant (Research Intern)	40	4.97	1.58			
	Total	489	5.31	1.26			
Socializers' Behaviors	Professor (Researcher)	82	5.42	1.00	2.05	0.106	
	Associate Professor (Associate Research Professor, Senior Engineer)	188	5.19	1.29			
	Lecturer (Research Assistant)	179	5.08	1.23			
	Teaching Assistant (Research Intern)	40	4.91	1.56			
	Total	489	5.17	1.25			
Self-Cognition	Professor (Researcher)	82	5.91	0.84	2.69	0.046	no between-group variation
	Associate Professor (Associate Research Professor, Senior Engineer)	188	5.89	0.75			

Table 4.11 cont'd

	Lecturer (Research Assistant)	179	5.72	0.77		
	Teaching Assistant (Research Intern)	40	5.59	1.14		
	Total	489	5.80	0.82		
Task Cognition	Professor (Researcher)	82	4.73	1.41	1.76	0.155
	Associate Professor (Associate Research Professor, Senior Engineer)	188	4.38	1.29		
	Lecturer (Research Assistant)	179	4.40	1.15		
	Teaching Assistant (Research Intern)	40	4.29	1.56		
	Total	489	4.44	1.29		
Value Cognition	Professor (Researcher)	82	5.72	1.19	1.70	0.166
	Associate Professor (Associate Research Professor, Senior Engineer)	188	5.93	1.05		
	Lecturer (Research Assistant)	179	5.74	0.95		
	Teaching Assistant (Research Intern)	40	5.59	1.39		
	Total	489	5.80	1.07		
Cognition	Professor (Researcher)	82	5.49	0.86	1.77	0.152
	Associate Professor (Associate Research Professor, Senior Engineer)	188	5.44	0.77		
	Lecturer (Research Assistant)	179	5.32	0.76		

Table 4.11 cont'd

	Teaching Assistant (Research Intern)	40	5.19	1.16			
	Total	489	5.38	0.82			
Motivational Beliefs	Professor (Researcher)	82	5.36	1.10	2.54	0.056	
	Associate Professor (Associate Research Professor, Senior Engineer)	188	5.20	1.20			
	Lecturer (Research Assistant)	179	5.18	0.94			
	Teaching Assistant (Research Intern)	40	4.77	1.48			
	Total	489	5.18	1.13			
Achievement Behavior	Professor (Researcher)	82	5.71	1.29	3.02	0.030	no between-group variation
	Associate Professor (Associate Research Professor, Senior Engineer)	188	5.84	1.11			
	Lecturer (Research Assistant)	179	5.56	1.13			
	Teaching Assistant (Research Intern)	40	5.33	1.37			
	Total	489	5.67	1.18			

Table 4.12 presents an examination of the influence of different types of overseas study on various dimensions. The findings indicate significant disparities across seven dimensions, with the exception of task cognition, suggesting that the nature of overseas study experiences can influence faculty perceptions in select areas.

(1) Cultural milieu dimension: Different "types of overseas study of university teachers" have significant differences in the "cultural milieu" dimension F ($F = 8.74$, $p = 0.000 < 0.05$), indicating that "types of overseas study of university teachers" have significant differences in the “cultural milieu” dimension. The Scheffe method comparison revealed that subjects whose teachers travelled overseas to attend international conferences, lectures, or seminars held significantly higher views on the cultural milieu compared to other subjects. The overseas visiting scholars' views on cultural milieu are significantly higher than those of other subjects. The subjects whose teachers participated in the internationalisation management or research work of universities had significantly higher views on cultural milieu than other subjects. Subjects where teachers received promotion for their overseas education exhibited significantly higher views on the cultural milieu compared to other subjects.

(2) Socializers’ behaviour dimension: Different "types of overseas study of university teachers" have significant differences in the “socializers’ behaviour” dimension F ($F = 9.41$, $p = .000 < 0.05$), indicating that "types of overseas study of university teachers" have significant differences in the “socializers’ behaviour” dimension. The Scheffe method comparison revealed that subjects whose teachers travelled overseas to attend international conferences, lectures, or seminars held significantly higher views on socializers' behaviours compared to other subjects. Subjects whose teachers participated in English/bilingual training overseas had significantly higher views on socializers' behaviours than other subjects. The overseas visiting scholars' views on socializers’ behaviours are significantly higher than those of other subjects. The subjects whose teachers participated in the internationalisation management or research work of universities had significantly higher views on socializers’ behaviours than other subjects. Subjects where teachers received

promotion for their overseas education exhibited significantly higher views on socializers' behaviours compared to other subjects.

(3) Self-cognition dimension: Different "types of overseas study of university teachers" have significant differences in the "self-cognition" dimension F ($F = 3.46$, $p = .004 < 0.05$), indicating that "types of overseas study of university teachers" have significant differences in the "self-cognition" dimension. The Scheffe method comparison revealed that subjects whose teachers travelled overseas to attend international conferences, lectures, or seminars exhibited significantly higher views on self-cognition compared to other subjects.

(4) Value cognition dimension: Different "types of overseas study of university teachers" have significant differences in the "value cognition" dimension F ($F = 9.53$, $p = .000 < 0.05$), indicating that "types of overseas study of university teachers" have significant differences in the "value cognition" dimension. Subjects whose teachers travelled overseas to attend international conferences, lectures, or seminars held significantly higher views on value cognition compared to other subjects, according to the Scheffe method comparison. Foreign visiting scholars' views on value cognition are significantly higher than their views on other subjects. The subjects whose teachers received promotion for their overseas education demonstrated significantly higher views on value cognition compared to other subjects.

(5) Cognition dimension: Different "types of overseas study of university teachers" have significant differences in the "cognition" dimension F ($F = 6.74$, $p = .000 < 0.05$), indicating that "types of overseas study of university teachers" have significant differences in the "cognition" dimension. The Scheffe method comparison revealed significantly higher views on cognition than in subjects whose teachers travelled overseas to attend international

conferences, lectures, or seminars compared to other subjects. Subjects whose teachers participated in English/bilingual training overseas had significantly higher views on cognition than other subjects. The overseas visiting scholars' views on cognition are significantly higher than those of other subjects. Subjects whose teachers' received promotion for their overseas education exhibited significantly higher views on cognition than other subjects.

(6) Motivational beliefs dimension: Different "types of overseas study of university teachers" have significant differences in the "motivational beliefs" dimension F ($F = 8.67$, $p = .000 < 0.05$), indicating that "types of overseas study of university teachers" have significant differences in the "motivational beliefs" dimension. Subjects whose teachers travelled overseas to attend international conferences, lectures, or seminars exhibited significantly higher views on motivational beliefs compared to other subjects, according to the Scheffe method comparison. Subjects whose teachers participated in English/bilingual training overseas had significantly higher views on motivational beliefs than other subjects. The overseas visiting scholars' views on motivational beliefs are significantly higher than those of other subjects. Subjects whose teachers participated in internationalisation management or university research had significantly higher views on motivational beliefs than other subjects.

(7) Achievement behaviour dimension: Different "types of overseas study of university teachers" have significant differences in the "achievement behaviour" dimension F ($F = 13.54$, $p = .000 < 0.05$), indicating that "types of overseas study of university teachers" have significant differences in the "achievement behaviour" dimension. The Scheffe method comparison revealed that subjects whose teachers travelled overseas to attend international

conferences, lectures, or seminars held significantly higher views on achievement behaviours compared to other subjects. Subjects whose teachers participated in English/bilingual training overseas had significantly higher views on achievement behaviours than other subjects. The overseas visiting scholars' views on achievement behaviours are significantly higher than those of other subjects. Subjects where teachers received promotion for their overseas education exhibited significantly higher views on achievement behaviours compared to other subjects.

Table 4.12: Types of Overseas Study vs. Dimension Variance Analysis

Dimensions	Type of Overseas Study	Number of Cases	Mean Value	Standard Deviation	F Value	*P* Value	Scheffe
Cultural Milieu	International conferences, lectures, or seminars	78	5.80	1.01	8.74	0.000	1 > 6 3 > 6 4 > 6 5 > 6
	Full English/bilingual course training	42	5.40	1.29			
	Overseas visiting scholar	76	5.51	1.14			
	University international management or research work	32	5.62	0.83			
	Overseas education promotion	112	5.41	1.31			
	Others	149	4.80	1.32			
	Total	489	5.31	1.26			
Socializers' Behaviors	International conferences, lectures, or seminars	78	5.39	1.21	9.41	0.000	1 > 6 2 > 6 3 > 6 4 > 6 5 > 6
	Full English/bilingual course training	42	5.52	0.95			

Table 4.12 cont'd

	Overseas visiting scholar	76	5.44	1.01			
	University international management or research work	32	5.47	0.91			
	Overseas education promotion	112	5.35	1.15			
	Others	149	4.61	1.42			
	Total	489	5.17	1.25			
Self-Cognition	International conferences, lectures, or seminars	78	5.98	0.67	3.46	0.004	1 > 6
	Full English/bilingual course training	42	5.86	0.68			
	Overseas visiting scholar	76	5.89	0.86			
	University international management or research work	32	5.81	0.67			
	Overseas education promotion	112	5.89	0.62			
	Others	149	5.58	1.00			
	Total	489	5.80	0.82			
Task Cognition	International conferences, lectures, or seminars	78	4.76	1.19	3.52	0.004	no between-group variation
	Full English/bilingual course training	42	4.93	1.30			
	Overseas visiting scholar	76	4.52	1.38			

Table 4.12 cont'd

	University international management or research work	32	4.27	1.52			
	Overseas education promotion	112	4.32	1.13			
	Others	149	4.22	1.30			
	Total	489	4.44	1.29			
Value Cognition	International conferences, lectures, or seminars	78	6.04	0.98	9.53	0.000	1 > 6 3 > 6
	Full English/bilingual course training	42	5.88	0.82			5 > 6
	Overseas visiting scholar	76	5.97	0.99			
	University international management or research work	32	5.82	0.93			
	Overseas education promotion	112	6.09	0.81			
	Others	149	5.32	1.26			
	Total	489	5.80	1.07			
Cognition	International conferences, lectures, or seminars	78	5.62	0.70	6.74	0.000	1 > 6 2 > 6
	Full English/bilingual course training	42	5.58	0.75			3 > 6 5 > 6
	Overseas visiting scholar	76	5.50	0.83			
	University international management or research work	32	5.34	0.72			

Table 4.12 cont'd

	Overseas education promotion	112	5.47	0.62			
	Others	149	5.08	0.96			
	Total	489	5.38	0.82			
Motivational Beliefs	International conferences, lectures, or seminars	78	5.46	1.05	8.67	0.000	1 > 6 2 > 6
	Full English/bilingual course training	42	5.50	1.01			3 > 6 4 > 6
	Overseas visiting scholar	76	5.51	1.18			
	University international management or research work	32	5.49	0.99			
	Overseas education promotion	112	5.14	0.98			
	Others	149	4.74	1.16			
	Total	489	5.18	1.13			
Achievement Behavior	International conferences, lectures, or seminars	78	6.09	0.95	13.54	0.000	1 > 6 2 > 6
	Full English/bilingual course training	42	5.86	0.75			3 > 6 5 > 6
	Overseas visiting scholar	76	6.05	0.87			
	University international management or research work	32	5.61	1.16			
	Overseas education promotion	112	5.86	1.13			
	Others	149	5.07	1.33			
	Total	489	5.67	1.18			

4.2.3 Validating Measurement Models

More than two measurement models make up the structural equation model. Fornell and Larcker (1981) emphasised the importance of testing confirmatory factor analysis first, as the premise of structural equation model analysis is a robust measurement model. Therefore, only when the measurement model passes the tests of convergence validity and discrimination validity can we further analyse the structural equation model (Thompson, 2004).

Generally speaking, the ideal of convergence validity is that the standardised factor loading should be greater than 0.70, which means that the topic has a good reliability level, while Chin (2013) proposed that more than 0.6 is acceptable. Ideally, AVE (average variance extracted) is greater than 0.50, while composite reliability (CR) is greater than 0.60, indicating that the internal consistency of the measurement model is good. If the research dimension meets the criteria suggested by the aforementioned scholars, it has good convergence validity.

1. First Order Measurement Model

Chin (2013) suggested that the standard loading should be greater than 0.7, and more than 0.6 is acceptable for the topic's reliability. Fornell and Larcker (1981) proposed that the standard loading of each indicator variable should be greater than 0.5. Hooper et al. (2008) concluded that if the standard loading is less than 0.45, it indicates excessive errors and warrants deletion.

(1) CUMI Dimension

There are six indicators in the CUMI dimension. After confirming the measurement patterns, Table 4.13 reveals that the standard loading exceeds the required threshold of 0.5 (0.72-0.821), the squared multiple correlations (SMC) range from 0.518 to 0.674, the composite reliability (CR) stands at 0.904, surpassing the 0.7 standard, and the average variance extraction (AVE) stands at 0.612, surpassing the 0.5 standard.

Table 4.13: CUMI First Order CFA

Variables	Indicators	Parameter Significance Estimation				Topic Reliability		Composite Reliability	Convergent Validity
		UNSTD	S.E.	Z-Value	*P*	Std. Loading	SMC	CR	AVE
CUMI	CUMI01	1.000				0.720	0.518	0.904	0.612
	CUMI02	1.089	0.063	17.254	0.000	0.799	0.638		
	CUMI03	1.118	0.063	17.835	0.000	0.821	0.674		
	CUMI04	1.239	0.071	17.421	0.000	0.818	0.669		
	CUMI05	1.133	0.072	15.699	0.000	0.764	0.584		
	CUMI06	1.204	0.076	15.760	0.000	0.768	0.590		

According to the research results of Hooper, Coughlan, and Mullen (2008), the standardised loadings are not lower than 0.45, and questions don't need to be deleted, so six questions of measurement about CUMI are retained. This information is provided in Table 4.14.

Table 4.14: Original Questions in the Questionnaire of CUMI

Indicators	Indicators Content	Deletion Condition
CUMI01	The university has a policy about teachers studying abroad.	Keep
CUMI02	The top management of university will stress the need for teachers to study abroad.	Keep
CUMI03	The current university atmosphere is to support teachers' further study abroad.	Keep
CUMI04	The current university atmosphere is to support teachers' further study abroad.	Keep
CUMI05	I will receive rewards or benefits for studying abroad.	Keep
CUMI06	I will get extra promotion points for studying abroad.	Keep

(2) Socializers' Behaviors (SOBE) Dimension

There are four indicators in the SOBE dimension. After looking at the measurement patterns, Table 4.15 shows that the average variance extraction is 0.585, which is higher than the 0.5 standard; the square multiple correlations (SMC) are between 0.482 and 0.728; the composite reliability is 0.848, which is higher than the 0.7 standard; and the standard loading is higher than the needed 0.5.

Table 4.15: SOBE First Order CFA

Variables	Indicators	Parameter Significance Estimation				Topic Reliability		Composite Reliability	Convergent Validity
		UNSTD	S.E.	Z-Value	*P*	Std. Loading	SMC	CR	AVE
SOBE	SOBE01	1.000				0.694	0.482	0.848	0.585
	SOBE02	1.174	0.068	17.173	0.000	0.853	0.728		
	SOBE03	1.164	0.080	14.566	0.000	0.801	0.642		
	SOBE04	0.984	0.077	12.793	0.000	0.700	0.490		

According to the research results of Hooper, Coughlan, and Mullen (2008), the standardised loadings are not lower than 0.45, and questions don’t need to be deleted, so four

questions of measurement about SOBE are retained. The following Table 4.16 illustrates this.

Table 4.16: Original Questions in the Questionnaire of SOBE

Indicators	Indicators Content	Deletion Condition
SOBE01	My supervisor will advise me to go overseas for further study.	Keep
SOBE02	My colleagues will encourage me to study abroad.	Keep
SOBE03	My family thinks it is appropriate for me to go overseas for further study	Keep
SOBE04	I think going abroad for further study conforms to the trend of the times.	Keep

(3) MOBE Dimension

In the MOBE dimension, there are nine indicators. After verifying the measurement patterns, it can be seen from the following Table 4.17 that the standard loading meets the standard that needs to be higher than 0.5 (0.517-0.907) except MOBE08, the square multiple correlations (SMC) is between 0.267 and 0.823, the composite reliability is 0.911, which meets the standard of higher than 0.7, and the average variance extraction is 0.57, which meets the standard of higher than 0.5.

Table 4.17: MOBE First Order CFA

Variables	Indicators	Parameter Significance Estimation				Topic Reliability		Composite Reliability	Convergent Validity
		UNSTD	S.E.	Z-Value	*P*	Std. Loading	SMC	CR	AVE
MOBE	MOBE01	1.000				0.825	0.681	0.911	0.570
	MOBE02	1.139	0.044	25.674	0.000	0.907	0.823		
	MOBE03	1.133	0.047	24.167	0.000	0.872	0.760		
	MOBE04	0.924	0.046	20.182	0.000	0.795	0.632		
	MOBE05	0.953	0.047	20.491	0.000	0.800	0.640		
	MOBE06	0.813	0.068	11.917	0.000	0.517	0.267		
	MOBE07	0.890	0.054	16.626	0.000	0.691	0.477		
	MOBE09	0.824	0.067	12.292	0.000	0.532	0.283		

In the MOBE dimension, there are nine indicators. Standard loading ranged from 0.496 to 0.904, and SMC (squared multiple correlations) ranged from 0.246 to 0.817, with a composite reliability of 0.909. The mean variance sampled was 0.537. As can be seen from the above Table 4.17, the standard loading of MOBE08 is too low, so it is suggested to delete it. According to the research results of Hooper et al. (2008), the standardised factor loadings are not lower than 0.45, and questions don't need to be deleted, so eight other questions of measurement about MOBE are retained. This is shown in Table 4.18.

Table 4.18: Original Questions in the Questionnaire of MOBE

Indicators	Indicators Content	Deletion Condition
MOBE01	I go to study abroad for getting to know other countries.	Keep
MOBE02	I go to study abroad for experiencing the unique culture of other countries.	Keep
MOBE03	I go to study abroad for seeing how locals live in other countries.	Keep
MOBE04	I go to study abroad for learning different areas of knowledge.	Keep

Table 4.18 cont'd

MOBE05	I go to study abroad for meeting overseas scholars and field experts.	Keep
MOBE06	I go to study abroad for getting away from everyday life.	Keep
MOBE07	I go to study abroad for replenishing my energy.	Keep
MOBE09	I go to study abroad for getting out of the routine.	Keep

(4) ACBE Dimension

There are six indicators in the ACBE dimension. After verifying the measurement patterns, it can be seen from the following Table 4.19 that the standardised factor load meets the standard that needs to be higher than 0.5 (0.722–0.931), the square multiple correlations (SMC) is between 0.521 and 0.867, the composite reliability is 0.946, which meets the standard of higher than 0.7, and the average variance extraction is 0.748, which meets the standard of higher than 0.5.

Table 4.19: ACBE First Order CFA

Variables	**Indicators**	**Parameter Significance Estimation**				**Topic Reliability**		**Composite Reliability**	**Convergent Validity**
		UNSTD	**S.E.**	**Z-Value**	***P***	**Std. Loading**	**SMC**	**CR**	**AVE**
ACBE	ACBE01	1.000				0.834	0.696	0.946	0.748
	ACBE02	1.096	0.041	27.019	0.000	0.914	0.835		
	ACBE03	1.151	0.041	27.960	0.000	0.931	0.867		
	ACBE04	1.068	0.040	26.770	0.000	0.913	0.834		
	ACBE05	1.023	0.043	24.001	0.000	0.858	0.736		
	ACBE06	0.949	0.051	18.448	0.000	0.722	0.521		

According to the research results of Hooper, Coughlan, and Mullen (2008), the standardised factor loadings are not lower than 0.45, and questions don't need to be deleted,

so six questions of measurement about ACBE are retained. This is shown in the following Table 4.20.

Table 4.20: Original Questions in the Questionnaire of ACBE

Indicators	Indicators Content	Deletion Condition
ACBE01	After further study abroad, my overall work performance is better.	Keep
ACBE02	After further study abroad, I will be better able to solve the problems of teaching and research.	Keep
ACBE03	After further study abroad, I can contribute better performance in my job.	Keep
ACBE04	After studying abroad, I can show my abilities better.	Keep
ACBE05	After further study abroad, I can build a better personal reputation.	Keep
ACBE06	After studying abroad, I can improve my standing within the university.	Keep

2. Second Order CFA Model

Joreskog and Sorom (1992) and Doll et al. (1994) suggested making the following estimates before determining whether the hypothetical model can be further reduced from a first-order to a second-order model: First is the first-order fully correlated confirmatory factor analysis (correlation between potential variables), also known as the CFA multi-factor model. The degree of correlation between factors can determine whether to carry out second-order processing, as this model allows free estimation of variances and covariances among potential variables. Generally, information about whether it has second-order characteristics can be obtained from the first-order fully correlated confirmatory factor analysis, so it needs to be evaluated. The second method is second-order confirmatory factor analysis, which involves combining first-order potential variables with second-order potential variables.

When there is a moderate correlation between first-order potential variables, it means that the first-order model may develop into a second-order model.

Since COGN is a second-order dimension, it is divided into three dimensions: self-cognition (GNSC), task cognition (GNTC), and value cognition (GNVC). To ensure the three dimensions of COGN are rational, the following two analyses are performed: the first-order CFA model and the second-order CFA model.

(1) Self-cognition (GNSC) First-Order Dimension

In the GNSC dimension, there are five indicators. After verifying the measurement patterns, it can be seen from the following Table 4.21 that the standardised loadings (0.659–0.747) meet the standard needs and are higher than 0.5; the square multiple correlations (SMC) are between 0.434 and 0.558; the composite reliability is 0.834, which meets the standard and is higher than 0.7; and the average variance extraction is 0.501, which meets the standard and is higher than 0.5.

Table 4.21: GNSC First Order Confirmatory Factor Analysis

Variables	Indicators	Parameter Significance Estimation				Topic Reliability		Composite Reliability	Convergent Validity
		UNSTD	S.E.	Z-Value	*P*	Std. Loading	SMC	CR	AVE
GNSC	GNSC01	1.000				0.747	0.558	0.834	0.501
	GNSC02	0.971	0.068	14.299	0.000	0.665	0.442		
	GNSC03	0.857	0.059	14.649	0.000	0.733	0.537		
	GNSC04	0.873	0.060	14.595	0.000	0.731	0.534		
	GNSC05	0.929	0.070	13.188	0.000	0.659	0.434		

According to the research results of Hooper, Coughlan, and Mullen (2008), the standardised loadings are not lower than 0.45, and questions don't need to be deleted, so five

questions of measurement about GNSC are retained. This is shown in the following Table 4.22.

Table 4.22: Original Questions in the Questionnaire of GNSC

Indicators	Indicators Content	Deletion Condition
GNSC01	I'm good at looking at myself and being positive about myself.	Keep
GNSC02	I often turn negative feedback from others into a constructive course of action.	Keep
GNSC03	I think I am a good teacher.	Keep
GNSC04	I can accept my weaknesses and work on them.	Keep
GNSC05	I often focus on my positive traits, not my negative ones.	Keep

(2) GNTC First-Order Dimension

In the GNTC dimension, there are four indicators. After verifying the measurement patterns, it can be seen from the following Table 4.23 that the standard loading meets the standard that needs to be higher than 0.5 (0.568–0.894), the square multiple correlations (SMC) is between 0.323 and 0.799, the composite reliability is 0.816, which meets the standard of higher than 0.7, and the average variance extraction is 0.537, which meets the standard of higher than 0.5.

Table 4.23: GNTC First Order Confirmatory Factor Analysis

Variables	Indicators	Parameter Significance Estimation				Topic Reliability		Composite Reliability	Convergent Validity
		UNSTD	S.E.	Z-Value	*P*	Std. Loading	SMC	CR	AVE
GNTC	GNTC01	1.000				0.569	0.324	0.816	0.537
	GNTC02	1.202	0.096	12.564	0.000	0.838	0.702		
	GNTC03	1.358	0.106	12.819	0.000	0.894	0.799		
	GNTC04	0.970	0.092	10.491	0.000	0.568	0.323		

According to the research results of Hooper, Coughlan, and Mullen (2008), the standardised loadings are not lower than 0.45, and questions don't need to be deleted, so four questions of measurement about GNTC are retained. This is shown in Table 4.24.

Table 4.24: Original Questions in the Questionnaire of GNTC

Indicators	Indicators Content	Deletion Condition
GNTC01	I think the task of studying abroad is easy.	Keep
GNTC02	I think the goal of overseas study is clear.	Keep
GNTC03	I think the plan for further study abroad is complete.	Keep
GNTC04	I think the application for further study abroad is easy.	Keep

(3) GNVC first-order dimension

There are four indicators in the GNVC dimension. After verifying the measurement patterns, it can be seen from the following Table 4.25 that the standardised factor load meets the standard that needs to be higher than 0.5 (0.801–0.845), the square multiple correlations (SMC) is between 0.642 and 0.714, the composite reliability is 0.898, which meets the standard of higher than 0.7, and the average variance extraction is 0.688, which meets the standard of higher than 0.5.

Table 4.25: GNVC First Order Confirmatory Factor Analysis

Variables	Indicators	Parameter Significance Estimation				Topic Reliability		Composite Reliability	Convergent Validity
		UNSTD	S.E.	Z-Value	*P*	Std. Loading	SMC	CR	AVE
GNVC	GNVC01	1.000				0.841	0.707	0.898	0.688
	GNVC02	1.013	0.048	21.306	0.000	0.801	0.642		
	GNVC03	0.899	0.041	22.080	0.000	0.830	0.689		
	GNVC04	1.011	0.046	22.214	0.000	0.845	0.714		

Hooper, Coughlan, and Mullen's (2008) research results indicate that the standardised loadings do not fall below 0.45. As a result, there is no need to delete any questions, resulting in four GNVC measurement questions remaining. This is demonstrated in Table 4.26.

Table 4.26: Original Questions in the Questionnaire of GNVC

Indicators	Indicators Content	Deletion Condition
GNVC01	I think the knowledge gained from overseas study will help me in teaching and research.	Keep
GNVC02	I think I gained more relevant knowledge from studying abroad than from working.	Keep
GNVC03	I think studying abroad can broaden my vision.	Keep
GNVC04	I think further study abroad can improve my work performance.	Keep

(4) COGN Second-Order Dimension

There are three sub-dimensions in the second-order dimension of COGN. After verifying the measurement patterns, it can be seen from the following Table 4.27 that the standard loading meets the standard to be higher than 0.5 (0.622–0.861), the square multiple correlations (SMC) is between 0.387 and 0.741, the composite reliability is 0.802, which meets the standard and is higher than 0.7, and the average variance extraction is 0.579, which meets the standard and is higher than 0.5.

Table 4.27: COGN Second- Order Confirmatory Factor Analysis

Variables	Indicators	Parameter Significance Estimation				Topic Reliability		Composite Reliability	Convergent Validity
		UNSTD	S.E.	Z-Value	*P*	Std. Loading	SMC	CR	AVE
COGN	GNSC	1.000				0.780	0.608	0.802	0.579
	GNTC	0.982	0.120	8.189	0.000	0.622	0.387		
	GNVC	1.442	0.154	9.359	0.000	0.861	0.741		

Note: COGN: Cognition； GNSC: Self-Cognition； GNTC: Task Cognition； GNVC: Value Cognition.

4.2.4 Convergent Validity

This study carries out CFA analysis on each dimension. The model has five dimensions in total, one of which contains three sub-dimensions, including Cultural Milieu (CUMI), Socializers' Behaviours (SOBE), Cognition (COGN), Self-Cognition (GNSC), Task Cognition (GNTC), Value Cognition (GNVC), Motivational Beliefs (MOBE), and Achievement Behaviour (ACBE). Table 4.28 below reveals that the standard loadings in all dimensions span from 0.517 to 0.931, while the composite reliability (CR) varies from 0.802 to 0.946. Average variance extraction (AVE) ranges from 0.501 to 0.748. This model conforms to the standard of convergence validity.

Table 4.28: Confirmatory Factor Analysis Table

Variables	Indicators	Parameter Significance Estimation				Topic Reliability		Composite Reliability	Convergent Validity
		UNSTD	S.E.	Z-Value	*P*	Std. Loading	SMC	CR	AVE
CUMI	CUMI01	1.000				0.720	0.518	0.904	0.612
	CUMI02	1.089	0.063	17.254	0.000	0.799	0.638		
	CUMI03	1.118	0.063	17.835	0.000	0.821	0.674		
	CUMI04	1.239	0.071	17.421	0.000	0.818	0.669		
	CUMI05	1.133	0.072	15.699	0.000	0.764	0.584		
	CUMI06	1.204	0.076	15.760	0.000	0.768	0.590		
SOBE	SOBE01	1.000				0.694	0.482	0.848	0.585
	SOBE02	1.174	0.068	17.173	0.000	0.853	0.728		
	SOBE03	1.164	0.080	14.566	0.000	0.801	0.642		
	SOBE04	0.984	0.077	12.793	0.000	0.700	0.490		
GNSC	GNSC01	1.000				0.747	0.558	0.834	0.501
	GNSC02	0.971	0.068	14.299	0.000	0.665	0.442		
	GNSC03	0.857	0.059	14.649	0.000	0.733	0.537		
	GNSC04	0.873	0.060	14.595	0.000	0.731	0.534		
	GNSC05	0.929	0.070	13.188	0.000	0.659	0.434		
GNTC	GNTC01	1.000				0.569	0.324	0.816	0.537
	GNTC02	1.202	0.096	12.564	0.000	0.838	0.702		
	GNTC03	1.358	0.106	12.819	0.000	0.894	0.799		
	GNTC04	0.970	0.092	10.491	0.000	0.568	0.323		
GNVC	GNVC01	1.000				0.841	0.707	0.898	0.688
	GNVC02	1.013	0.048	21.306	0.000	0.801	0.642		
	GNVC03	0.899	0.041	22.080	0.000	0.830	0.689		
	GNVC04	1.011	0.046	22.214	0.000	0.845	0.714		
MOBE	MOBE01	1.000				0.825	0.681	0.911	0.570
	MOBE02	1.139	0.044	25.674	0.000	0.907	0.823		
	MOBE03	1.133	0.047	24.167	0.000	0.872	0.760		

Table 4.28 cont'd

	MOBE04	0.924	0.046	20.182	0.000	0.795	0.632	
	MOBE05	0.953	0.047	20.491	0.000	0.800	0.640	
	MOBE06	0.813	0.068	11.917	0.000	0.517	0.267	
	MOBE07	0.890	0.054	16.626	0.000	0.691	0.477	
	MOBE09	0.824	0.067	12.292	0.000	0.532	0.283	
ACBE	ACBE01	1.000				0.834	0.696	0.946	0.748
	ACBE02	1.096	0.041	27.019	0.000	0.914	0.835	
	ACBE03	1.151	0.041	27.960	0.000	0.931	0.867	
	ACBE04	1.068	0.040	26.770	0.000	0.913	0.834	
	ACBE05	1.023	0.043	24.001	0.000	0.858	0.736	
	ACBE06	0.949	0.051	18.448	0.000	0.722	0.521	
COGN	GNSC	1.000				0.780	0.608	0.802	0.579
	GNTC	0.982	0.120	8.189	0.000	0.622	0.387	
	GNVC	1.442	0.154	9.359	0.000	0.861	0.741	

Note: CUMI: Cultural Milieu；SOBE: Socializers' Behaviors；COGN: Cognition；GNSC: Self-Cognition；GNTC: Task Cognition；GNVC: Value Cognition；MOBE: Motivational Beliefs；ACBE: Achievement Behavior.

4.2.5 Discriminant Validity

In this study, the rigorous AVE method was used to test the discrimination validity. Fornell and Larcker (1981) suggest that each pairwise variable's correlation coefficient should be less than the root mean square of the AVE of each dimension, indicating that the discrimination validity between dimensions can be satisfied. Table 4.29 shows that the AVE root mean square of each diagonal dimension is greater than the standard correlation coefficient outside the diagonal. This means that the model meets the criteria for discriminant validity in each dimension.

Table 4.29: AVE Discriminant Validity Analysis

	AVE	Cultural Milieu	Socializers' Behaviors	Motivational Beliefs	Achievement Behavior	Cognition
Cultural Milieu	0.612	**0.782**				
Socializers' Behaviors	0.585	0.756	**0.765**			
Motivational Beliefs	0.570	0.539	0.528	**0.755**		
Achievement Behavior	0.748	0.269	0.263	0.498	**0.865**	
Cognition	0.579	0.562	0.544	0.666	0.332	**0.761**

4.2.6 Model Fitness Assessment and Adjustment

1. Model Fit

The goodness-of-fit is the most important indicator in structural equation models. The higher the model fit is, the higher the degree of agreement between the theoretical model and the actual data. The results of the following model fit indicators (Table 4.30) reveal that some indicators fall short of the standard, yet they differ minimally from the ideal indicators. SEM samples larger than 200 typically result in excessive chi-square values and poor fit, necessitating Bootstrap correction of the fitting value (Bollen & Stine, 1992). Therefore, the Bollen-Stine method is used for fitting correction, as shown in Table 4.31.

Table 4.30: Model Fit Indicators

Model Fit Indicators	Criteria	Model Fit of Research Model
MLχ^2	The small the better	3056.356
df	The large the better	619.000
Normed Chi-sqr (χ^2/df)	1<χ^2/df<3	4.938
GFI	>=0.9	0.79
AGFI	>=0.9	0.774
RMSEA	<=0.08	0.090
SRMR	<=0.08	0.115
TLI (NNFI)	>=0.9	0.811
CFI	>=0.9	0.824

2. Model Fitting Correction

Table 4.31 provides evidence of this. It presents the Bollen-Stine-corrected model fit indicators after applying the Bollen-Stine bootstrap correction method. This correction is particularly useful for addressing potential issues with overly large chi-square values and poor model fit when dealing with sample sizes greater than 200, as is the case in this analysis. Bollen-Stine χ^2: Although still relatively high, the corrected chi-square value of 913.713 significantly reduces from the uncorrected value of 3056.356 in Table 4.30. DF (Degrees of Freedom): The degrees of freedom have increased to 655.000, reflecting adjustments made during the correction process. Normed Chi-Sqr (χ^2/df): This ratio has significantly improved to 1.395, falling within the ideal range of 1 to 3, indicating a much better fit post-correction. The RMSEA (Root Mean Square Error of Approximation) has decreased dramatically to 0.028, well below the threshold of 0.08, suggesting a good fit. SRMR (standardised root mean square residual): The SRMR remains unchanged at 0.115, which continues to exceed

the recommended value of 0.08. The Bollen-Stine method does not correct this indicator because it relies on residual values rather than chi-square differences. TLI (Tucker-Lewis Index) or NNFI (Non-Normed Fit Index): This index has significantly improved to 0.981, surpassing the criterion of 0.9, indicating a very good fit. CFI (Comparative Fit Index): Similarly, the CFI has improved to 0.982, also exceeding the 0.9 threshold, supporting a strong model-data agreement. The GFI (Goodness of Fit Index) has increased to 0.939, approaching the desired level of 0.9, indicating improved overall fit. AGFI (Adjusted Goodness of Fit Index): The AGFI now stands at 0.931, also nearing the 0.9 standard, further confirming the improvement in model fit.

Overall, after the Bollen-Stine correction, the majority of the model fit indices in Table 4.31 indicate a substantial improvement in model fit, with the exception of SRMR. SRMR cannot be corrected because this indicator is not calculated by the chi-square difference value but by the residual value. The Bollen-Stine correction results in the following table show that, despite the SRMR index not reaching the desired threshold after revision, it remains greater than 0.08. This does not imply that the data is completely unsuitable for structural equation modelling (SEM) analysis. This means that other modified model fit indicators, like Bollen-Stine χ^2, RMSEA, TLI, CFI, GFI, and AGFI, meet or go beyond the standards set by the researchers. This means that the model generally fits the data well. Therefore, the data can be considered to be largely suitable for SEM analysis.

Table 4.31: Bollen-Stine Corrected Model Fit

Model fit	Criteria	Model fit of research model
Bollen-Stine χ^2	The small the better	913.713
DF	The large the better	655.000
Normed Chi-sqr (χ^2/DF)	$1<\chi^2/DF<3$	1.395
RMSEA	<0.08	0.028
SRMR	<0.08	0.115
TLI (NNFI)	>0.9	0.981
CFI	>0.9	0.982
GFI	>0.9	0.939
AGFI	>0.9	0.931

4.2.7 Path Analysis and Hypothesis Test

The purpose of testing the research hypothesis is to understand the predictive ability and significance of independent variables as dependent variables in the research model. The explanatory power of variance for endogenous variables in SEM is called R^2. If $R^2>0.670$, the explanatory power is good; if $0.670>R^2>0.330$, the explanatory power is acceptable; and if $R^2<0.190$, the explanatory power is not ideal (Chin, 2013).

The following Table 4.32 and Path Analysis Diagram (Figure 4.1) show that the explanatory power of CUMI, SOBE, and COGN on MOBE variance (R^2) in this study was 0.491. It demonstrates that this research model's explanatory ability is acceptable. MOBE's variance explanatory power (R^2) on ACBE was 0.248, indicating that the model's explanatory power in this study is acceptable. In the COGN of CUMI and SOBE, the variance explanatory power (R^2) was 0.349, indicating that the model's explanatory ability in this study is acceptable.

Multicollinearity refers to the strong link between two or more independent variables, which can increase standard errors and impact the accuracy of coefficient estimates. It is a critical component of regression analysis. Firstly, when resources (such as time and computational power) are limited, the expected impact on the primary research question is considered minimal. Secondly, a sufficiently large sample mitigates the impact of multicollinearity on parameter estimates. Large datasets can provide enough statistical power to overcome issues related to multicollinearity, allowing for meaningful inference even if correlations among predictors are high. The variance inflation factor (VIF) can diagnose multicollinearity. If the VIF is less than 10, there is no multicollinearity issue. In this study, the VIFs were all less than 2, indicating that there is no multicollinearity problem among the variables (Hair et al., 2010).

1. Research Hypothesis 1

It was verified from the β-value = 0.353 and the Z-value = 4.024 (p-value = 0.000) that cultural milieu (CUMI) has a significant impact on cognition (COGN). Therefore, hypothesis 1: "Cultural Milieu (CUMI)" significantly affects "Cognition (COGN)" is established.

2. Research Hypothesis 2

If β-value = 0.276, Z-value =3.151 (p-value = 0.002) verifies that "Socializers' Behaviours (SOBE)" significantly affect "Cognition (COGN)". Therefore, hypothesis 2: "Socializers' Behaviours (SOBE)" have a significant effect on "Cognition (COGN)" is true.

3. Research hypothesis 3

It is verified by β-value=0.149, Z-value=2.109 (p-value=0.035) that "Cultural Milieu (CUMI)" has a significant impact on "Motivational Beliefs (MOBE)", so hypothesis 3: "Cultural Milieu (CUMI)" has a significant impact on "Motivational Beliefs (MOBE)" is valid.

4. Research hypothesis 4

It is verified by β-value=0.141 and Z-value=1.996 (p-value=0.046) that "Socializers' Behaviours (SOBE)" significantly affect "Motivational Beliefs (MOBE)", so hypothesis 4: "Socializers' Behaviours (SOBE)" has a significant impact on "Motivational Beliefs (MOBE)" is valid.

5. Research hypothesis 5

According to β-value=0.506 and Z-value=7.744 (p-value=0.000), "Cognition (COGN)" has a significant impact on "Motivational Beliefs (MOBE)". Therefore, hypothesis 5, "Cognition (COGN)" has a significant impact on "Motivational Beliefs (MOBE)," is valid.

6. Research hypothesis 6

According to the β-value = 0.498 and Z-value = 10.300 (p-value = 0.000), "motivational beliefs (MOBE)" have a significant impact on "achievement behaviour (ACBE)". Therefore, hypothesis 6: "Motivational Beliefs (MOBE)" has a significant impact on "Achievement Behaviour (ACBE)" and is valid.

Table 4.32: List of Empirical Results of Research Assumptions

DV	IV	Unstd. Regression Coefficient	S.E.	Z-Value	*P*-Value	(β-Value) Std. Regression Coefficient	R^2	VIF
MOBE	CUMI	0.152	0.072	2.109	0.035	0.149	0.491	1.957
	SOBE	0.140	0.070	1.996	0.046	0.141		1.888
	COGN	0.932	0.120	7.744	0.000	0.506		1.278
ACBE	MOBE	0.501	0.049	10.300	0.000	0.498	0.248	1.000
COGN	CUMI	0.196	0.049	4.024	0.000	0.353	0.349	1.837
	SOBE	0.150	0.048	3.151	0.002	0.276		1.837

Note: CUMI: Cultural Milieu; SOBE: Socializers' Behaviors; COGN: Cognition; MOBE: Motivational Beliefs; ACBE: Achievement Behaviors.

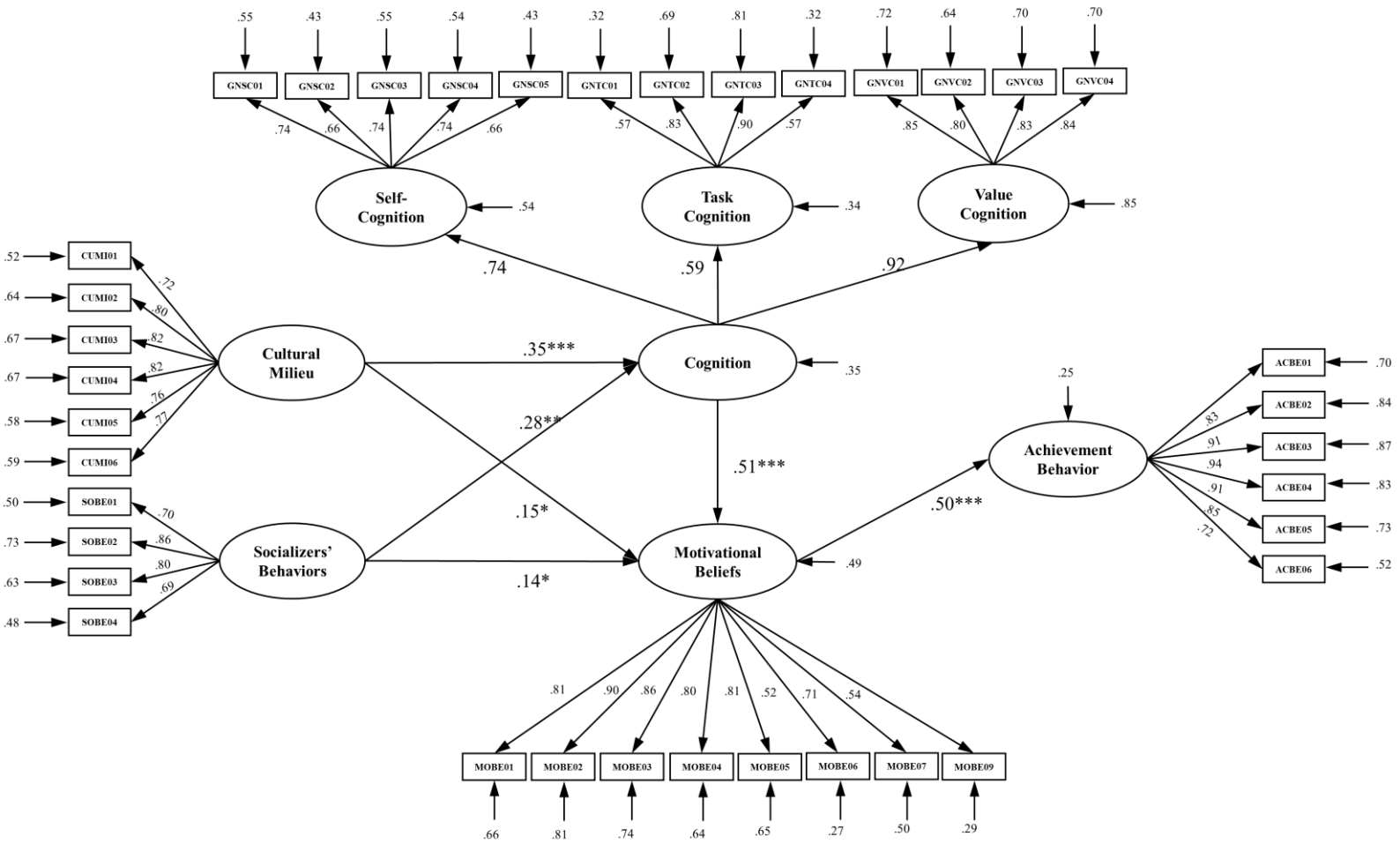


Figure 4.1: Path Analysis Diagram

4.2.8 Mediation Effect Analysis

In this study, COGN and MOBE were mediating variables. After the analysis of the self-help method (Bootstrap), it can be seen from the following Table 4.33 that $p < 0.05$ of the total effects of CUMI→MOBE and the confidence interval didn't contain 0 [0.034,0.612]. The total effect is valid. In the total indirect effect of CUMI→COGN→MOBE, the confidence interval does not include 0 [0.041, 0.413], which means that the total indirect effect of CUMI→COGN→MOBE is valid. That is, cognition acts as an intermediary between cultural milieu and motivational beliefs. In the total effect of SOBE → MOBE, the confidence interval does not contain 0 [0.043, 0.601], and the total effect is valid. In the total indirect effect of SOBE → COGN → MOBE, its confidence interval does not contain 0 [0.012, 0.377], which means that the total indirect effect of SOBE → COGN → MOBE is tenable; that is, cognition has an intermediary effect from socializers' behaviours to motivational beliefs.

In the total effect of CUMI→ACBE, $p < 0.05$, and the confidence interval did not include 0 [0.027, 0.364], the total effect was valid. In the specific indirect effect of CUMI→MOBE→ACBE, $p>0.05$, the confidence interval contains 0 [-0.049, 0.211], indicating that the specific indirect effect of CUMI→MOBE→ACBE is not valid. In the specific indirect effect of CUMI→COGN→MOBE→ACBE, the confidence interval does not contain 0 [0.016, 0.255], indicating that the specific indirect effect of CUMI→COGN→MOBE→ACBE is valid. That is, cognition and motivational beliefs have intermediary effects on the cultural milieu and achievement behaviours.

In the total effect of SOBE→ACBE, the confidence interval does not include 0 [0.019, 0.329], and the total effect is valid. In the specific indirect effect of SOBE→MOBE→ACBE, p>0.05, the confidence interval contains 0 [-0.035, 0.22], indicating that the specific indirect effect of SOBE→MOBE→ACBE is not valid. In the specific indirect effect of SOBE→ COGN → MOBE → ACBE, its confidence interval does not contain 0 [0.004, 0.218], indicating that the specific indirect effect of SOBE→COGN→MOBE→ACBE is valid. This implies that cognition and motivational beliefs play an intermediary role in shaping the achievement behaviour of socializers.

Table 4.33: Indirect Effect Analysis of Mediation Model

Effect	Point Estimate	Product of Coefficients			Bootstrap 1000 Times	
					Bias-Corrected Confidence Intervals 95%	
		S.E.	Z-Value	*p*-value	Lower Bound	Upper Bound
Total effect						
CUMI→MOBE	0.335	0.152	2.199	0.028	0.034	0.612
Indirect effect						
CUMI→COGN→MOBE	0.183	0.093	1.963	0.050	0.041	0.413
Direct effect						
CUMI→MOBE	0.152	0.138	1.104	0.270	-0.090	0.434
Total effect						
SOBE→MOBE	0.280	0.148	1.892	0.059	0.043	0.601
Indirect effect						
SOBE→COGN→MOBE	0.140	0.102	1.370	0.012	0.171	0.377
Direct effect						
SOBE→MOBE	0.140	0.126	1.110	0.267	-0.071	0.418

Table 4.33 cont'd

Total effect						
CUMI→ACBE	0.168	0.082	2.042	0.041	0.027	0.364
Indirect effect						
CUMI→ACBE	0.168	0.082	2.042	0.041	0.027	0.364
Specific indirect effect						
CUMI→MOBE→ACBE	0.076	0.066	1.152	0.249	-0.049	0.211
CUMI→COGN→MOBE→ACBE	0.092	0.060	1.524	0.127	0.016	0.255
Total effect						
SOBE→ACBE	0.140	0.085	1.656	0.098	0.019	0.329
Indirect effect						
SOBE→ACBE	0.140	0.085	1.656	0.098	0.019	0.329
Specific indirect effect						
SOBE→MOBE→ACBE	0.070	0.065	1.082	0.279	-0.035	0.220
SOBE→COGN→MOBE→ACBE	0.070	0.063	1.116	0.264	0.004	0.218

Note: CUMI: Cultural Milieu; SOBE: Socializers' Behaviors; COGN: Cognition; MOBE: Motivational Beliefs; ACBE: Achievement Behaviours

4.2.9 Research Hypothesis Verification Results

After the research hypotheses and analytical tests in the previous chapters, the SPSS output and the AMOS output can be summarised from Table 4.32 and Table 4.33 above. These are further elaborated upon in the subsequent Table 4.34 and Table 4.35 below.

Table 4.34: Regression Coefficients Table of H1-H6

Variable	Hypotheses	β -Value	Std. Error	T-Value	P-Value
CUMI→ COGN	H1	0.196	0.049	4.024	0.000
SOBE→ COGN	H2	0.150	0.048	3.151	0.002
CUMI→MOBE	H3	0.152	0.072	2.109	0.035
SOBE→MOBE	H4	0.140	0.070	1.996	0.046
COGN→MOBE	H5	0.932	0.120	7.744	0.000
MOBE→ACBE	H6	0.501	0.049	10.300	0.000

Table 4.34 presents the results of a regression analysis for six hypotheses (H1 to H6), examining the relationships between various variables, featuring non-standard regression coefficients (β-values) alongside their respective standard errors. It also provides t-values and p-values that delineate the statistical significance of the connections between independent variables (IVs) and dependent variables (DVs). H1 and H2 suggest that CUMI and SOBE significantly predict COGN, with β-values of 0.196 and 0.150, respectively, both being significant ($P < 0.05$). H3 and H4 propose that CUMI and SOBE also predict MOBE, with β-values of 0.152 and 0.140, respectively. While H3 is significant ($P = 0.035$), H4 is

marginally significant (P = 0.046). H5 posits that COGN significantly predicts MOBE, which is strongly supported with a β-value of 0.932 and a highly significant P-value of 0.000. H6 suggests that MOBE significantly predicts ACBE (Achievement Behaviors), which is also strongly supported with a β-value of 0.501 and a highly significant P-value of 0.000.

Table 4.35: Path Coefficients Table of Mediation Hypothesis H7-H10

Paths	Hypotheses	β - Value	S.E.	T-Value	P-Value
CUMI → COGN → MOBE	H7	0.183	0.093	1.963	0.050
SOBE → COGN → MOBE	H8	0.140	0.102	1.370	0.012
CUMI → MOBE → ACBE	H9	0.076	0.066	1.152	0.249
SOBE → MOBE → ACBE	H10	0.070	0.065	1.082	0.279

Table 4.35 provides the results of mediation analyses for four additional hypotheses (H7 to H10), examining the indirect effects of the relationships, offering an in-depth exploration of path analysis results, displaying the standard regression coefficients (β-values). It includes the relevant statistical tests, thereby enabling an assessment of the relationships' strength and significance within the study's theoretical framework.

In summary, Table 4.34 confirms direct relationships between the variables, while Table 4.35 explores the mediating roles of COGN and MOBE in these relationships, with some mediation effects being statistically significant and others not.

Table 4.36 below summarises the verification results of each research hypothesis, drawing from Tables 4.34 and 4.35 above. It consolidates the findings of the hypothesis tests.

Hypotheses H1 to H5 are all supported, affirming that cultural context and socializers' behaviours positively affect cognition, which in turn positively influences motivational beliefs. Additionally, Hypothesis H6 confirms the direct positive impact of motivational beliefs on achievement behavior. Significantly, cognition is found to mediate the relationships posited in Hypotheses H7 and H8, linking cultural milieu and social behaviours to motivational beliefs. Conversely, hypotheses H9 and H10 suggesting a mediating role of motivational beliefs in the relationship between cultural context, social behaviours, and achievement behaviour are not supported.

Table 4.36: The Hypothesis Verification Results

No.	Hypotheses	Analysis Result
H1	Cultural Milieu has a positively impact on Cognition.	**Supported**
H2	Socializers' Behaviors has a positively impact on Cognition.	**Supported**
H3	Cultural Milieu has a positively impact on Motivational Beliefs.	**Supported**
H4	Socializers' Behaviors has a positively impact on Motivational Beliefs.	**Supported**
H5	Cognition has a positively impact on Motivational Beliefs.	**Supported**
H6	Motivational Beliefs has a positively impact on Achievement Behavior.	**Supported**
H7	Cognition has a mediation effect between Cultural Milieu and Motivational Beliefs.	**Supported**
H8	Cognition has a mediation effect between Socializers' Behaviors and Motivational Beliefs.	**Supported**
H9	Motivational Beliefs has a mediation effect between Cultural Milieu and Achievement Behavior.	**Not supported**
H10	Motivational Beliefs has a mediation effect between Socializers' Behaviors and Achievement Behavior.	**Not supported**

4.3 Results of Qualitative Study

The university is the main front of higher education. The participation of university teachers in cross-cultural learning and training plays a prerequisite and intermediary role in the internationalisation of higher education. As the main performers in teaching, scientific research, and social service, the internationalisation experience of university teachers will inevitably affect the academic profession, directly or indirectly. Based on the interview research and SDT theory, this section starts with the understanding of college teachers about cross-cultural learning and training, examines their experiences and feelings about cross-cultural learning, and then summarises their motivations for acquiring cross-cultural learning experiences and analyses their self-perception and competition in the process of acquiring cross-border international experiences. Subsequently, these cross-cultural learning experiences shape their academic careers in teaching and research.

With the increasing trend of internationalization, cooperation and competition between countries and universities are becoming more frequent and fiercer. Whether it is international cooperation in higher education or international competition in higher education, the participation of college teachers plays a key role in its success or failure. Understanding and attitude towards cross-cultural learning and training directly affect teachers' participation in cross-cultural learning and training. Through research, it was found that the 27 teachers (Table 3.4 above in Chapter 3) of different majors with overseas study, visiting study, exchange, or post-doctoral study experience were interviewed and had different understandings and aspirations for cross-cultural learning and training.

4.3.1 Autonomy of Cross-Cultural Overseas Study

1. Understanding and Focus

Autonomy affects attitude, and attitude affects action. University teachers' understanding of cross-cultural training will affect their attitude towards cross-cultural learning and then directly affect their participation in this process. According to the interview survey, the interviewees' self-conception is clear, and they recognise and support cross-cultural training and learning. However, due to their different understanding and familiarity with cross-cultural training, the emphasis on recognition and support varies.

Teachers who value international exchanges and cooperation in cross-cultural cultures regard participation in cross-cultural training and learning experiences as an important opportunity. They believe that they can gain more from scientific research and teaching during this process, so they actively seek such opportunities. A teacher of Interviewee 12 said that “I would invite foreign scholars to have an exchange and discussion; in the meantime, I also hoped to win the opportunity to go abroad again” (personal communication, January 12, 2022). Interviewee 8, who has experienced two instances of internationalisation through friendly school exchanges and overseas research, believes that the more teachers participate in internationalisation, the better. If conditions permit, which is "very necessary" for both students and teachers, it is necessary to establish more and better channels to understand and be familiar with foreign culture." (Personal communication, February 15, 2022).

Teachers who concentrate on studying international vision and cross-cultural concepts often perceive cross-cultural training and learning experiences as the final touches to their academic journey. In their view, these experiences are important but not necessary. When there is an opportunity to participate, they will take advantage of it, but if they encounter obstacles, they may give up for a while. According to Teacher Interviewee 3,

"before going abroad, I didn't have a strong desire for my own study to visit abroad, as there are many people going abroad, and I'm a teacher." After returning to China, I had the idea of translating and introducing foreign ideas, as well as inviting foreign scholars and students to exchange and study. However, I had to temporarily abandon this plan due to various reasons (personal communication, February 15, 2022).

Teachers concerned with language, international academic norms, and standards often feel a sense of distress when it comes to participation in the process; language barriers, participation processes, and differences in academic norms and standards will also put pressure on them to adapt and prompt them to reflect on the shortcomings and deficiencies of domestic norms and standards. According to interviewee 13, "as an ordinary teacher, there is no right to speak about the internationalisation regulations of the Ministry of Education or the school, but I have to adapt to them" (personal communication, December 15, 2021). According to interviewee 22, "the existing internationalisation measures in higher education did not meet the endogenous needs of college teachers to participate in cross-cultural training and learning." "On the contrary, the intervention is excessive, which limits teachers' participation." (Personal communication, December 10, 2021).

2. Cross-culture Difference and the Expansion of Vision

Human beings are born with curiosity and a thirst for knowledge and have an insatiable desire to explore the unknown. In the era of globalisation, science and technology are changing with each passing day, and the means of transportation, communication, and other continuous progress make our world smaller and smaller, and the information is more and more complex. College teachers actively produce and pass on profound knowledge. In the era of internationalisation in higher education, it is required to cultivate talents with an

international vision and level. Whether in their research or in the teaching class, higher requirements are put forward for their own knowledge and skills, and they are required to have a full and accurate understanding of different cultures and a broader vision.

In the interview with Interviewee 16, a teacher expressed high expectations: "Generally, I believe that many people have the idea of going outside to have a look." Of course, I love traveling for myself. From the bottom of my heart, I have a kind of expectation and the idea of acquiring the scenery or culture of the strange region, so I will definitely seize such an opportunity. I went out thinking that one was to broaden my horizons and the other was to improve my English, which is the best. On the inside, I still want to go out and see the outside world; at least I think that's what most people think if given the opportunity." (Personal communication, December 10, 2021).

In the interview with interviewee 23, he also mentioned the pressure from students when talking about his motivation to study abroad: "Sometimes students travel around, they go to many countries, and they accept different things. For example, when it comes to homosexuality, we even have a teacher who treats it as a kind of mental illness. He thinks he has a quality problem, but our students don't think like that. If you have encountered a diverse range of individuals, you will understand that these differences and similarities are real and normal. If you really get in touch with those different people, you will find that we can communicate in many aspects; he just has a different view of things. If you have never been in contact with different people in the small world, you will see the differences as terrible. How can you believe that being different is a bad thing? I think it's time to see the world." (Personal communication, February 11, 2022).

However, cultural differences will also bring trouble to college teachers who go overseas to participate in cross-cultural training and learning. Culture makes people form stereotypes of thought, feeling, and behavior. Cultural differences exist between countries because of differences in economy, history, language, race, region, local customs, and folk customs. This difference will affect not only the communication between college teachers and overseas locals but also their adaptability in cross-border internationalisation activities. Interviewee 7, a German teacher, halted her doctoral studies and returned to China after a year and a half of studying abroad, primarily due to her inability to adjust to the German academic culture: "At that time, I struggled with my mental state, as I was eager to complete my research." When I rush, I find that researchers in Germany are not in a hurry to produce results; they are in a good state and simply enjoy their work. To be honest, you mentioned that, according to current research, very few people in China truly enjoy their work. This is likely due to the fact that their interests may not always be useful, and the process of conducting research can be time-consuming. Could you please calm down?" (Interviewee 7, personal communication, November 28, 2021).

Interviewee 9, a teacher who returned to China after studying in the UK for three and a half years, also mentioned that "how to integrate into a foreign group" was a major problem for her. Furthermore, cultural differences not only impact her international activities abroad but also influence her communication with domestic scholars upon her return to China: "When I am abroad, I may feel hesitant to voice my opinions, as others may directly criticise me for my performance or mistakes, which can be more direct." However, when I was at home, I believed it was unfeasible. This is likely due to the years I've spent abroad, attending conferences, and engaging in exchanges every year. Upon my return, I often struggle with expressing my opinions, questioning whether it's appropriate to do so directly.

3. The Influence of Language Factor

Although China's growing national strength has led more and more people to learn Chinese and triggered a continuous "Chinese fever," English is still the world's common language, and it is still the world's dominant language for publishing papers in international journals, obtaining international degrees, and international exchanges and cooperation. In the study, except for language teachers, all the interviewed teachers mentioned language problems, believing that language problems are the first, biggest, and most important obstacle to teacher internationalization. Therefore, the lack of English ability has become an important factor restricting teachers' participation in cross-cultural training and learning.

On the one hand, the English language barrier limits the acceptance of relevant knowledge and information in most foreign courses, books, and materials. Interviewee 6 stated that having a Chinese teacher during their visit to Canada greatly aided their study abroad experience. I audited the Chinese teacher's courses twice. Due to my language ability, I was particularly interested in courses where the teacher could not speak Chinese, but I only audited these courses once (Personal Communication, November 29, 2021). On the other hand, their language ability, especially their oral ability, also restricts their peer-to-peer communication with local teachers and students abroad.

Interviewee 2 said that in the job of a successful interviewee abroad, language ability restricts the performance at a professional level: "If you cannot express yourself, there will be a lot of trouble" (Personal Communication, November 27, 2021). Interviewee 14 admitted that they were not good at English because, when communicating with people in a foreign country, they were "quite guilty; you cannot speak clearly, or you do not understand when others are speaking" (Personal Communication, November 28, 2021). They were worried

about not being able to fully express their thoughts and ideas, as well as not being able to conduct in-depth communication with them. Interviewee 8 also mentioned “trouble in writing English papers and publishing in international journals” (Personal communication, November 29, 2021).

The interviewee 5, who was involved in language teaching, demonstrated a strong willingness for cross-cultural learning and a familiarity with foreign cultures. He believes that it is necessary for teachers to acquire cross-cultural knowledge and concepts through the expansion of their own vision or through communication and understanding with students. Teachers' participation in cross-cultural training and learning is an opportunity to supplement this knowledge and understand these concepts. There are two key points to consider. First of all, I hope to broaden my horizons and bring something new back so that students can feel that they are more fruitful, and I can have a sense of accomplishment. The other one is external. This atmosphere's pressure serves as both an opportunity and a stage (Personal communication, November 27, 2021).

4.3.2 Competitive Factors for Career, Research and Teaching Ability

1. Career Competition and Promotion

Chinese universities have increasingly stringent requirements for college teachers. Many universities explicitly relax or specify the requirements for hiring teachers with overseas experience. The proportion of foreign experts, scholars, and teachers with overseas cultural backgrounds in the teaching staff of high-level universities in China has been increasing. In addition, the economic benefits of overseas doctors are significantly higher than those of domestic doctors. Furthermore, colleges and universities actively encourage and support teachers to pursue studies abroad, participate in exchange programmes, and

collaborate on doctoral studies. They even establish specific requirements for college teachers in their evaluation regulations for professors and associate professors. Therefore, professional competition and promotion have become the most direct means for many teachers to obtain cross-border internationalisation experience. They will seize the opportunity to secure a teaching position at an ideal school and have their professional title evaluated.

Despite discussing their expectations for cultural understanding and vision expansion, they couldn't resist revealing their consideration of the school's professional title evaluation index and their own career development: "Our school also encourages our teachers to go abroad." The school even mandates that professors spend one year abroad as a rigorous evaluation criterion. If you aspire to become a professor, you must meet this rigorous criterion. That's a compelling reason to enter the race. (Interviewee 16, personal communication, December 10, 2021).

Interviewee 9 recalled the experience of studying abroad as a doctoral student for three and a half years, saying, "Before going abroad, I did not think that my responsibilities were so great." Despite earning a master's degree, I likely believed that I had little interest in scientific research, merely to fulfil the requirements for the degree. After graduation, I passed the IELTS exam, so I had the opportunity to do this doctoral programme" (Personal communication, November 28, 2021).

The evaluation of professional titles is often the most important reason for college teachers to visit overseas. When discussing his own experience, a conservative interviewee 1 said, "In fact, it is because of the requirement of academic title evaluation in schools; that is all. I have no desire to leave the country. Because we have been to other laboratories before,

such as in Hong Kong, Taiwan, and the United States, we have been there, and we have a rough idea of how others operate, what kind of way, and what is different from our own country, we all know" (Personal communication, February 11, 2022).

2. Competition of Teaching and Research

Through overseas study, exchange, study visit, conference, and other cross-border internationalisation experiences, college teachers have the opportunity to directly contact foreign teaching and research activities, gain more intuitive and personal experience of the international frontier teaching and research atmosphere, understand the latest trends and achievements of the discipline in the world, find career direction, use more advanced methods and skills, and exchange and cooperate with their foreign counterparts. Influenced by their interests in teaching and scientific research, university teachers will accumulate relevant information and resources on the international frontier of their teaching or research fields. When there's an opportunity to get to the cutting edge, they take it.

Interviewee 6 applied for a visiting study in Canada due to the availability of a specific expert and the research direction: "At that time, I travelled to Canada to study under Professor XuMeider." 'XuMeide', a Canadian professor known by her English name Ruth Hayhoe, specialises in Chinese higher education. Why should I choose her? She has a good understanding of China's higher education system. She has written about Chinese universities, famous Chinese university presidents, and a series of books on China. She is well-known among foreigners who pursue higher education in China. All those pursuing higher education know her. I went there for her" (Personal communication, November 29, 2021).

However, interviewee 21, who was confused about his academic career at the beginning, explored the direction of his academic career through a survey of his own academic accomplishments and an investigation of the international frontier. He discussed the status of his initial job search for overseas postdocs, stating that his research primarily focused on post-doctoral job hunting on the Internet. We didn't know what we were going to do at the time; we only knew that we could do these things, so we were doing mechanical design, control, and analysis. But what did this mean? It was pretty confusing. At that time, I thought that medical schools also intersected with each other. After our initial contact, I remained confident in my abilities, so I decided to take the lead. Later, I still think it is quite meaningful" (Personal communication, November 28, 2021).

3. Knowledge and Ability Factors

The cross-border international experience of studying abroad, visiting, and participating in international academic exchanges and scientific research cooperation is a comprehensive and comparative experience that crosses borders, nationalities, cultures, and even disciplines. This means that teachers must have international knowledge, global vision, and international communication ability; be able to understand and adapt to cross-cultural knowledge and skills; and avoid localism and ethnocentrism. At the same time, teachers should also have certain learning and practical abilities so as to master modern educational thoughts and the world's cutting-edge scientific and technological theoretical knowledge in related disciplines, understand and contact the latest contemporary experimental equipment, learn advanced foreign teaching methods and education models, and cultivate international talents. A lack of such knowledge and ability will affect teachers' participation in these activities as well as the realization of the set goals.

Interviewee 3 is deeply impressed in this regard and believes that ability and innovation are very important for his overseas post-doctoral work. On one hand, it provides him with an opportunity to enter the "radish pit" scientific research system in the United States, and on the other hand, it compensates for his language shortcomings: "I believe the most significant factor is that the technical level limits his development abroad." If you are skilled, free, and don't know the language, others will help you. In addition to my limited proficiency in English, I also speak Chinese abroad. I'll speak Chinese. If you don't understand, get an interpreter" (Personal Communication, February 15, 2022).

4.3.3 Relatedness

Interviewees must deal with various relationships (family, university, administrative system, overseas study, and life) in order to ensure the smooth progress of cross-cultural training and learning, which is more effective and satisfactory. As Pelletier (2006) pointed out, when an individual establishes a harmonious interpersonal relationship with the individuals around him and perceives the care of key interpersonal subjects, his relationship needs can be satisfied.

1. Relatedness of Family

Getting international experience across borders means being away from your family for a long time. This is a difficult decision for Chinese people, who value family more. Middle-aged and younger professionals, tasked with the dual responsibility of raising the next generation and providing support for the older one, make up the majority of teachers who travel abroad. This is not only a concern for female teachers but also for male teachers, who have more responsibilities to take care of their families.

Interviewee 18 repeatedly mentioned the factors of family belonging when recalling the experience of going abroad: "In fact, when a teacher has a stage, I came here in 2003 to be a teacher; at that stage, I should still be responsible for managing the students, and I felt more energetic while teaching and educating people." This level of career satisfaction was still very high. At that time, I had no plans to travel abroad. I did not actively want to go out; I was passive. However, as soon as I arrived at the university, there were numerous plans and go-out programmes available. I had the option to go out in 2003 or 2004, and again in 2005 or 2006. As a new teacher at the school, I had the opportunity to go out and broaden my international perspective. This had to be a good thing. However, considering the family situation, I did not go out. No one left our faculty in 2009, so the university asked me to register and arranged for me to study abroad (Personal communication, November 18, 2021).

He further explained his family considerations: "After all, you are like a migrant worker, leaving your wife and children behind. Many people may think that it is better not to go out." "They asked us to study abroad for one year, a full year, and come back in between, but you had to pay for your own flights" (Personal communication, November 18, 2021).

Interviewee 17 said that university teachers "have a lot of things to take care of." Now that the school offers numerous opportunities for outings, they perceive these as meaningful. However, their desire to leave would diminish if these opportunities led to their separation from their families in a foreign country, a lack of familial belonging, and an inability to care for them. Speaking about her own situation, she said: "My life is very stressful; sometimes I am not alone; I have a family; when my child is born, I will feel different; I want the best for my child; all of us cannot avoid the feeling; whenever I think about it, I will worry" (Personal communication, November 18, 2021).

2. Relatedness of Universities and Administrative System

It's also important to pay attention to the unique circumstances of cross-cultural training and learning in China's higher education: despite the ongoing decentralisation of administrative power under various policies, its management and coordination functions are still strengthening rather than weakening. Chinese universities are under strong administrative control and have little autonomy. Therefore, China's higher education is currently undergoing reform, opening up, and economic take-off as part of its ongoing reform and development process towards internationalization. Conversely, the limited autonomy of universities restrains the internationalisation of higher education. College teachers participating in overseas study will inevitably feel the constraints of various aspects of the system, which can lead to a lack of a sense of belonging to the university and a restriction of freedom and equality.

In this study, some interviewed teachers expressed that the administrative system restricts their participation and practice in the process of internationalization. The interviewee (15) expressed a sense of powerlessness rather than the benefits she gained from her cross-border internationalisation experience. "The rules of the system and utilitarian purposes more heavily influenced my visiting experience than my personal interests," she expressed. On one hand, without interest, there is no motivation to actively participate in stimulating my enthusiasm and creativity; on the other hand, numerous administrative power regulations for visiting scholars result in participants lacking autonomy and being subject to excessive restrictions. (Personal communication, January 12, 2022).

Interviewee 2 believed that true internationalisation involves learning about other people's experiences, perspectives, and systems, as well as ensuring free communication. He

pointed out that "domestic universities, influenced by administrative power, are highly hierarchical, which limits teachers' free and equal participation in the process" (Personal communication, November 18, 2021).

The significance of college teachers' cross-border internationalisation experience lies in the introduction of international perspectives and dimensions into domestic teaching and scientific research through personal experience. They serve as a bridge in this process of internationalisation; they play the role of a bridge. The establishment of such a bridge requires teachers to invest time and energy to complete it, and the excessive intervention of the administrative system limits teachers' initiative in this process.

Interviewee 10 expressed in the interview that he did not understand such restrictions: "I believe the administrative intervention is excessively extensive in determining participation options." For example, teachers who get financial aid want to go back in a few years, theoretically, but the school's approval of the extensibility is relatively small. You think you don't want to go now, but you have to go; it is a necessary condition for evaluating the title. Then, as you connect the dots, you realise that you still need to go, and it's holding you back. (Personal communication, December 6, 2021).

In order to build a bridge between universities and the international community, it is necessary to have corresponding funds, facilities, institutions, and other supporting measures to border the country. However, these measures and systems in most universities are insufficient, resulting in some international projects or activities withering in the bud.

Interviewee 6 said that he had the idea of attending an international academic conference but had to give it up due to a lack of financial support. He also enthusiastically attempted to collaborate with Chinese Canadian scholars to establish international exchanges

between teachers and students from both countries: "The Chinese Canadian scholar at that time suggested that his students could come to live in our university for three months, attend classes with our students, and he could attend classes with our teachers: he would attend classes and our students would attend classes with him." While this is a commendable initiative, the lack of leadership is concerning. Although I don't consider myself a leader, Chinese Canadian scholars could potentially understand me. They said that they wanted their students to form a long-term mechanism. This is a very good thing. As soon as he took this action, he imposed additional responsibilities on the leaders, including issues related to accommodation and card applications. The school might have a policy in place, but it might not align with it, or it might not exist at all. (Personal communication, November 29, 2021).

3. Relatedness of Cross-cultural Adaptation

Culture makes people form stereotypes of thought, feeling, and behavior. Cultural differences exist between countries because of differences in economy, history, language, race, region, local customs, and folk customs. This difference will affect not only the communication between university teachers and overseas locals but also their adaptability in cross-border internationalisation activities.

Interviewee 5 expressed that "integrating into a foreign group" is a significant concern for her. Her cultural adaptability influences her international activities abroad: "Being an overseas scholar at the University of Missouri and having family there, I believe my financial and living pressures are manageable." However, when I travel abroad, I encounter some difficulties with language and communication due to my cultural differences. I need some time to adapt. When I interact with others, I consistently sense that their perception of us remains entrenched in the most archaic and repulsive emotions of the past,

making it challenging for them to comprehend us. I was a little unsure. Despite being the last to deliver the final speech in the lab, I felt a sense of inferiority towards others, especially considering my middle-aged status. The difficulty for me is that I have to learn the language and communicate with others very well. When I listen to lectures, I find that the courses are not easy, and they come in a variety of forms, much like the stories you tell to foreigners. For example, when you tell the story of Sun Wukong to foreign children in Chinese, we don't understand the jokes they tell, so we can't fit in with them. But simple life, like shopping, is still no problem. I can communicate quickly. So maybe it's better to go out a little younger, like us older people might have some difficulty." (Personal communication, November 29, 2021).

4.3.4 Satisfaction and the Impact on Teaching

Learning intrinsic motivation refers to an individual's motivation to engage in a certain activity, such as learning, exploring, or understanding new things, in order to obtain satisfaction and happiness. Satisfaction can stimulate individuals' motivational behaviours, such as effort, persistence, and active participation, as well as encourage them to pursue socially acceptable goal-orientation. Of the 27 interviewees, 1 was very satisfied with the results, 17 were satisfied, 4 were OK, 4 were not very satisfied, 1 was dissatisfied, and 1 was not sure. Table 4.37 is as follows: The table reveals that over 81% of respondents express satisfaction with the impact of overseas cross-cultural training and learning on their teaching and scientific research.

Table 4.37: The Satisfication and Aspects of the Study Abroad

No.	Result of study abroad	What aspects?
Interviewee1	Satisfied	Both scientific research and teaching have been improved
Interviewee2	Very Satisfied	Scientific research: a great improvement in scientific research ability
Interviewee3	Not Bad	Both scientific research and teaching have been improved
Interviewee4	Satisfied	Both scientific research and teaching have been improved
Interviewee5	Satisfied	Both scientific research and teaching have been improved
Interviewee6	Not Very Satisfied	Tight schedule
Interviewee7	Not Very Satisfied	Both efficiency and effectiveness will be affected by the epidemic, and I am relatively uncertain about such a good outcome anyway.
Interviewee8	Satisfied	Both scientific research and teaching have been improved
Interviewee9	Satisfied	Both scientific research and teaching have been improved
Interviewee10	Satisfied	Both scientific research and teaching have been improved
Interviewee11	Satisfied	Both scientific research and teaching have been improved
Interviewee12	Not Very Satisfied	Satisfied: Both scientific research and teaching have been improved Not satisfied: Time is too tight. I have to juggle work, family, and academic study.
Interviewee13	Not Sure, It Depends.	The level of English, I think the investment is not proportional to the return
Interviewee14	Not Satisfied	Too busy, almost all are pushed forward, this emotional impact.
Interviewee15	Satisfied	Both scientific research and teaching have been improved
Interviewee16	Satisfied	Both scientific research and teaching have been improved
Interviewee17	Satisfied	Both scientific research and teaching have been improved
Interviewee18	Satisfied	Both scientific research and teaching have been improved
Interviewee19	Not Bad	Both scientific research and teaching have been improved
Interviewee20	Satisfied	Both scientific research and teaching have been improved

Table 4.37 cont'd

Interviewee21	Satisfied	Both scientific research and teaching have been improved
Interviewee22	Satisfied	Both scientific research and teaching have been improved
Interviewee23	Satisfied	Both scientific research and teaching have been improved
Interviewee24	Satisfied	Both scientific research and teaching have been improved
Interviewee25	Not Bad	Both scientific research and teaching have been improved
Interviewee26	Satisfied	Both scientific research and teaching have been improved
Interviewee27	Not Bad	Academic and professional improvement

1. Teaching methods and materials

Cross-cultural training and learning enable teachers to have on-the-ground contact with classrooms and teach in different cultural environments. During the training and learning process, these university teachers with cross-cultural experience will consciously audit courses in foreign universities, observe how foreign classrooms operate, draw comparisons with domestic classrooms, and summarise their advanced teaching methods. When they return home, they can try it in their own classroom.

Interviewee 5 stated, "During my time as a visiting scholar, I made a conscious effort to attend numerous classes and observe the teaching methods of some of their teachers." At least two things about their teachers impressed me. First, I was deeply impressed by their serious attitude. For example, the class preparation, including the length of courseware preparation and questions for students to discuss, is quite sufficient. Another thing that left a deep impression on me was their interactive teaching style, which provided students with a level of equality and probing questions. "I also tried to do this after I came back, but I

always felt that the effect was not so good, which must have something to do with the nature of students" (Personal communication, November 27, 2021).

Interviewee 10 also noticed the characteristics of foreign teachers' teaching and reflected on his own practice in teaching. After returning to China, he made corresponding improvements: "Even if he went to lectures abroad, he would find that foreign teaching requires students to read a lot. Teachers, at home, may require students to read less. In the past it would feel that students do not want to read even if, I do not force them to read. But it's like coming back from a trip out of the country and it's like a person with a little more energy. All of a sudden, I started to say that this is very important. Foreign students are required to be very high. Why can't our students? There's going to be a higher level of demand in terms of teaching for myself and for the students. In fact, for myself, to guide students to do more self-directed reading and participation in the teaching process" (Personal communication, Dec 6, 2021).

Teachers abroad will not only learn teaching methods but also gain exposure to subject-related materials, software, research methods, and other resources that they can use in their classroom teaching. Interviewee 8 stated: "In recent years, I primarily used the materials I brought back from abroad for my students." In my current teaching, if I need to find the latest methods or the latest computing software, I can go to foreign websites, and I can contact foreign friends by email" (Personal communication, February 15, 2022).

2. Relations Between Students and Teachers

The ancient Chinese motto "love the teacher, believe in the way" summed up the relationship between teachers and students in terms of their education. A good teacher-student relationship is conducive to the smooth progression of teaching activities and the

effective realisation of teaching objectives. Therefore, teachers should also pay attention to establishing a good teacher-student relationship in the teaching process. Different cultures have different ways of getting along with teachers and students. China has always advocated "respecting teachers and respecting the way," elevating teachers to a higher status. In many cases, teachers give students a respectful but fearful sense of distance. Cross-cultural training and learning experiences have enabled teachers to see different teacher-student relationships. Some interviewees talked about the change in their understanding of the teacher-student relationship.

Interviewee 18 expressed his thoughts on the teacher-student relationship between China and foreign countries: "I believe that, from a teaching perspective, the relationship between foreign teachers and students is comparatively more friendly than that in China, which is my biggest feeling." This phenomenon is evident in classrooms across China, including universities as well as primary and secondary schools. The teacher is talking, and the students are listening below. This is the traditional pattern in China. "Of course, in college, there's a lot more emphasis on interaction and things like that, but it's still very rare" (Personal Communication, November 28, 2021).

Feeling the difference in teaching methods and effects under different teacher-student relationships, the interviewed teachers would also reflect on the communication mode between themselves and students and make corresponding changes from the perspective of being more conducive to the development of students. Interviewee 12 said, "I used to care about students, but I used to care about the whole, everyone, or something specific, such as your grades." Now, I'm likely focusing on distinguishing between the individual and the

process. Previously, I focused on the impact, but now I'm examining the learning process: are you content? (Personal communication, January 15, 2022).

3. Training Methods

The interview revealed that college teachers' cross-cultural training and learning experiences will inspire them to generate innovative ideas for student development and fully utilise the resources they acquire. Interviewee 10 is currently involved in the joint cultivation of exchange students between schools: "Now that there is an exchange programme, I hope to exchange students of various majors from my university with other universities." No one has ever been to that school—I mean, the University of Canberra in Australia. The university is not a top university in Australia, but it is a good university. The university's ranking is within the top ten in Australia, which is acceptable. They also have similar majors to ours. What I am doing now is trying to exchange juniors at our school with them for one year. "This should also be a boost for our teaching and profession" (Personal Communication, December 6, 2021).

Foreign teachers' teaching style also influences how they instruct students when they return home. Interviewee 9, subject to the influence of their doctoral supervisors, will refer to their supervisors' guidance methods when they return from their studies: "First of all, I think I will be more tolerant with my students when it comes to topic selection." I will first let them mention a variety of topics. At critical moments, I will adopt a similar approach to that of my international tutors. I have observed that while students may have numerous ideas when reading a paper, they often struggle to consolidate these ideas into a cohesive whole; they may become increasingly disorganised and unaware of the progress of others. While reading the paper, I believe it would be beneficial to provide them with suggestions on how

to solve this problem or to encourage them to innovate based on their understanding of certain methods. This is what my teacher taught me when I was abroad" (Personal communication, November 28, 2021).

4.3.5 Satisfaction and the Impact on Research

1. Broaden the Research Horizon

The interviewees with intercultural training and learning experience are mainly visiting scholars, who pay more attention to the scientific research aspects of their own research field during the visiting study process. To broaden their horizons, the interviewees will pay attention to the differences between foreign and domestic research, expand their own research horizons, and consider the reference in conjunction with their own research direction. Interviewee 6 said: "When it comes to scientific research, I think vision is the most important. You'll find that their approach is similar to ours in terms of industry, with the exception of a slight difference in focus. As previously mentioned, Australia primarily focuses on heavy-haul operations. They conducted a study on how the trains could carry the maximum load at a given time. Of course, the maximum load involved factors such as the towing capacity, the carrying capacity, the subgrade carrying capacity of the line, and a variety of other factors, all of which they examined. In the field of Chinese transportation, a large number of Chinese individuals are actively studying high-speed trains to the best of their abilities. The research focus in China is different. The focus of research is different. However, I also enrol in various economic courses, including those in Western economics. The path China is currently on is the same one that western developed countries took a decade or more ago. That is to say, by studying what western developed countries are doing now, you can predict what China will do in the next ten or twenty years. It's certainly going

to be a process, so if you look at what they're doing, you'll have a pretty good idea of what you should be doing in the future" (Personal communication, November 29, 2021). All teachers with cross-cultural experience "tend to bring back things from other countries when they come back and do a study on them," he added, and he brought back some materials and data for his own research.

2. The Cultivation of Interest, Habit and Accomplishment in Scientific Research

Why didn't the Industrial Revolution take place in China first, when China's capitalism had sprouted centuries before Britain's? This is Weber's question. Needham breaks it down into two puzzles: Throughout history, why was China so far ahead of other civilisations in science and technology? Why is China no longer ahead in modern times? Linyifu believes that part of the reason is that the mechanism of technological invention is essentially dependent on "trial and error," and the development of Chinese disciplines is mainly based on "accidental discovery," which lacks the basis of science and experiment. The speed of technological invention and economic growth cannot catch up with the rapid development of "invention for invention's sake" in the West. Therefore, when it comes to training in scientific research, we must draw inspiration from the West. Cross-cultural training and learning experiences provide college teachers with the opportunity to receive scientific research training in the western system. Over time, through gradual influence, they will develop good scientific research habits and qualities, thereby generating more interest in scientific research.

Interviewee 8 stated: "In terms of scientific research, I believe the first change I made was that I really enjoyed it; I didn't have to work so hard to write articles. I think this stage of my PhD was actually gradual; I finished my PhD in three years very smoothly under the

conditions at that time, and after I finished it, I think I prefer to do scientific research." I should say my teachers abroad also gave me a lot of opportunities" (Personal communication, February 15, 2022). Her scientific research has found a balance between direction and interest, and she looks forward to participating in it with more energy. "First of all, I think I can do it independently. I have some clear goals, and I can do some research independently. Then, in addition to the paper, I might consider how the subject I'm studying contributes to society. This is a lesson I learned from my teacher abroad, who asked me, "Where is your contribution?" (Personal communication, February 15, 2022).

Even the interviewees, who usually focus more on teaching, said that the cross-border internationalisation experience made them pay more attention to scientific research. Interviewee 16 stated: "My life pattern is gradually shifting towards scientific research as a result of this overseas research." I continue to engage in activities such as reading books, paying attention to new research findings, and reading professional magazines. But if I want to produce a lot of results now, I don't have any natural inclination, so I must remain as I am; it's my minimum guarantee that my students will be satisfied first. As far as my own development is concerned, so be it. First of all, I am happy with the feedback my students give me. The feedback also gives me a sense of accomplishment. "Whether I can produce in my 40s or 50s, let it be." (Personal communication, December 6, 2021).

3. The Use of Scientific Tools and Methods

University teachers conduct international activities such as cross-cultural study visits, study abroad, and exchanges in countries at the forefront of their respective research fields. These activities provide them with the opportunity to engage with cutting-edge scientific research in these fields, comprehend and learn advanced tools and techniques used in this

research, and apply these techniques in their research upon returning to China. In China, the channels to obtain foreign literature are very limited, and some teachers lack awareness and experience of using foreign materials in the research process. Interviewee 10 revealed that he would inadvertently incorporate foreign experience and data into his research upon his return to China: "Upon returning to China, I discovered certain conditions that were previously applicable in China, but it was only after travelling abroad that I became aware of these conditions and knew what foreign literature to seek" (Personal communication, December 6, 2021).

After returning to China, interviewee 14 discussed how foreign co-mentors guide their students to conduct scientific research, drawing on their expertise in laboratory construction: "Our current approach to student training and encouraging students to participate in scientific research essentially mirrors the approach of my previous co-mentor." After a few years of practice, the method should be relatively effective. Students, including other university students, were very receptive to this approach. The main goal of this approach is to encourage students to engage in probing, which is a form of cross-flow research and discussion. Additionally, I have gained some valuable foreign experience. Now, I continue to prioritise the development of practical skills and the establishment of a functional control room. I continue to strive for a level of proficiency comparable to that of other countries in this field. However, there may still be a gap in our overall level of equipment, as it should be. "What I've learned this year abroad is very helpful to my scientific research." (Personal communication, November 28, 2021).

Various disciplines hold varying opinions regarding the disparity in research quality between domestic and foreign institutions. Interviewee 20 expresses a deep-seated sentiment

in this regard: "The professional level of some disciplines will be closer to that of foreign countries." The gap between home and abroad for social sciences, especially our major, is still quite large. The big gap lies in the research methods and the scientific nature of the research, including the scientific thinking and methods of the research. Therefore, adherence to international standards necessitates extensive basic work (Personal communication, November 28, 2021). She said that after returning to China, she will learn more from some advanced international research methods, hoping that her research can be better and faster in line with international standards. In the future, I may write English articles, submit more international publications, and produce more English results. This will have an impact on the future, or at the very least, increase your awareness when you are out and about. Even though you've communicated in the past, you didn't sense the need; now, you'll experience similar thoughts (Personal communication, November 28, 2021).

4. Cooperation with foreign scholars or organizations

University teachers primarily implement international cooperation, with researchers serving as the main participants and implementers. Through international cooperation, they introduce advanced technology and culture, develop science and technology, and spread national culture. Cross-cultural training and learning experience give university teachers the opportunity to directly contact foreign scholars or research institutions, strengthen the closeness of the relationship between the two sides, and thus produce the possibility of cooperation between the two sides. In this study, the teacher's most direct foreign contact is the supervisor in the target country. Interviewee 19 said that even after returning to China, she maintains academic exchanges with her supervisor and participates in their academic activities: "I am still paying attention to my supervisor." He writes an article every week

about his latest ideas and his research. I am also involved in various activities, such as presenting master's papers, which the organisation is encouraging more people to participate in.

Interviewee 11's visiting experience has facilitated the establishment of close connections with Australian scholars and the implementation of relevant research projects: "From the perspective of scientific research, the most important thing is to establish some cooperative research relations with them, which I don't think I could have done before I went there, but I actually did after I went there." While I was there, I connected with a mentor who had a student, and we collaborated on a project. While the project may not be large in scope, the establishment of a partnership is crucial. (Personal communication, November 28, 2021).

4.3.6 Summary of Qualitative Findings

Self-determination theory is one of the two most explanatory theories in motivation theory. Qualitative data analysis shows that individual behaviour's motivation isn't single or simple; it has complexity and is multi-level. Individual ability, autonomy, and relatedness regulate the social factors that influence motivation. Arteaga-Sanchez et al.'s (2020) research also shows that social factors affect individual motivation by providing satisfaction for an individual's three needs.

Individuals always tend to choose behaviours that are good for themselves. When the external environment supports the fulfilment of the three basic psychological needs, individuals develop along a positive and healthy path and are able to experience a true sense of wholeness as well as a sense of happiness provided by an active life.

Table 4.38: Qualitative Findings

No.	Expectancy	Interviewee	Viewpoint	Need satisfaction	Tendency of behavior
1	**Autonomy** affects attitude, attitude affects action	Interviewee 12	recognize and support cross-cultural training and learning value international exchanges and cooperation as the important opportunity	satisfied	Increased motivation，persistence, engagement
2		Interviewee 8	the more teachers participate, the better. establish more and better channels to study foreign culture.	satisfied	Increased motivation，persistence, engagement
3	Autonomy of understanding and focus	Interviewee 3	cross-cultural training and learning experience are the icing on the cake for their academic career.	satisfied	Increased motivation，persistence, engagement
4	Autonomy of cross-culture difference and the expansion of vision	Interviewee13	Language barriers become obstacles	Not satisfied or not too satisfied	Reduced Motivation action, stops or hesitates, depression and so on…
5	Autonomy of language	Interviewee22	Differences in academic norms and standards bring pressure.	Not satisfied or not too satisfied	Reduced Motivation action, stops or hesitates, depression and so on…

Table 4.38 cont'd

6	Interviewee 16	full of expectation of acquiring the scenery or culture in the strange region	satisfied	Increased motivation，persistence, engagement
7	Interviewee 23	get in touch with those different people, we can communicate in many aspects, he just has a different view of things.	satisfied	Increased motivation，persistence, engagement
8	Interviewee 7	This difference affects the communication and the adaptability in cross-border internationalization activities.	satisfied	Increased motivation，persistence, engagement
9	Interviewee 9	how to integrate into a foreign group" was a major problem, differences not only affect her international activities abroad, but also affect her communication with domestic scholars after returning to China	satisfied	Increased motivation，persistence, engagement
10	Interviewee13	language problems are the first, biggest and most important factor restricting teachers' participation in cross-cultural training and learning.	Not satisfied or not too satisfied	Reduced Motivation action, stops or hesitates, depression and so on…
11	Interviewee 6	Learning and communication are affected and limited by the level of English.	Not satisfied or not too satisfied	Reduced Motivation action, stops or hesitates, depression and so on…

Table 4.38 cont'd

12	Interviewee 2	language ability restricts the performance of a professional level	Not satisfied or not too satisfied	Reduced Motivation action, stops or hesitates, depression and so on…
13	Interviewee 14	worried about not being able to fully express the thoughts and ideas, and communicate deeply.	Not satisfied or not too satisfied	Reduced Motivation action, stops or hesitates, depression and so on…
14	Interviewee 8	trouble in writing English papers and publishing in international journals	Not satisfied or not too satisfied	Reduced Motivation action, stops or hesitates, depression and so on…
15	Interviewee 5	The pressure brought by this atmosphere is also an opportunity, a stage	satisfied	Increased motivation，persistence, engagement

Table 4.38 cont'd

16		Interviewee 16	professional title evaluation index and their own career development	satisfied	Increased motivation, persistence, engagement
17	**Competitive Factors** for Career, Research and Teaching Ability	Interviewee 9	just to complete it for his degree	satisfied	Increased motivation, persistence, engagement
18		Interviewee 1	the requirement of academic title evaluation	satisfied	Increased motivation, persistence, engagement
19	Need of career competition and promotion	Interviewee 6	for a specific expert and her research direction	satisfied	Increased motivation, persistence, engagement
20	Need of competition of teaching and research	Interviewee 21	explored the development direction of his academic career	satisfied	Increased motivation, persistence, engagement
21	Knowledge and ability Factors	Interviewee 2	have international knowledge, global vision and international communication ability, be able to understand and adapt to cross-cultural knowledge and skills, and avoid localism and ethnocentrism.	satisfied	Increased motivation, persistence, engagement
22		Interviewee 3	ability and innovation are very important for the overseas post-doctoral work	satisfied	Increased motivation, persistence, engagement

Table 4.38 cont'd

23	**Relatedness**	Interviewee 18	repeatedly mentioned the factors of family belonging, family considerations	satisfied	Increased motivation，persistence, engagement
24	value family more have more responsibilities to take care of their families	Interviewee 17	need family belonging and take care of her families	satisfied	Increased motivation，persistence, engagement
25	the administrative system limits teachers' initiative in this process	Interviewee 15	more influenced by the rules of the system and motivated by utilitarian purposes than by my own interests	Not satisfied or not too satisfied	Reduced Motivation action, stops or hesitates, depression and so on…
26	Relatedness of cross-cultural adaptation	Interviewee 2	domestic universities, influenced by administrative power, are highly hierarchical, which limits teachers' free and equal participation in the process	Not satisfied or not too satisfied	Reduced Motivation action, stops or hesitates, depression and so on…
27		Interviewee 10	the administrative intervention is too large on how to participate	Not satisfied or not too satisfied	Reduced Motivation action, stops or hesitates, depression and so on…

Table 4.38 cont'd

28		Interviewee 6	The school may have a school policy, it may not match,	Not satisfied or not too satisfied	Reduced Motivation action, stops or hesitates, depression and so on…
29		Interviewee 5	"How to integrate into a foreign group" is a big factor that bothers her.	Not satisfied or not too satisfied	Reduced Motivation action, stops or hesitates, depression and so on…
30	**Satisfaction and the impact on teaching**	Interviewee 5	impressed by the serious attitude and teaching methods	satisfied	Increased motivation，persistence, engagement
31	Summarize advanced teaching methods and apply them in China, most respondents feel satisfied with the effect of overseas cross-cultural training and learning	Interviewee 10	learn, then made corresponding improvements in China.	satisfied	Increased motivation，persistence, engagement
32		Interviewee 8	subject-related materials, software, research methods, etc... used for the classroom teaching in China.	satisfied	Increased motivation，persistence, engagement
33		Interviewee 4	Cross-cultural training and learning experience have enabled teachers to see different teacher-student relationship	satisfied	Increased motivation，persistence, engagement

Table 4.38 cont'd

34	Interviewee 18	friendly relationship, and more emphasis on interaction.	satisfied	Increased motivation，persistence, engagement
35	Interviewee 12	Pay more attention to the learning process and communication.	satisfied	Increased motivation，persistence, engagement
36	Interviewee 10	Promote the joint cultivation of exchange students between universities	satisfied	Increased motivation，persistence, engagement
37	Interviewee 9	The way of foreign supervisors instruct also influences his instruct in China.	satisfied	Increased motivation，persistence, engagement

Table 4.38 cont'd

		Interviewee 6	Research perspective is important	satisfied	Increased motivation, persistence, engagement
38	**Satisfaction and the impact on research**				
39	Broaden the Research Horizon		receive scientific research training in the western system, and through gradual influence over a certain period of time, they will develop good scientific research habits and qualities, and generate more interest in scientific research.	satisfied	Increased motivation, persistence, engagement
40	The cultivation of interest, habit and accomplishment in Scientific Research	Interviewee 8	my teachers abroad also gave me a lot of opportunities, I prefer to do scientific research	satisfied	Increased motivation, persistence, engagement
41			think more about the usefulness society	satisfied	Increased motivation, persistence, engagement
42	The use of scientific tools and methods		found a balance between the direction and interest, and she looks forward to participating in scientific research with more energy	satisfied	Increased motivation, persistence, engagement
43	Cooperation with foreign scholars or organizations	Interviewee 16	cross-border internationalization experience made me pay more attention to scientific research	satisfied	Increased motivation, persistence, engagement
44		Interviewee 10	subconsciously refer to foreign experience and data in his research after returning to China	satisfied	Increased motivation, persistence, engagement

Table 4.38 cont'd

45	Interviewee 14	the method adopted at present is basically imitating the practice of my former co-mentor.	satisfied	Increased motivation, persistence, engagement
46	Interviewee 20	the scientific thinking and methods of the research	satisfied	Increased motivation, persistence, engagement
47	Interviewee 20	learn more from some advanced international research methods	satisfied	Increased motivation, persistence, engagement
48	Interviewee 19	maintains academic exchanges with her supervisor and participates in their academic activities after returning to China	satisfied	Increased motivation, persistence, engagement
49	Interviewee 11	establish close connections with Australian scholars and carry out relevant research project cooperation	satisfied	Increased motivation, persistence, engagement

Table 4.38 above demonstrates that when the environment supports the satisfaction of basic psychological needs, individuals experience a higher level of motivation, a more active action force, more investment, more persistence, and greater success and harvest (teaching and research gains) (e.g., Interviewees 1, 2, 3, 4). On the contrary, when the environment inhibits the satisfaction of basic psychological needs, individuals may mechanically follow external rules under pressure, resulting in disharmony between behaviours and psychology, reducing motivation, stopping action or hesitating, and even leading to the emergence of negative states such as diseases, anxiety, and depression (e.g., Interviewee 13, 14). It's shown in Figure 4.2.

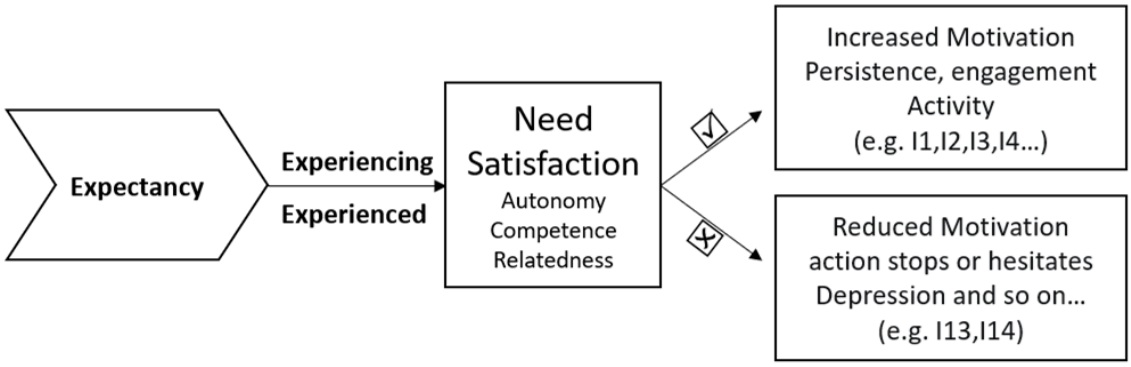


Figure 4.2: SDT Interview Verification Result

Qualitative data, which can be challenging to quantify, calculate, and store, can significantly enhance the understanding of quantitative research by virtue of its unique characteristics. Qualitative and quantitative research are not mutually exclusive but can complement each other.

4.4 Chapter Summary

The present study began with a thorough investigation of Chinese university teachers' overseas training expectations and the profound consequences of such experiences on their academic careers. A mixed-methods approach using quantitative structural equation modelling (SEM) and qualitative semi-structured interviews was used to systematically address two main goals: to find out what teachers expect and what drives them to go on international training (Objective 1) and to figure out how cross-cultural training affects their professional paths (Objective 2).

Quantitative Findings: Unveiling Expectations and Influencing Factors

Quantitative analysis, facilitated by SPSS and AMOS software, provided a robust statistical foundation. The examination of 505 questionnaires revealed a clear demographic profile of participants: predominantly middle-aged (31–45 years), holding a master's degree, and with over ten years of work experience. This demographic constitutes a cohort of professionals in the ascending phase of their careers, eager to enhance their knowledge and abilities. Descriptive statistics demonstrated adherence to the normal distribution, ensuring the universality of the findings. The high Cronbach alpha values exceeded 0.7 across dimensions and subdimensions, confirming the reliability and stability of the tested variables. Independent sample t-tests and ANOVA analyses highlighted significant differences based on demographic characteristics like age and educational level, emphasising the need for tailored training programmes.

Structural Equation Modelling (SEM) further refined these insights. The measurement model analysis showed that there was good internal consistency, and the confirmatory factor analysis met the standards for convergent validity, with standard

loadings above 0.5, composite reliability above 0.6, and AVE above 0.5. The structural model testing supported six hypotheses (H1–H6), disproved nine–ten, and confirmed the mediating roles of H7–H8. This provided us with a comprehensive understanding of the interconnections among the various factors influencing teachers' decisions and outcomes during overseas training.

Qualitative Insights: Decoding the Nuanced Influences

The qualitative segment, grounded in Self-Determination Theory (SDT), involved in-depth interviews with 27 teachers, offering a rich tapestry of personal narratives. The analysis revealed a complex, multi-layered motivational landscape where a blend of ability, autonomy, and relatedness influences individual behaviours. It was evident that a supportive environment that fosters the fulfilment of basic psychological needs enhances motivation, leading to increased investment, persistence, and ultimately success in teaching and research. Over 81% of interviewees expressed satisfaction with their overseas training, crediting it with tangible improvements in their professional practice.

In summary, the research effectively achieved its goals by quantitatively outlining expectations and determining motivation factors for overseas training among Chinese academics. Qualitatively, it uncovered the intricate dynamics of cross-cultural training, emphasising a nurturing environment's role in motivation and success. The study offers a nuanced comprehension of the sought-after benefits, underlying reasons, and transformative effects of international training on Chinese higher education's teaching workforce.

CHAPTER 5

DISCUSSION AND CONCLUSION

5.1 Introduction

As mentioned in Chapter 3, single data analysis and data integration are inevitably fixed in the limitation of the disconnect between data and reality, but qualitative data that are difficult to quantify, calculate, and store can greatly supplement the explanation of quantitative research on reality by their own characteristics.

The mixed research methodology is a comprehensive qualitative research paradigm that combines the benefits of both quantitative and qualitative research methods. It not only explains quantitative data with text content but also enhances the accuracy of qualitative text with quantitative data. According to the research results presented in Chapter 4, the hypothesis model from quantitative studies has been verified for the cultural milieu, socializers' behaviours, cognition, motivational beliefs, achievement behaviours, and the relationship between each variable and cognition. Additionally, the moderating effects of motivational beliefs have been identified as mediating variables. I also interviewed 27 teachers who had participated in cross-cultural training and learned from qualitative research. The interview results, both directly and indirectly, supplemented and explained the quantitative analysis results, making the cold figures more clear and easier to understand. The use of both qualitative and quantitative research methods in the forecasting process improves its accuracy.

5.2 Discussion of Findings

Taking into account the research results from the previous chapter, this chapter highlights the significance and rationality of the research findings. This chapter delves into the factors that determine the expected value of Chinese university teachers' overseas training or study and explores the impact of each factor, including the intermediary factor. The following Table 5.1 displays a comparison with the previous research results, demonstrating the consistency of variables such as the cultural milieu, socializers' behaviours, cognition, motivational beliefs, and achievement behaviours. The significance of the representation is also compared with previous similar studies findings.

Previous research (Brochet et al., 2019; Liaoling, 2015; Limna et al., 2022; Christakis and Fowler, 2009; Akosile and Olatokun, 2020) has examined the cultural setting, people's interactions, their thoughts, the strength of each component of their motivational beliefs, and their achievement behaviors. However, limited research exists on the factors that shape the expectations of university teachers in the central region of China's inner mainland regarding overseas training, particularly in relation to the cross-cultural impact of the BRI. This study aims to fill a gap in the literature by investigating the degree of influence of each variable on the expected value theory.

5.2.1 Summary of Research Findings

This study meticulously crafts a comprehensive mixed-methodology framework that seamlessly merges the strengths of both quantitative and qualitative research. The goal is to overcome the limitations inherent in a single approach, enhancing the depth and breadth of the research. Quantitatively, the study develops rigorous hypothesis models, systematically

validating and analyzing key variables and their interactions. This ensures data objectivity, reproducibility, and establishes a solid numerical foundation for deeper interpretations.

Qualitatively, the study complements quantitative findings with in-depth interviews of teachers who have experienced cross-cultural training. These interviews reveal personal experiences, emotional responses, and subjective perceptions, exploring the subtleties and dynamics within such training. The analysis of qualitative data enriches the quantitative results, offering multi-dimensional insights and bringing the data's stories to life.

The integration of both research methods showcases a synergistic effect in prediction and analysis. Quantitative data offers a precise basis for qualitative analysis, reducing subjective bias, while qualitative insights enhance and refine the explanatory power of quantitative models. This complementary approach not only increases the study's accuracy and depth but also expands theoretical and practical horizons in cross-cultural training research.

The hypotheses outlined in Table 5, along with their corresponding results, provide a comprehensive understanding of the intricate relationships that govern cross-cultural training and learning behaviors among educators. These insights offer a deep dive into the dynamics that shape educators' experiences in this domain.

Table 5.1: Hypotheses Results and Interpretations

No.	Hypotheses	Analysis Result	Similar to	Meaning of Representation
H1	Cultural milieu →Cognition.	Supported	Brochet et al. (2019); Liaoling (2015); Limna et al. (2022)	Cultural environment has a positive impact on self-perception. In the process of cross-cultural training and learning, teachers will be affected by the cultural environment, which will change their cognition. In addition, university teachers' cognition of further study is also the result of the interaction between individuals, natural environment and social environment.
H2	Socializers' behaviors →Cognition.	Supported	Christakis and Fowler (2009); Akosile and Olatokun (2020); Liaoling (2015); Limna et al. (2022); Chui et al. (2010)	Socializers' behaviours have a positive impact on cognition. Before, during and after teachers' cross-cultural training and learning, the generation or changes of self-cognition can be influenced by socializers' behaviors.
H3	Cultural Milieu→Motivational beliefs.	Supported	Kim et al. (2021)	"CUMI" have significant effects on "MOBE". It shows that the generation and change of motivational beliefs in teachers' cross-cultural training and learning process are influenced by cultural environment.
H4	Socializers' behaviors →motivational beliefs.	Supported	Zhao (2013); Hwang et al. (2015)	Socializers' behaviors have a positive effect on motivational beliefs. Before, during and after teachers' cross-cultural training and learning process, socializers' behaviors will affect the generation or change of motivational beliefs.
H5	Cognition→ motivational beliefs.	Supported	Ishiyama and Munson (1993); Lankton et al. (2010); Traci (2014); Hong et al. (2017); Cui and Wei (2020); Wang (2020)	Cognition has a positive impact on motivational beliefs. The generation and change of teachers' cognition in the process of cross-cultural training and learning will affect the generation or change of motivational beliefs.

Table 5.1 cont'd

H6	Motivational beliefs →Achievement behavior.	Supported	Eccles et al. (2000);	Motivational beliefs had significant effects on achievement behaviours, which means the change of motivational belief in teachers' cross-cultural training and learning process will affect the change of achievement behaviours.
H7	Cultural milieu → Cognition → Motivational beliefs	Supported	Kitayama (1991); Xiangping et al. (2006)	Cognition has mediating effect from cultural milieu to motivational beliefs. Cultural milieu promotes the generation of cognition, which in turn promotes the generation of motivational beliefs
H8	Socializers' behaviours→Cognition→ Motivational beliefs	Supported	Robalino and Robson (2013);	Cognition has mediating effect in socializers' behaviours to motivational beliefs. Socializers' behaviours promote the production of cognition, which in turn promotes the production of motivational beliefs.
H9	Cultural milieu→Motivational beliefs→Achievement behaviour	Not supported	Xu and Li (2019)	
H10	Socializers' behaviours→Motivational beliefs→Achievement behaviour	Not supported	Scholars Ferris et al. (2013); Nguyen et al. (2017)	

Here's a detailed breakdown, including references, explaining the significance of representation for each hypothesis. It offers a thorough understanding of each hypothesis' meaning and context.

Hypothesis 1 (H1): Cultural milieu → Cognition

This hypothesis suggests that cultural environments positively impact teachers' self-perception. The finding supports Brochet et al. (2019), Liaoling (2015), and Limna et al. (2022) studies, illustrating that cultural environments actively modify teachers' cognitions. It represents the interaction of individual, environmental, and social dimensions shaping cognition for further study.

Hypothesis 2 (H2): Socializers' behaviors →Cognition

It posits that social interactions influence teachers' cognitions before, during, and after training. Support from Christakis and Fowler (2009), Akosile and Olatokun (2020), and others, highlights the behavioural impact on cognition. It represents how social dynamics can alter teachers' cognitions throughout the learning journey.

Hypothesis 3 (H3): Cultural milieu → Motivational beliefs

The hypothesis claims that cultural milieu significantly affects motivational beliefs. As supported by Kim et al. (2021), this shows that "cultural milieu" (CUMI) influences "motivational beliefs" (MOBE). It represents cultural environments' profound impact on motivation formation and change during training.

Hypothesis 4 (H4): Socializers' behaviors → Motivational beliefs

It argues that social behaviours positively affect motivational beliefs. Backed up by Zhao (2013) and Hwang et al. (2015), this highlights social interactions' role in beliefs' formation. It signifies how social behaviours can mould motivational beliefs during and after training.

Hypothesis 5 (H5): Cognition → Motivational beliefs

This hypothesis posits that cognition positively impacts motivational beliefs. It demonstrates cognition's direct influence, as supported by Ishiyama and Munson (1993), Lankton et al. (2010), and others. The impact of cognitive changes on the creation and evolution of motivational beliefs is represented.

Hypothesis 6 (H6): Motivational beliefs → Achievement behavior

The hypothesis claims that motivational beliefs affect achievement behaviors. As supported by Eccles et al. (2000), this means beliefs' changes affect behaviors. This illustrates the impact of motivational belief shifts on performance behaviours during training.

Hypothesis 7 (H7): Cultural milieu → Cognition → Motivational beliefs

It posits that cognition mediates the transition from cultural milieu to motivational beliefs. As supported by Kitayama (1991) and Xiangping et al. (2006), this represents cultural environments' indirect influence on beliefs via cognition. It emphasises how cultural environments foster cognition, leading to beliefs.

Hypothesis 8 (H8): Socializers' behaviors → Cognition → Motivational beliefs

It claims that cognition mediates from behaviours to beliefs. Robalino and Robson's (2013) support demonstrates behaviours' influence on cognition, which generates beliefs. It represents behaviours' indirect impact on beliefs through cognitive production.

Hypothesis 9 (H9): Cultural milieu → Motivational beliefs → Achievement behavior

The analysis of H9 warrants a deeper exploration beyond just claiming that the hypothesis is unsupported. Several factors must be considered to provide a well-rounded and critical discussion. Xu and Li (2019) suggest a more complex interaction between cultural context, motivational beliefs, and achievement outcomes, it is important to understand the underlying mechanisms. A more nuanced view is supported by Schunk and DiBenedetto (2020), who argue that cultural influences on motivation are moderated by personal experiences and social context. The environment, both in terms of educational infrastructure and societal expectations, plays a significant role in how motivational beliefs are activated. Therefore, it is not enough to state that motivational beliefs influence achievement outcomes in a linear way; instead, this relationship is shaped by the broader cultural and environmental framework. For instance, students in collectivist cultures may prioritize group success over individual achievement, which complicates the direct connection between personal beliefs and performance. In sum, while the hypothesis (H9) suggests a direct pathway, literature suggests that the relationship between cultural context, motivation, and achievement is far more intricate. Motivational beliefs act as a mediator, but their influence on achievement is moderated by additional social, educational, and cultural factors that cannot be ignored. Further empirical studies are needed to explore these complex interactions in greater detail.

Hypothesis 10 (H10): Socializers' behaviors→Motivational beliefs→Achievement behavior

Similarly, the analysis of H10, this unsupported hypothesis, requires a more thorough and nuanced exploration. Ferris et al. (2013) highlight that socializers' behaviors—such as feedback, encouragement, and role modelling—do not directly translate into achievement behavior. Instead, they affect individuals' motivational beliefs, including self-efficacy, perceived task value, and outcome expectations. However, the pathway from motivational beliefs to achievement is often moderated by contextual factors such as the individual's previous experiences, their personal goals, and external pressures like academic expectations. Therefore, the simplistic notion of a direct relationship ignores the layers of complexity in how behaviors influence academic outcomes. In conclusion, the hypothesis that socializers' behaviors have a direct impact on achievement behaviors through motivational beliefs oversimplifies a far more intricate process. The influence of socializers is moderated by personal, cultural, and contextual factors, making the relationship indirect and complex. A more detailed model, incorporating these variables, would offer a better understanding of how socialization impacts academic achievement.

Collectively, these findings contribute to the literature by elucidating the intricate interplay of cultural, social, cognitive, and motivational factors in teachers' learning processes within cross-cultural training. The supported hypotheses provide a strong foundation for practical applications in education policy and talent development, while the unsupported ones point to areas needing further exploration for a nuanced understanding.

5.2.2 Factor of Cultural Milieu on Cognition

The cultural environment is crucial for shaping teachers' motivation and self-perception during overseas training. This influence is not only a key determinant of how individuals process information and manage their learning experiences but also a significant

factor in their overall adaptation and performance (Houmanfar et al., 2018). Effective cross-cultural training programs are designed to enhance these cognitive and motivational aspects, ensuring that teachers are equipped to navigate and leverage the cultural milieu they encounter during their international educational pursuits.

The specific symbolic environments that surround us are deeply intertwined with human cognition, influencing thought processes through symbolic factors (Bandhu et al., 2024). Symbols serve as conduits, allowing individuals to progressively interpret the cognitive landscapes and introspections of others through shared communication. Favorable stimuli within the cultural context can notably enhance teachers' positive attitudes towards their profession, bolstering their motivation to pursue academic advancement and refine their pedagogical skills. Conversely, less favourable environments can impede personal growth and reduce the desire for ongoing educational endeavours. The implicit mood set by organizational cultural contexts also affects the job satisfaction of academic professionals and their openness to international training opportunities. A harmonious internal cultural milieu can ignite teacher motivation, improve organizational communication, and drive professional development, providing educators with platforms for self-actualization and reinforcing their commitment to further studies (Savolainen, 2018).

Additionally, the way university teachers perceive further study is a product of the intricate interplay among the individual, the natural environment, and the overarching societal cultural milieu. Relying solely on pre-service education and minimal in-service training no longer suffices to nurture the comprehensive growth that educators now require. External environmental factors, encapsulated within the cultural milieu, play a critical role in teachers' professional development journeys, prompting them to venture beyond their

immediate contexts to seek personal and professional evolution within a broader, more varied sphere.

Educators who are open to different cultural settings have a unique opportunity to learn about and appreciate different cultural points of view, as well as experience the intellectual friction that comes from having different value systems. This exposure nurtures a more balanced and objective perspective on global cultures. Humans, driven by their innate curiosity and unquenchable thirst for knowledge, feel an innate compulsion to explore the unknown. Amidst the relentless pace of globalisation, where scientific and technological advancements daily reshape our world and the constant progression in transportation and communication renders our planet ever smaller and data more intricate, college teachers, as bearers and propagators of profound knowledge, face heightened demands. The current era of internationalised higher education necessitates the cultivation of talents with a global scope and aptitude. Be it in their scholarly inquiries or classroom teachings, they must embody a thorough and precise comprehension of diverse cultures alongside a widened vista, embodying the essence of how the cultural milieu shapes their cognition and informs the expectations and driving forces behind teachers' decisions to partake in overseas training programs. This directly relates to the research goal of quantitatively exploring the expected value and main factors that affect educators who go on training abroad, with a focus on how the cultural setting shapes these expectations and determines the key factors at play.

5.2.3 Factor of Socializers' Behaviors on Cognition

This section aims to investigate the relationship between the expected values of teachers participating in overseas training and their cognitive changes, with a particular emphasis on the role of socializers' behaviors throughout this process. Socializers' patterns

of behavior significantly influence the formation or transformation of self-cognition in teachers, both prior to and following cross-cultural training. This observation not only underscores the importance of interactions between individuals and their natural and social environments but also resonates with our prior orientational research highlighting the reciprocal causality between interpersonal relationships and social behaviors. In the context of cross-border educational training, the concrete actions of socializers directly shape and evolve teachers' self-perception (Halimi et al., 2020). The quality of one's interpersonal network, a core component of social relations, is intimately linked to personal life satisfaction and professional performance, reflecting both individuation and socialisation in teachers' growth (Diener et al., 1998).

Within cross-cultural training experiences, socializers function as facilitators, guiding teachers to engage deeply with cross-cultural pedagogy and research and exposing them to the forefront of international academia and its nurturing environment. These teachers, already equipped with a foundation in teaching and research before departure, undergo a transformative phase of confusion and reflection that sharpens their awareness of career impediments, seeing overseas study as an opportune path for change. Immersed in different academic cultures and armed with professional knowledge, these teachers transcend their previous cognitive boundaries, redefining their professional ideologies and values. This leads to improvements in their research skills, teaching skills, international perspectives, and intercultural competencies, which is in line with the qualitative findings from Chapter 4.

Building upon a baseline of professional knowledge, Chapter 4's qualitative data illustrates how these international scholars effectively integrate into collaborative research projects with foreign counterparts, engaging in extensive interdisciplinary and cross-cultural

exchanges. Direct impacts from socializers not only facilitate their grasp of disciplinary advancements, but they also instigate fundamental shifts in cognition. Through international comparisons, teachers gain clarity on their strengths and weaknesses, enhancing specialised knowledge, refining research methodologies, adopting scholarly communication mechanisms, leveraging academic resources, and producing impactful research outcomes. At the same time, they make full use of resources like journals, books, and lab equipment. By interacting with different cultures, they also get to know academic practices like team meetings and academic afternoon teas, which create a strong academic atmosphere. Furthermore, teachers gain insights into disparities in academic cultures and resource allocation between nations, encompassing aspects like research direction setting, application of research methodologies, technological conditions for research, and team management practices.

5.2.4 Factor of Cultural Milieu on Motivational Beliefs

This subsection integrates the exploration of the cultural milieu's influence on motivational beliefs with the study's primary objective of quantitatively investigating the expected value and key factors affecting teachers engaged in overseas training. By focusing on this unique population, the aim is to deepen our understanding of their aspirational worth and the underlying mechanisms shaping their motivational beliefs within the cultural context they encounter.

In the practical realm of education, both educators and learners engage in a conscious activity, assimilating societal cultural norms into personal knowledge and integrating these into their existing conceptual frameworks. These beliefs and values, formed amidst the diversity of individual physical and mental conditions, social experiences, and relationships,

are central to our investigation of how cultural environments specifically influence the expectations and motivational beliefs of teachers pursuing international training.

The cultural milieu indeed plays a dual role in externalizing educational impact: it instils in individuals high-order spiritual elements, nurturing the development of elevated motivational beliefs that manifest in adherence to ethical and moral norms (Halimi et al., 2020). This environment, rich in spirituality and meaning, nourishes the soul and gives life purpose, enabling individuals to surpass their material existence and embody a free and conscious spirit. This is evident in their pursuit of positive emotions, their search for life's purpose, and their commitment to virtues. The process of change provides educators with a clear understanding of life's essence and their role within it, helping them address existential questions in a healthy manner, reducing uncertainty, and increasing life confidence. This exemplifies how the environment can cultivate individuals with good morals and values. Furthermore, the cultural environment serves as the contextual backdrop for education's outward expression. The positive aspects of one's educational and cultural environment facilitate the manifestation of behaviors in alignment with higher goals, highlighting the environment's importance in ensuring that a person's behavior is consistent with their aspirations.

5.2.5 Factor of Socializers' Behaviors on Motivational Beliefs

In the quantitative inquiry into the expected value and main factors influencing teachers participating in overseas training, the focus turns to the pivotal role of socializers' behaviours in fostering motivational beliefs throughout the cross-cultural training journey.

John Dewey (1916) asserted that society persists not merely through transmission but also through communication, highlighting the educative nature of all communication. While

personal experiences, interests, needs, worldviews, and values have a significant impact on learning, the crux lies in learning motivation, which emerges through interpersonal interactions. Just as curricula reflect learning objectives, socializers' behaviours predominantly manifest the motivations driving these aims. Essentially, learning motivation stems from an interplay of internalised relations and immediate interpersonal dynamics, enabling learners to appreciate their learning journey, revel in learning activities, and take pride in acquired knowledge and skills. Peer influence is paramount when supportive interpersonal relationships are in place. So, it's important to include teachers' personal qualities in a framework that supports socializers' actions in a range of settings. One way to do this is to look at the methods used by university professors to improve these kinds of interactions during their cross-cultural training. This approach illuminates how these behaviours intertwine with the expectations and determining factors of those engaged in overseas professional development.

5.2.6 Factor of Cognition on Motivational Beliefs

In the pursuit of quantifying the expected value and determining factors for teachers engaging in overseas training, the synergistic relationship between cognition and motivational beliefs emerges as a cornerstone. Specifically, university teachers' evolution of cognition during cross-cultural training and learning directly influences the formation or transformation of their motivational beliefs, highlighting a constructive interplay. This dynamic underscores that motivational beliefs, influenced by personal traits and situational specifics, adopt a multidimensional and fluid structure rather than being static or singular.

Emphasising the integration of overseas-bound teachers' existing self-awareness, value perceptions, and task-related cognitions, the quest is directed towards identifying

efficacious strategies for cognitive enhancement throughout the cross-cultural training journey. Central to this endeavour, educators in higher education must prioritise their disposition and emotional engagement in cross-cultural pursuits. Given the subtle and introspective nature of self-cognition's emergence or alteration, teachers are encouraged to leverage their personal experiences to comprehend and emotionally invest in cross-cultural training, thereby nurturing an internal belief motivation (Chenyang, 2022). Practically, this involves fostering positive self-affirmation, adopting an optimistic outlook, emphasising strengths, embracing weaknesses, and converting external criticism into actionable improvement plans, fostering continuous self-improvement (Halimi et al., 2020).

Ultimately, it is through this approach that educators can cultivate a more accurate perspective and value alignment towards cross-cultural training and learning, perpetually generating and refining positive self-cognitions throughout their transnational educational experience. This alignment underscores the profound connection between cognitive development and the fulfilment of expectations for those embarking on international professional development.

5.2.7 Factor of Motivational Beliefs on Achievement Behaviors

The affirmative influence of motivational beliefs on achievement behaviours plays a central role in a quantitative inquiry into the anticipated value and pivotal determinants for teachers participating in overseas training. Liu (2012) emphasised the intimate connection between university teachers' achievement behaviours in communicative activities and their motivational beliefs, highlighting learning motivation and goal orientation as pivotal influencers. This suggests that changes in motivational beliefs during cross-cultural training have a direct effect on behaviour outcomes, and strong motivational beliefs make

international study experiences more enjoyable. So, paying attention to encouraging, tracking, and nurturing positive motivational beliefs among overseas teachers at the right time, through conscious mentoring and personal introspection, is key to turning these beliefs into real, useful actions. This aligns with the research objective to elucidate the expectations and influences on individuals training overseas.

Bi and Huang (2007) emphasised the guiding role of motivational beliefs in shaping thoughts, emotions, and behaviours, functioning as a primary impetus for personal growth and pursuit of one's aspirational self. Within the realm of transnational cultural exchange and learning, these beliefs play a pivotal role in directing and energising achievement behaviors. Favourable motivational beliefs spur teachers engaged in international study to exhibit more proactive and purposeful conduct, optimising their initiative to dedicate greater efforts and attention to learning interactions. The importance of training has a profound influence on teachers' reasons for studying abroad. They see it as a chance to learn about new places and cultures, interact with a wide range of subjects, make connections with scholars from around the world, get away from their normal lives for a while, and recharge, which makes them more interested in communicative activities. Consequently, cultivating sound motivational beliefs among university teachers for participation in cross-cultural training and exchange is of paramount importance, reinforcing our investigation's focus on understanding the expectations and key factors motivating teachers in overseas training programmes.

5.2.8 Cognition's Mediating Role between Cultural Milieu and Motivational Beliefs

In the pursuit of our quantitative research objective, which is to investigate the expected value and the main factors influencing teachers engaged in overseas training, the mediating role of cognition between cultural milieu and motivational beliefs emerges as a

pivotal aspect warranting closer examination. This section expands upon the discussion to elucidate how cognition functions as a bridge, linking the broader socio-cultural context to the intricate web of motivational beliefs that propel teachers in their international training endeavours.

The cultural milieu, with its profound impact on shaping worldviews and values, exerts an indirect influence on motivational beliefs through the cognitive processes that teachers undergo during cross-cultural encounters. Vygotsky's sociocultural theory reveals the deep intertwining of individual cognitive development with the surrounding socio-cultural environment. In overseas training, cognition acts as a transformer, facilitating the integration of cultural influences into personal belief systems.

Specifically, the breadth and depth of teachers' cognitive comprehension of the host culture, including its educational systems, pedagogical approaches, and societal norms, positively moderates their motivational beliefs (Halimi et al., 2020). A nuanced understanding of differing educational philosophies can inspire the adoption of more open learning strategies, enhancing achievement and motivation. Furthermore, a constructive interpretation of cultural differences fosters resilience and maintains a positive outlook amidst challenges. Thus, cognition's mediating effect elucidates not only how cultural environments shape motivational beliefs but also underscores its potential to enhance the effectiveness of overseas training (Deniega, 2020).

Recognising the significance of this mediation effect is vital, as it presents intervention points for training designers. By implementing targeted cultural adaptation training and cognitive strategy instruction, educators can optimise participants' cognitive processing abilities, facilitating the efficient conversion of external cultural stimuli into

internally motivated beliefs. Activities such as workshops and simulated intercultural exchanges can elevate teachers' cultural sensitivity and adaptability, deepening their comprehension of the significance of educational practices across diverse cultural landscapes and fostering positive transformations in their motivational beliefs.

In conclusion, cognition's mediating role stands as a critical nexus, connecting the macrocosm of cultural environments to the microcosm of individual intentions and actions. By delving into this mediating process, a comprehensive understanding of the motivational dynamics that underlie teachers' overseas training experiences is gained, along with empirical foundations and strategic directions that can be utilised to enhance training outcomes and align them with the expectations of participants in international professional development.

5.2.9 Cognition's Mediating Role between Socializers' Behaviors and Motivational Beliefs

Within the context of a quantitative study examining the expected value and crucial factors influencing teachers undergoing overseas training, the interplay among socializers' behaviours, cognitive processes, and motivational beliefs is of paramount importance. This section delves deeper into the mediating role of cognition in the relationship between socializers' behaviours and motivational beliefs, further elucidating how cognition acts as a bridge, transforming external social interactions into teachers' intrinsic motivational beliefs.

Socializers' behaviours, such as trainer instructions, peer feedback, and daily exchanges with the local community, are integral to teachers' overseas training experiences. However, it is the teachers' cognitive interpretation of these interactions that is pivotal in transforming external actions into internal motivational beliefs (Halimi et al., 2020). As a

mediator, cognition not only deciphers social interactions but also assimilates them into an individual's belief system concerning teaching effectiveness, self-efficacy, and the value of intercultural experiences. This cognitive process underscores the potential of cultural environments to shape motivational beliefs and enhance the effectiveness of overseas training.

Teachers actively engage in observing and interpreting social interactions in the context of overseas training, and this cognitive processing fosters an appreciation for adaptability and cultural sensitivity. Consequently, it strengthens their motivational beliefs, inspiring their determination to overcome obstacles and adopt innovative teaching methodologies.

Empirical research endorses the concept of cognition's mediating effect, demonstrating that teachers who effectively manage positive behaviours from social interactions exhibit higher levels of motivation and professional commitment. Thus, the "lens" of cognition filters the quality and nature of social interactions, shaping teachers' self-concept, goal setting, and career development trajectory.

To harness this mediating effect, training designs should incorporate reflective practice sessions, encouraging teachers to discuss and analyse each interaction with socializers and foster metacognitive strategies to enhance the conscious processing of these experiences. Moreover, incorporating cognitive-behavioural techniques in training programmes can assist teachers in reframing challenges encountered abroad as opportunities for growth, thereby reinforcing positive motivational beliefs.

In summary, cognition's mediating role in the relationship between socializers' behaviours and motivational beliefs highlights the significance of the psychological process

that transforms external stimuli into internal motivation. Overseas training programmes can more efficiently establish a robust motivational foundation for participating teachers, fulfilling their expectations for personal and professional growth within international settings, by leveraging this cognitive pathway with clarity and strategy.

5.2.10 Competence, Autonomy, Relatedness, And Satisfaction

Within the context of qualitative research, this section employs SDT and relies on semi-structured interviews to thoroughly analyse how overseas training and study impact teachers' academic careers, with a special focus on exploring the underlying reasons and mechanisms. The study's primary goal is to understand the "why" and "how" of the influence that cross-cultural training and overseas advanced education have on teachers, covering several specific aspects.

The research conclusions indicate that feelings of competence, autonomy, relatedness, and satisfaction govern motivation. In the context of overseas training, the collaborative functioning of these factors, which either promote or inhibit teachers' intrinsic motivation, becomes the centre of our attention (Halimi et al., 2020). According to information gathered from semi-structured interviews, teachers are much more motivated when their training environment meets their basic psychological needs and expectations, such as giving them chances to make their own decisions and feeling more competent, and helping them build good relationships with other people. Not only does this positive effect manifest in their increased enthusiasm for their professional studies, but it also reflects in the confidence they develop in cross-cultural communication and adaptation, thereby promoting a positive advancement of their academic careers (Smith & Khawaja, 2011).

On the other hand, if the training environment fails to offer sufficient support, leading to unmet basic psychological needs, teachers' motivational levels may decrease. Under such conditions, individuals may exhibit reduced activity and indecision and may even experience anxiety or depression. For instance, overly standardised training courses that restrict teachers' autonomy, a lack of acknowledgment and feedback on their skill improvements during exchanges, and the absence of a sense of belonging and mutual support within groups can significantly undermine their engagement and sustainability.

Through interviews, when teachers perceive their continuous progress in a cross-cultural environment, experience a sense of achievement, simultaneously enjoy autonomy in learning and decision-making, and establish meaningful connections with others, their commitment and satisfaction with overseas training notably rise. This not only enhances their professional skills and cross-cultural competencies but also ignites a lasting passion for academic exploration, laying a firm foundation for instructional innovation and research activities upon their return home.

5.3 Suggestion and Conclusion

5.3.1 From the Perspective of EVT

1. Cultural Milieu

(1) Providing the necessary support.

According to the expected value theory, the external learning environment will affect the cognitive and motivational beliefs of participating teachers, leading to the strengthening or weakening of achievement behaviors. Therefore, from the perspective of training organisers and mentors, it is crucial to provide necessary support for trainee teachers, which

includes emotional support, assistance with study activities, and technical support. First, the training organisers and mentors set reasonable training expectations for the teachers. Training expectations will provide external incentives for the learning of teachers and stimulate their active participation in reflection and interaction. Secondly, the training organisers and mentors provide timely guidance and assistance to the teachers. In the process of watching case videos and participating in topic discussions, the teachers will encounter confusion and questions due to the limitations of their personal knowledge, experience, and environment. Therefore, it is necessary for training organisers and mentors to respond to trainee teachers' demand for help so as to enhance trainee teachers' willingness to continue learning and seek help from mentors. Thirdly, training organisers and mentors provide trainee teachers with the necessary IT tool support, including instruction manuals that explain how to obtain and use technical tools. Fourth, training organisers and mentors provide trainee teachers with timely learning feedback. Learning feedback is an authoritative reference for teachers in training to evaluate their self-learning effectiveness. Additionally, when mentors offer emotional support and feedback on the learning situation, trainees' confidence in participating in the training increases, thereby enhancing their desire and motivation to continue learning.

(2) Create a Sound Ecosystem for Development

It is necessary to attach importance to the construction of social material civilisation and spiritual civilisation to give full play to the regulating role of social economy, culture, and system on the ecological system of colleges and universities. Henan province gives full play to its own advantages, creates an open and innovative social environment full of vitality, builds an academic and vocational development ecosystem, and optimises the allocation of

university resources to enable the university system to enhance the evolutionary power of the university teacher ecosystem. It is necessary to try to find a scientific and diversified combination of policy tools on the basis of fully examining the current situation and laws of our own region. In this process, it should be ensured that the formulation, implementation, supervision, and feedback of all policies can create a set of standardised closed-loop process systems. After improving the quality assurance system, the next step involves developing the operation and guarantee mechanisms to ensure its effective implementation.

(3) Create a Sound Organizational Culture

Organisational culture embodies the spirit of a college or university, serves as a medium for understanding its soft power and social image, and lays the groundwork for colleges and universities to excel in organisational management. It is also an important starting point to effectively improve the comprehensive strength of colleges and universities, enhance the cohesion of teachers and students, and optimise organisational performance. Among these factors, the significance of the university's academic culture is crucial. The organisational psychological environment has the power to foster talent promotion and academic advancement. To build a trinity system that includes material, spiritual, developmental, and other incentives. In order to motivate colleges and universities to evolve a more sophisticated and well-rounded salary and income distribution system aligned with their specific goals, it is essential to provide them with complete financial autonomy. To enhance the overall strength, stability, and durability of the college teacher system, it is important to establish a more comprehensive and scientific commendation and reward system while also actively integrating social capital. Further improving the school-based talent evaluation criteria and constructing a more scientific and reasonable talent evaluation

mechanism can bring more adequate career development opportunities to talents, help them focus on the work itself, and give play to their talents.

(4) Cultivate Multicultural Consciousness and Form Multicultural Identity

Having two or more different cultural experiences is a must for a multicultural identity. Living in multiple countries not only establishes a multicultural identity but also fosters a multicultural awareness and understanding of diverse behaviours, social norms, and values influenced by various cultures. People with a multicultural identity can understand and use other cultures while mastering the languages of different countries. In other words, those with multicultural identities can truly internalise one or more cultures from other countries and play a positive role in international teaching. Through the teachers in colleges and universities, therefore, the cultivation of intercultural knowledge strengthens language learning and culture popularisation through a variety of incentives and the cultivation of diversified forms to enhance the study enthusiasm of university teachers.

(5) Enhance Cultural Adaptability

No matter whether they are ready to study and work in a different cultural environment or whether they have the necessary cultural knowledge and language skills of the target country, the group of teachers studying abroad will always have the problem of acculturation to a certain extent. Therefore, it is crucial for visiting scholars to adequately prepare for their studies by gaining a thorough understanding and study of the culture and language of the country they will be visiting. During the overseas visit, one can constantly adjust and adapt oneself to the academic atmosphere and developments of other colleges and universities, as well as communicate with local classmates and tutors in order to alleviate psychological anxiety and overcome the period of "culture shock." Studying abroad provides

teachers with first-hand exposure to the culture of the country they visit, enabling them to comprehend the thought processes of individuals from diverse cultural backgrounds. Avoiding the influence of stereotypes and cultural prejudices on cross-cultural communication is conducive to the formation of their cross-cultural awareness, the broadening of their international vision, and the development of their professional affection.

2. Socializers' Behaviors

(1) Strengthen communication and cooperation with professors, lecturers, doctors, and other researchers from different cultures but in the same field. Influenced by their socializers' behaviours, further education teachers can get in touch with the current cutting-edge knowledge in the field, the development trend of academic research, and the cognition of teachers undergoing cross-cultural training and learning changes.

Before cross-cultural training and study, participating teachers should take the initiative to collect and learn more about the information from foreign universities and tutors. Before further study, teachers should carefully choose universities and co-tutors. They should communicate with them by email in advance to express their purpose and intention of further study, and both sides should work out further study plans together to avoid blindness to some extent.

During the period of further study, teachers of cross-cultural training and learning should establish close guidance and a cooperative relationship with their co-mentors to maximise the significance of further study. After further study, teachers should promptly and actively apply what they have learned to education and teaching. For example, they should use the research topics and their own experiences and observations during their study abroad as first-hand teaching materials to effectively apply them to education and teaching. They

should pay more attention to students' mental health, improve and adjust their teaching, and even create new courses. Actively participate in the democratic meetings of schools and colleges, put forward internationalisation suggestions for schools and colleges from the aspects of personnel training, curriculum setting, educational management, etc., and promote the reform of on-campus education. External institutional factors, such as the need to promote professional titles, drive teachers, particularly lecturers and associate professors, during their career development phase. They should bolster their internal motivation, adopt a positive attitude towards further study, acknowledge the long-term importance and value of this pursuit, strive for academic advancement in their respective fields, broaden their global perspective, and mitigate the impact of utilitarian indicators on their continued education. Additionally, they should aim to avoid the waste of public resources. While engaging in further studies, one should consciously and efficiently utilise time and space to minimise distractions from other matters.

(2) To ensure the exchange and cooperation of teachers studying abroad, the sending university must establish a corresponding system of exchange studies. Use teachers' international academic network resources to introduce talents, promote academic exchanges and cooperation between domestic and foreign universities, and mix "going out" with "inviting in." Consider teachers who study abroad as the focal point for promoting the major and the college, fostering the professional development of other teachers, and maximising the benefits of their continued education. The dispatched university's relevant person in charge of the administrative department should improve the management system at all stages before, during, and after further study and encourage the teachers to regularly study abroad, conduct research, and work. Simultaneously, the strong periodicity of presenting scientific research results necessitates the adjustment of rigid rules, such as the quantity and timing of

results, and the extension of quality assessment for further study to several semesters or academic years after returning to China. The assessment of achievements can also incorporate more flexible methods, such as the school's improvement proposal, the department's experience records, and so on. The regulation of the formal management system should be reduced, such as "visiting scholars submit a report to the diplomatic and consular missions abroad every three months to report the progress of their work," and flexibility should be improved appropriately, such as submitting the report at least twice in the study cycle. After further study, the dispatched universities should hold symposia for teachers studying abroad in a timely manner to collect their suggestions for further study programmes and improve the management of further study programmes. Set up corresponding suggestion channels and diffusion mechanisms; listen to teachers' opinions on improving the school and the department; and track teachers' useful experiences.

(3) Focus on effective communication and interaction in teamwork. Teamwork ability influences communication ability, which in turn affects creative thinking ability. Therefore, it is important to create situations for learners to work together as a team. But it is worth noting that teamwork-based learning is not a simple division of learning tasks. When team members solve common problems, they need to communicate and interact effectively. Teachers' teaching intervention and the application of technology provide a way for communication between team members and between teams, so that they can constantly review and develop each other's views and ideas in the interactive dialogue, so as to realise the continuous promotion and creation of collective knowledge.

3. Cognition

Based on teachers' existing self-perception, value cognition, and goal cognition for overseas study, this paper explores effective ways for college teachers to improve their self-cognition in the process of cross-cultural training and learning.

(1) Improving teachers' perceived task value will help to enhance their motivational beliefs and learning input in cross-cultural training and learning. The expected value theory posits that communication behaviours and cultural environments influence individuals' perceived task value. Prior to engaging in cross-cultural training and learning, a thorough comprehension of the process is essential to facilitate teaching and scientific research. Additionally, training universities must conduct sufficient teaching, research, and design learning environments in advance. First, flexibly adjust the content and form of cross-cultural training and learning. For example, conducting a survey or interview first to understand the actual needs of teachers and then selecting training topics that are of common interest and help to improve the professional level can attract the attention of trainees and arouse their interest in learning. At the same time, if the task itself is quite challenging, the trainee teachers will take the initiative to participate in it without any additional external incentives. Secondly, the design of cross-cultural training and learning activities can provide the trainee teachers with the opportunity to choose and make decisions. For example, trainee teachers have the opportunity to choose which video cases to watch, which topics to discuss in seminars, and which experts to network with. Unlike the fixed research and training process, the design of research and training activities gives trainee teachers specific options, allowing them to experience the freedom of learning and develop independent learning motivation. Simultaneously, the trainee teachers should select a training task that resonates with them, as this will motivate them to invest more energy in their learning. Thirdly, it is necessary for training organisers and mentors to create a good research and training

atmosphere in the process of cross-cultural training and learning, as well as encourage trainee teachers to express their own views and share practical experience. Valuing the ideas and experiences shared by the trainee teachers enhances their perceived task value and increases their enthusiasm to participate in the training.

(2) Secondly, university teachers should fully understand the essence of cross-cultural training and learning, which is also part of cognition. In terms of task cognition, college teachers should fully understand that the purpose of overseas study is to keep learning so as to grow faster and develop better. Therefore, when it comes to goal cognition, college teachers should define the objectives and tasks of cross-cultural communication and learning and formulate a detailed and comprehensive plan for further study. In terms of value cognition, it is crucial to clarify whether the goal of cross-cultural training and learning is to enhance teaching abilities, raise the level of scientific research, expand theoretical knowledge, broaden perspectives, and improve work performance. This approach promotes the generation and change of positive motivation and beliefs, enhances the adaptability of overseas teachers, and improves the quality of overseas education.

(3) Thirdly, it is crucial to fully understand and tolerate cultural differences. From the perspective of social and cultural vision, studying abroad provides teachers with an opportunity to experience the collision of different cultures and values and enables them to look at different cultures objectively to a certain extent. In the era of globalisation, science and technology evolve at a breakneck speed, propelled by advancements in transportation, communication, and other technologies that continually reduce the size of our world. The information landscape grows more intricate and complex with each passing day. In the era of internationalisation in higher education, cultivating talents with an international vision

and level is essential. Whether in their research or in the teaching classroom, higher standards are set for their knowledge and skills. They must possess a comprehensive and accurate understanding, cognition, and tolerance of diverse cultures, as well as a broader vision.

(4) University teachers should pay attention to their own attitudes and emotions when participating in cross-cultural training and learning, according to the involved teachers. Since the generation or change of cognition is not mandatory or hidden, teachers should recognise and understand cross-cultural training based on their own experiences. This will allow them to influence their own thoughts and emotions, thereby internalising their own beliefs and motivations. Specifically, fostering positive beliefs, maintaining a positive outlook, emphasising one's positive attributes, embracing negative aspects, and transforming negative feedback from others into constructive action plans are all crucial for continual self-improvement and refinement. This approach is essential for cultivating a more accurate understanding and value orientation towards cross-cultural training and learning, thereby continuously fostering and updating positive self-awareness throughout the cross-cultural training and learning process.

4. Motivational Beliefs

Motivational beliefs are crucial in guiding and propelling achievement behaviours in cross-cultural communication and learning environments. Positive motivational beliefs can drive transnational teachers to have more positive intentional behaviors. To cultivate achievement motivation, it is crucial to fully understand the content and significance of cross-cultural training and exchange. Clear goals can impact the attitude and behavior of learning activities, which is an important source of motivating belief.

Litao (2005) summarised that "when an individual's achievement goal orientation stimulates his learning motivation, motivation also becomes an intermediary variable between his goals and results, a non-negligible influence and restriction factor in achieving learning, and sometimes even a direct cause of good or bad learning. "Different achievement goal orientations stimulate learners to produce different motivational processes, influence their different learning directions, and then obtain or pay attention to different results."

Therefore, teachers participating in cross-cultural training and exchange should obtain resources from various sources, understand the important positive significance of overseas study, and then define the goal of overseas study based on their own needs, abilities, and desires. On this basis, teachers should be encouraged to engage in active behaviours in the process of cross-cultural training and communication, gradually guide motivational beliefs, and timely update their own motivational beliefs according to specific situations.

Secondly, the process of fostering cross-cultural communication and cooperation enhances the sense of belonging and develops motivation and belief. Cross-cultural training and learning, as a type of cultural cooperation, offers "deep support and breeding soil for the stimulation of teachers' achievement motivation." "In a cooperative teacher culture, teachers help each other equally, share resources, and influence and promote each other in terms of ideas, beliefs, and attitudes." Thus, exchange and cooperation encourage teachers to become producers, disseminators, and beneficiaries of knowledge, creating extremely favourable conditions for the generation and transformation of teachers' achievement motivation. In particular, effectively leveraging overseas resources can significantly enrich knowledge repositories. Actively engaging in discussions and exchanges with other teachers regarding the thought processes and habits of different cultures can help mitigate feelings of isolation

and helplessness during exchange learning. This approach also fosters a stronger sense of belonging and cultivates motivation and belief.

Finally, positive achievement behaviours enhance college teachers' sense of achievement and become the goal direction of motivational beliefs. Positive and clear motivation and beliefs make cross-cultural training and learning behaviours highly targeted, enabling participating college teachers to have a more positive learning environment, promote the continuous realisation of their cognitive abilities, facilitate the implementation and completion of predetermined tasks and goals, and enhance the value and meaning of transnational studies. Following their overseas study, teachers experience significant enhancements in their working abilities, improved work performance, effective resolution of teaching and scientific research problems, enhanced personal reputation, and elevated administrative status. These positive achievement behaviours greatly enhance the sense of accomplishment and happiness of teachers in colleges and universities participating in overseas study and reversely improve their motivation and belief, forming a virtuous circle.

5.3.2 From the Perspective of SDT

According to the self-determination theory, a work environment that promotes the needs of organisational members for autonomy, competence, and relationships can enhance the intrinsic motivation of trainee teachers and fully internalise the external motivators, so as to improve the persistence, productivity, job satisfaction, positive work attitude, organisational commitment, and mental health of cross-cultural training and learning. Therefore, strong support from the three basic supporting dimensions of the school environment, namely autonomy, competence, and relational needs, can significantly influence teachers' self-determination motivation, increase their participation in cross-

cultural training and learning, and accelerate the internationalisation of colleges and universities.

External conditions, such as the cultural environment, learning content, and learning atmosphere, can influence teachers' cognitive evaluation of self-competence and self-determination during cross-cultural training and learning, which in turn can influence their needs for ability, autonomy, and belongingness. An ideal cross-cultural training and learning process should be able to meet these three basic needs at the same time. The satisfaction of teachers' basic needs can promote the improvement of teachers' internal motivation and the internalisation of external motivation. The enhancement of motivation makes teachers who participate in cross-cultural training and learning more willing to learn, more active in learning, and more willing to put more time and energy into it, ultimately increasing the participating teachers' sense of identity and satisfaction with training activities. In addition, the basic psychological needs of participating teachers can be satisfied, so teachers are willing to participate in future training and learning, generating a virtuous cycle.

1. Establishing Positive Training Cognition of Teachers' Self- Determination

(1) Promote the self-determination of training opportunities. An effective cross-cultural training should focus on the needs and wishes of participating teachers, the pre-training research, the content and form of the training, and the return visit after the training. Specifically, they must provide environments and conditions that support teachers' autonomy, competence, and relational needs in order to foster their autonomous motivation to complete tasks. For example, teachers are free to customise their training and participate in personalised programmes, creating rich teaching and research environments, including lunch salons and free teacher club meetings.

(2) Promote the Sense of Self-Competence in The Form and Content of Training.

Teachers' demand for competence can be met through experience substitution, observation, and innovative teaching models, as well as feedback and teaching reflection. Therefore, to provide teachers with competent content and form arrangements, through training courses, peer collaboration, and teaching reflection, to improve teaching ability, through cross-cultural training and learning, every teacher can gain a sense of self-efficacy for future teaching and scientific research. By prioritising teachers' self-development needs and treating them as active learners, the learning approach naturally aligns with their internal requirements. Teachers have the necessary willingness and ability to participate in this type of training. It is easy for teachers to embrace, which gives them a sense of possibilities for development and progress. The higher their sense of self-efficacy and the more serious the teachers are in learning and training, the more they will internalise the knowledge taught in training and the external value system and norms conveyed into their own behaviours and ideas in such a pleasant, interactive, and communicative cross-cultural environment.

2. Establish a Training System to Meet the Basic Psychological Needs of Teachers

(1) Promote the satisfaction of teachers' autonomous needs. It is imperative to establish a teacher-centric cross-cultural training and learning system that caters to the psychological needs of educators. Commencing with pre-training research, avoiding the duplication of superiors' tasks, and determining the cross-cultural training requirements, content, and format based on the varying needs of individual teachers is essential. In the process of research, each teacher can make a choice according to his own will. A loose and open space is left for teachers to express their personal opinions freely. Only in this way can teachers truly feel their autonomy and improve their independent support. Teachers will

greatly improve their internal driving force, resulting in strong and long-lasting internal motivation.

(2) Encourage teachers' satisfaction with their abilities. If the individual is very confident that he is capable of the current task, it means that his psychological need for competence has been greatly satisfied. Therefore, to improve teachers' competence and self-efficacy in cross-cultural training and learning, the content and form must be improved. Initially, align the design of cross-cultural training content with the majors of the teachers; subsequently, keep the content up-to-date with current events; and lastly, tailor the training content to the learning requirements of teachers in light of recent advancements. Only this way can the training content attract teachers' interest and attention, helping them develop strong internal learning competence.

(3) Promote the satisfaction of teachers' belongingness needs. When an individual feels love, support, and understanding in the environment, his sense of belonging will be satisfied, and his inner motivation will improve. Therefore, in cross-cultural training, teachers not only need the training content but also need to consider the lack of family warmth and organisational care in foreign countries. Cross-cultural training necessitates the selection of various training forms that align with specific training contents, such as interactive dialogue, group cooperation, guided thinking, visiting, entering the classroom, self-reflection, and network human-computer dialogue learning. This approach enables teachers to actively participate in training and consciously experience the sense of belonging that the training environment brings. Satisfying teachers' sense of belonging can stimulate their motivation to learn, thereby improving its effectiveness. The return visit after the training will also make teachers feel more concerned and respected, which can further

strengthen teachers' inner sense of belonging, promote self-learning after the training process, and set good expectations for the next training.

(4) Family members should provide moral support. First of all, as cross-cultural training and learning personnel, their families should give a high degree of understanding and support to their career pursuits. Secondly, family members should form good communication habits with overseas teachers. Teachers involved in cross-cultural training and learning tend to spend most of their time at work, inevitably neglecting the needs of their families. In this case, families should take the initiative to communicate with each other. In my spare time, I can communicate with overseas teachers about their development and timely understand their inner feelings and development intentions. Thirdly, family members should create a harmonious and healthy family atmosphere to ensure their mental and physical health.

5.3.3 Suggestions for Policy Makers in Universities

International teaching staff construction is receiving more and more attention at various universities. It is undeniable that the construction process is not without its challenges. Therefore, colleges and universities should vigorously renew the concept of internationalisation of teachers, improve the incentive mechanism of teachers, implement multi-channel and multi-form training, and promote the construction of internationalisation of teachers.

1. Universities Should Enhance the Awareness of Serving the BRI

To effectively serve the "One Belt and One Road" strategy, universities need to start with the target, system, policy, and environment and enhance awareness of the international development of "One Belt and One Road" among universities, teachers, and students.

First of all, the university should determine the stage development goals of internationalisation under the background of BRI, incorporate the internationalisation development of "the Belt and the Road" into the development plan of the university, set up the international exchange and cooperation department and other specialised organisations responsible for international exchange matters with a balanced distribution of personnel functions in the organisations, and the persons in charge at all levels should conduct early warning processing, diagnosis, and improvement of the work objectives. Given the current approach to the international development of the phased BRI, the university should organise special meetings to facilitate regular international exchange and discussion activities. Meanwhile, colleges and universities should develop relevant policies to provide financial support for international development.

Secondly, the university should further publicise the necessity and urgency of the international development of "BRI," strengthen the correct understanding of the "BRI" strategy and the support for the university's international development concept, improve the initiative and enthusiasm of teachers and students to accept internationalisation, and provide the foundation for international talent training and the construction of the international teaching team.

Thirdly, to create an international campus cultural atmosphere, universities should actively carry out academic exchange seminars between China and foreign countries, encourage students and teachers to participate in the "Belt and Road" international exchange

activities, or set up the "Belt and Road" international exchange association and organise the "Belt and Road" national student visiting training activities. Colleges and universities should actively serve the "Belt and Road" strategy. This will significantly increase the university's visibility and influence in the global arena.

2. Make Innovations in the International Development Model of Universities

The "BRI" strategy proposal has opened up opportunities for the internationalisation and development of higher vocational colleges. Under the background of "BRI," higher vocational colleges should actively explore new development modes. The government, enterprises, and colleges, with the assistance and cooperation of stakeholders, should take the lead in implementing the internationalisation development mode.

The first is the university-led development model, which requires universities to focus on exchanges and cooperation with people, projects, and institutions in countries along the Belt and Road. Following the introduction of the Belt and Road Initiative (BRI), China has seen a nearly 40% increase in the number of Chinese students, demonstrating the significant advantages universities have in personnel exchanges with "Belt and Road" countries. Therefore, educational institutions should take the lead in attracting international students. In addition, universities should actively encourage students to visit countries along the "Belt and Road" and select and send excellent teachers to overseas schools for technical training and further study.

Enterprises dominate the second mode of development. Chinese enterprises actively respond to the "Belt and Road" initiative and are committed to "going global" development, which requires a large number of skilled talents with technical knowledge. Universities, as educational institutions specialising in training skilled talents, should take the initiative to

provide teachers and cooperate with enterprises to establish "Belt and Road" vocational and technical training bases. Enterprises should provide technical training for their overseas employees to cultivate all-round talents that can adapt to the local cultural economy.

The government dominates the third "Luban Workshop" mode, which is rapidly developing under the "Belt and Road" initiative. Based on its unique characteristics and advantages, the university takes on the responsibility of providing skilled talent training for the countries involved in the "Belt and Road." Meanwhile, "Luban Workshop" will also jointly provide vocational education qualification training and teacher training for the "Belt and Road" cooperation countries. The government-led model necessitates that the government coordinate management, clarify responsibilities, and provide policy guarantees for the implementation of "Luban Workshop."

3. Strengthen the Concept of Internationalization of Teaching Staff

The process and quality of internationalising the teaching staff at various colleges and universities are uneven. According to their unique characteristics, all colleges and universities should cultivate their international teaching staff in a long-term and focused manner, with the aim of comprehensively improving the internationalisation level of colleges and universities across various regions. Teachers should abandon backward ideology, establish international education concepts, and take the initiative to understand the political economy and cultural customs of other countries. The implementation of the "One Belt and One Road" Initiative provides a good platform for teachers to participate in international exchanges. Teachers can not only learn advanced foreign vocational education experience but also transfer high-quality vocational education experience with local characteristics to countries along the "One Belt and One Road" through overseas exchanges such as further

study, guidance, and training. Teachers' active participation in international exchanges helps to raise awareness of internationalisation.

4. Stablish A Sound Incentive Mechanism for the Internationalization of Teachers

Universities should further improve and perfect the incentive mechanism of internationalisation of teachers, adhere to the unification of assessment and incentive, and strengthen the management of university overseas study, training, and other teachers. Teachers who have made great contributions to international teaching, scientific research, management, and service can be given appropriate awards so as to create an international atmosphere in the university and encourage teachers to teach bilingually, study abroad, and participate in international competitions. Higher education should increase capital investment in the development of international teachers, such as by raising the salary of teachers during the period of going abroad and encouraging teachers to study abroad and participate in international exchanges. Formulate a scientific and reasonable budget and set up relevant special fund projects for teachers' overseas study, international talent introduction, etc. Higher financial assistance is an important condition for the development of teaching staff internationalization. For example, Germany's financial assistance measures for the internationalisation of higher education are to establish government-led, diversified financing channels, mobilise the strength of the whole society, and jointly promote the process of the internationalisation of national higher education. Over the years, in order to attract outstanding young scholars from abroad, the government has set up a number of scholarships. To motivate teachers, a multi-level incentive system is needed. This not only backs up good policies but also helps schools work closely with businesses. This gives teachers more chances to practice. Local teachers should get better pay. Additionally, good

benefits can attract teachers from other countries. This will encourage teachers to learn from other countries and get better skills. It will help teachers become more international and serve the Belt and Road Initiative better.

5. Improve the International Training System for Teachers

Colleges and universities should fully realise that having a high level of high-quality teachers with international vision and awareness plays a vital role in the development of colleges and universities. They should not only have policies to attract overseas talent but also improve the training system of international teachers. For overseas talents, the school should improve the management, evaluation, incentive, and other mechanisms; clarify the teaching, scientific research, and other work tasks of the teachers; pay attention to "fine" in the introduction of talents; pay attention to "live" in the use of talents; maximise the potential of overseas talents; and meet the needs of promoting the development of the school's internationalization. The international training of local teachers should be strengthened, and diversified training methods should be used to meet the needs of different types of teachers. The content should focus on the cultivation of teachers' international awareness, foreign language teaching ability, and international communication ability. Teachers must broaden their international outlook and be prepared to study and teach abroad. Foreign language ability is essential for effectively reading, studying the latest foreign scientific research reports, and participating in international academic activities. Colleges and universities should strive for more opportunities and platforms for teachers to study abroad, formulate a sustainable international training plan for teachers, and provide appropriate funds to support teachers' in-service training, especially foreign language training. Colleges and universities can improve teachers' foreign language skills by holding on-campus foreign language

training and other means. Teachers must receive strong support from businesses and accumulate practical experience through participation in school-enterprise cooperation or project training. Teachers should establish the concept of lifelong learning, update their professional knowledge and skills, and be fully prepared to cultivate the talents needed by the Belt and Road Initiative. To sum up, the "Belt and Road" Initiative provides a good platform and opportunity for teachers to participate in studying abroad and visiting students. Colleges and universities should accurately grasp the new opportunities brought by the "Belt and Road" Initiative, build international teaching staff, adhere to the combination of overseas talent introduction and international training of local teachers, improve teacher training plans, encourage teachers to go abroad to visit, study, and participate in academic conferences, and renew teachers' internationalisation concept. Improve international teachers' talent introduction, training, management, evaluation, and incentive mechanisms. Establishing an international team of high-quality teachers to train international technical and technical talents, serving the needs of the "Belt and Road" Initiative, and enhancing the international influence of our higher vocational education.

5.4 Study Contributions

5.4.1 Theoretical Contributions

Theoretical Contribution: Research Objective 1 sets out to quantitatively investigate the expected value and main factors influencing teachers participating in overseas training, essentially asking, "What are the expectations and factors affecting teachers engaged in international training?" In line with this goal, the theoretical contribution is a new conceptual model that combines Expected Value Theory (EVT) and Self-Determination Theory (SDT). This model gives us a better way to understand how cross-cultural training and learning work in the Belt and Road Initiative setting. This theoretical integration fills a gap in the literature,

enhancing the theoretical construction of research on cross-cultural training and learning behaviours.

5.4.2 Methodological Contribution

Methodological Advancement: Complementing Research Objective 2 employs a mixed-methods approach, qualitatively exploring the influence of cross-cultural training and delving into the question, "Why and how do cross-cultural training and advanced study impact teachers?" By combining qualitative interviews with quantitative analysis using scales for CUMI, SOBE, COGN, MOBE, and ACBE, the research enriches the methodological rigour and provides a comprehensive assessment. These methodological enhancements serve as a useful supplement to previous research, deepening the understanding of underlying motivations and mechanisms.

5.4.3 Contextual Contribution

Strengthening International Cooperation and Exchange: This study supports China's BRI strategy and the need for international talent to promote collaboration in economic, cultural, and educational areas. By identifying factors that influence university teachers' interest in overseas training, the research provides useful information for creating policies and programmes that develop educators capable of facilitating international cooperation and exchange.

5.4.4 Practical Contribution

Guidance for Policymakers: The findings offer a clear direction for policymakers to create better international educational policies and indicators based on evidence. This can help create incentives and support systems that encourage more educators to participate in international talent development, helping universities align with national goals.

Enhancing Talent Development Programmes: The research points out key elements for developing high-quality international talent. Universities can use these insights to improve their courses, teaching methods, assessments, and activities to better prepare students for global engagement, leading to better talent development.

Empowering Educators: The study provides a framework for teachers to understand their students' needs, especially those interested in international learning. Educators can use these insights to create teaching strategies that develop the skills and attitudes needed for students to succeed in a global context.

Informing Future Scholarship and Institutional Practice: This study sets a standard for talent training at universities, both in China and abroad. Its findings can guide the development of talent programmes at different institutions and inspire future research in international talent development. By encouraging further exploration and learning across institutions, the study helps improve international talent development practices, ensuring higher education keeps up with the demands of a globalising world.

5.5 Limitations of the Study

Despite using the most suitable SEM software, including the latest version, and making every effort to ensure the study's universality and accuracy, the findings were still limited. The limitations of this study provide guidance for future research.

One significant limitation is the lack of access to foreign literature and resources. Constraints in viewing or downloading a multitude of sources pose challenges. Nevertheless, the reliance on China's premier academic databases—CNKI, VIP, and Wanfang—bolstered the reliability and validity of the research within the confines of these resources.

The study collected data by distributing a purposive questionnaire to educators from universities in Henan Province and its surroundings and supplementing it with semi-structured interviews at a Henan university. While the questionnaire method proved adequate, some critics argue against generalising the findings to all educators, given that a portion of the population has not undergone cross-cultural training. Their expectations or notions, albeit valuable, differ from the experiential depth of those who have actually participated. Due to limited funds, the semi-structured interviews were limited to a single institution in Henan, which is a good representation of central China. However, they were not able to fully capture the range of opinions across the country. It is plausible that academics from other provincial universities harbour distinct viewpoints, underscoring the geographical and institutional limitations inherent in the sample selection.

In summary, while the current study contributes valuable insights, its boundaries underscore the need for future research to broaden its reach geographically, engage a more diverse participant pool, particularly those with direct cross-cultural training experiences, and delve deeper into international literature to enrich our understanding comprehensively.

5.6 Direction for Future Research

A study's worth is measured by its contributions and its capacity to generate discussions that drive further exploration within its domain. This research aims to stimulate more dialogue regarding cross-cultural training and learning. Future studies should thoroughly examine this combined approach, which rarely discusses the integration of two theories and the simultaneous application of both quantitative and qualitative methods. Future studies should directly address the limitations outlined in the previous section.

Resource and time constraints, along with internet restrictions in China and the impact of the global COVID-19 pandemic, have limited this study to using Expectancy Theory (EVT) and Self-Determination Theory (SDT) to investigate factors impacting teachers in cross-cultural training and learning contexts. In future studies, these factors may be viewed as mediators influencing cross-cultural dynamics.

A valuable direction for future research is to initiate longitudinal studies that track the same group of individuals over an extended period, surveying them at intervals to gather insights into aspects such as health, family status, children's development, and professional activities. Such comparisons can reveal societal shifts across eras and the rationales behind them. These extensive datasets are instrumental for social research, policy formulation, and practical implementation. Because behaviours and the things that affect them can change over time, longitudinal studies that last 5–10 years and test people at regular intervals could help us learn a lot more about cross-cultural training and learning behaviours and the things that affect them. This would also assist us in overcoming the challenges associated with this study.

Due to resource limitations, this study restricts the scope of quantitative data collection to six universities in Henan Province and a few adjacent regions. The qualitative research component involves semi-structured interviews with teachers from a university in Henan Province who have engaged in cross-cultural training and learning. Although purposeful sampling was employed to enhance the applicability of the findings, cultural and perspective differences may not be uniform across developing countries, necessitating evaluation in various contexts. Future studies could encompass a range of countries, regions,

and universities, or conduct comparative analyses of participants from varied cultural backgrounds to achieve a more comprehensive understanding.

5.7 Summary of Research

The central research question in this thesis focuses on the expected and influencing factors that affect teachers' cross-cultural training and learning. While there are no previous studies that are identical to this one, nor are there many studies with similar focuses, most scholars recognise the significance of expected value theory and self-determination theory. Therefore, in order to do a good job in the cross-cultural training and learning of domestic university teachers, it is necessary to study the expectation factors of teachers who participate in or will participate in cross-cultural training and learning, as well as the cognition and influence of teachers who participate in or have participated in cross-cultural training and learning. All these are important factors for the overseas training and study of college teachers or the internationalisation of teachers. In quantitative research, the main influencing factors include environmental factors, socializers' behaviours, cognition, motivational beliefs, and achievement behaviours, with cognition and motivational beliefs being two important moderating determinants.

It is important to note that a variety of factors, including the cultural milieu, socializers' behaviours, cognition, motivational beliefs, and achievement behaviours, influence university teachers' expectations when they choose to participate in cross-cultural training and learning programmes. Cultural milieus and socializers' behaviours can have an impact on inner thoughts and cognition. A positive environment and effective communication behaviours can effectively improve teachers' cognition, teachers' positive working attitude, and teachers' demands for improving academic and teaching abilities. The

interaction and influence of individual, natural, and social environments also shape the cognitive abilities of university teachers to pursue further studies. Teachers should step out of themselves and go to the outside world to obtain identity and professional growth in a broader and more diversified space. The cultural milieu is the environment that people are born to face, and it plays the most direct and fundamental role in the formation of people's motivational beliefs and values. Motivational beliefs are formed in the process of interpersonal communication. The course reflects the learning goal, while the socializer's behaviour primarily reflects the motivation to achieve it. Cognition has a positive impact on motivational beliefs. The development and evolution of cognition during the cross-cultural training and learning process of university teachers can significantly influence the formation or alteration of motivational beliefs. The achievement behaviours of college teachers in learning communication activities are closely related to motivation and belief, and learning motivation and goal orientation are important factors affecting achievement behaviours. The change of motivational belief in teachers' cross-cultural training and learning process affects the change of achievement behaviours, and good motivational belief plays a positive role in promoting overseas study.

In qualitative research, self-cognition, ability competition, and the satisfaction of the need for belonging also play an important role. Individuals always tend to choose behaviours that are good for themselves. When the external environment supports the fulfilment of the three basic psychological needs, individuals develop along a positive and healthy path and are able to experience a true sense of wholeness as well as a sense of happiness provided by an active life. The more the environment fosters the fulfilment of basic psychological needs, the higher the level of individual motivation, the more active the action force, the greater the investment, the greater the persistence, and the greater the experience of success and harvest.

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APPENDICES

Appendix 1: Quantitative Research Questionnaire

Appendix 2: Outline of Qualitative Research Interview

Appendix 1:

Expectations and Influencing Factors of College Teachers' Overseas Study

First, thank you for your assistance and cooperation in taking the time to fill out this questionnaire. The purpose of this questionnaire is to understand the respondents' expectations and relevant influences on overseas training, further study and visiting study. The results obtained by the Institute are only used for academic research, and personal information will not be disclosed to the public. This questionnaire is anonymous, please feel at ease to fill in. Your valuable advice will be the key to the success or failure of this study, which contains many contents. Thank you for your time to answer.

Thank you for your cooperation and time. We look forward to receiving your feedback.

Wish you a pleasant day!

Best Regards.

Chen Junhao (Henan University of Engineering)

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Personal background and information

* This section aims to find out about your relevant educational background and current work status.

1.Your Gender: [Single selection] *

- Male
- Female

2.Your Age: [Single selection] *

- 25~30 years old
- 31~35 years old
- 36~40 years old
- 41~45 years old
- 46~50 years old
- age more than 50 years

3.Your highest degree: [Single selection] *

- Bachelor degree
- Master Degree
- Doctor's Degree

4. The country with the highest degree: [Single selection] *

○China ○Abroad (Which Country?) _____

5. The discipline category in which your highest degree belongs: [Single selection] *

- Liberal arts (Philosophy, law, education, literature, history, art)
- Science (Science, technology, agronomy, medicine, and military)
- Business (Economics and Management)

6. College or other university where you currently work: [Single selection] *

- Faculty of Textile Engineering
- Faculty of Resource and Safety Engineering
- Faculty of Chemical and Printing Engineering
- Faculty of Environmental and Bioengineering
- Faculty of Fashion Design &Engineering
- Faculty of Mechanical Engineering
- Faculty of Electrical Information Engineering
- Faculty of Civil Engineering
- Faculty of Computer Science
- Faculty of Science

- Faculty of Management Engineering
- Faculty of Business
- Faculty of Accounting
- Faculty of Accounting
- Faculty of Art and Design
- College of Humanities and Political Science
- College of Foreign Languages
- College of Marxism
- Physical education department
- College of Continuing Studies
- College of Innovation and Entrepreneurship (Recruitment and Employment Office)
- Faculty of International Education (Division of International Cooperation and Exchange)
- Faculty of materials Engineering
- College of software
- Administrative department
- Party and mass departments
- Teaching and auxiliary department

- Other colleges and universities

7. Length of service in the university: [Single selection] *

- 3 years and below
- 4~6 years
- 7~9 years
- 10 years and above

8. Your Position: [Single selection] *

- Professional technical post
- Management post
- Work post
- Professional technology & management post

9.Your professional title: [Single selection] *

- Professor (Researcher)
- Associate Professor (Associate Research Professor, Senior Engineer)
- Lecturer (Research Assistant)
- Teaching Assistant (Research Intern)

10.Your type of overseas study: [Single selection] *

- International conferences, lectures, or seminars
- Full English/bilingual course training

- Overseas visiting scholar
- University international management or research work
- Overseas education promotion
- Others

Variables	Index of measurement	1	2	3	4	5	6	7
Cultural Milieu	The university has a policy about teachers studying abroad.							
	The top management of university will stress the need for teachers to study abroad.							
	The current university atmosphere is to support teachers' further study abroad.							
	Teachers are encouraged to study abroad regardless of their level.							
	I will receive rewards or benefits for studying abroad.							
	I will get extra promotion points for studying abroad.							

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Variables	Index of measurement	1	2	3	4	5	6	7

Socializers' Behaviors	My supervisor will advise me to go overseas for further study.							
	My colleagues will encourage me to study abroad.							
	My family thinks it is appropriate for me to go overseas for further study							
	I think going abroad for further study conforms to the trend of the times.							

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Variables	**Index of measurement**	**1**	**2**	**3**	**4**	**5**	**6**	**7**
Self-Cognition	I'm good at looking at myself and being positive about myself.							
	I often turn negative feedback from others into a constructive course of action.							
	I think I am a good teacher.							
	I can accept my weaknesses and work on them.							

	I often focus on my positive traits, not my negative ones.							

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Ishiyama, F. I., & Munson, P. A. (1993). Development and validation of a self-critical cognition scale. *Psychological Reports*, *72* (1). https://doi.org/10.2466/pr0.1993.72.1.147

Variables	Index of measurement	1	2	3	4	5	6	7
Task Cognition	I think the task of studying abroad is easy.							
	I think the goal of overseas study is clear.							
	I think the plan for further study abroad is complete.							
	I think the application for further study abroad is easy.							

References:

Lankton, N. K., Wilson, E. V., & Mao, E. (2010). Antecedents and determinants of information technology habit. *Information and Management*, *47* (5–6). https://doi.org/10.1016/j.im.2010.06.004

Variables	Index of measurement	1	2	3	4	5	6	7

Value Cognition	I think the knowledge gained from overseas study will help me in teaching and research.							
	I think I gained more relevant knowledge from studying abroad than from working.							
	I think studying abroad can broaden my vision.							
	I think further study abroad can improve my work performance.							

References:

Hong et al. (2017). Internet cognitive failure relevant to users' satisfaction with content and interface design to reflect continuance intention to use a government e-learning system. *Computers in Human Behavior*, *66*, 353–362. https://doi.org/10.1016/j.chb.2016.08.044

Variables	**Index of measurement**	**1**	**2**	**3**	**4**	**5**	**6**	**7**
Motivational Beliefs	I go to study abroad for getting to know other countries.							
	I go to study abroad for experiencing the unique culture of other countries.							
	I go to study abroad for seeing how locals live in other countries.							
	I go to study abroad for learning different areas of knowledge.							

	I go to study abroad for meeting overseas scholars and field experts.							
	I go to study abroad for getting away from everyday life.							
	I go to study abroad for replenishing my energy.							
	I go to study abroad for taking a rest.							
	I go to study abroad for getting out of the routine.							

References:

Kim, J. S., Lee, T. J., & Kim, N. J. (2021). What motivates people to visit an unknown tourist destination? Applying an extended model of goal-directed behavior. *International Journal of Tourism Research*, *23* (1), 13–25. https://doi.org/10.1002/jtr.2388

Variables	**Index of measurement**	**1**	**2**	**3**	**4**	**5**	**6**	**7**
Achievement Behavior	After further study abroad, my overall work performance is better.							
	After further study abroad, I will be better able to solve the problems of teaching and research.							
	After further study abroad, I can contribute better performance in my job.							

	After studying abroad, I can show my abilities better.							
	After further study abroad, I can build a better personal reputation.							
	After studying abroad, I can improve my standing within the university.							

References:

Zhao, S. (2013). Research on Employee's Motivation Model of Knowledge Sharing in the Context of Chinese Culture. *Nankai Business Review*, *16* (05), 26–37. https://kns.cnki.net/kcms/detail/detail.aspx?FileName=LKGP201305005&DbName=CJFQ2013

Hwang et al. (2015). Personal information management effectiveness of knowledge workers: Conceptual development and empirical validation. *European Journal of Information Systems*, *24* (6), 588–606. https://doi.org/10.1057/ejis.2014.24

Appendix 2:

The Influence of Cross Culture Training on Higher Education Employees in China

Interview outline

interview purpose: college teachers abroad for further study and study has been carried out. Based on this, this study wants to know, what impact will this cross-cultural overseas study have on teachers and schools in colleges and universities?

Interview object: The teachers attended or attending the cross-cultural study of overseas

interview number: about 30 people

interview time: 20-30 minutes

Interview Questions

1. Do you have strong demand and desire for overseas training, further study or visiting study?

2. Are you familiar with overseas cultures? Do you think there is a big cultural difference between China and the overseas countries where you are studying? (What was the biggest culture shock?) What are the differences?

3. (Cross-cultural study experience) What drove you to decide to study abroad? Could you talk about your experience and feeling of overseas cross-cultural advanced study?

4. (Problems encountered) Did you encounter any difficulties during your intercultural study abroad? How did you deal with it?

5. (Impact) Could you talk about the impact of this program on teachers' professional development so far? What is the impact on individual cross-cultural competence? Impact on individual teaching ability? Impact on individual research interests? The impact on your school? Other aspects? What should be maintained and what needs to be changed?

6. (Satisfaction) Are you satisfied with the results of your investment in studying abroad? What is the satisfaction? What is the grievance?

7. The more satisfied you are with your overseas study, the more action you will take?

8. With the increase in energy, emotion and enthusiasm you put into the challenge of studying abroad, will you gain more?

9. What have you gained from your study abroad?

For example: Your comprehensive level and ability, the scientific research field you are concerned about, whether you have direct contact and contact with foreign scholars or research institutions, which leads to the possibility of cooperation between the two sides. After gradual influence over a certain period, you will have more interest in scientific research. In terms of student training, the way of teacher-student relationship will be different under different cultures. How to make the corresponding changes in a way that is good for students' physical and mental development? Talk about classrooms and teaching methods in different cultural environments, as well as subject-related materials, software and research methods. Talk about how to better understand your own culture and identity.