



RESEARCH ARTICLE

COVID-19'S INFLUENCES ON EDUCATIONAL MANAGEMENT: INSIGHTS FROM THE EXPERIENCES OF INTERNATIONAL STUDENTS IN CHINA

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Abstract

As a global public emergency, the COVID-19 pandemic has had a far-reaching impact on the global higher education landscape, posing a major challenge to the traditional education management system. This study aims to explore the impacts of the COVID-19 pandemic on international students, and systematically analyze the coping mechanisms and adjustment strategies adopted by Chinese higher educational institutions in terms of enrollment, teaching, and daily support management. The research employs quantitative methods among international students and conducts data analysis through SPSS 26. Drawing from the feedback from the questionnaire survey, this paper highlights the challenges they faced during the pandemic, the adaptive measures and strategies employed by educational institutions, and the broader implications for educational management's resilience and development in post-pandemic China. The findings provide insights into how higher educational systems can evolve to better support international students and promote the sustainable development of international education in the era of coexisting with global crises.

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Introduction:-

With the deepening of globalization, the internationalization of education has become an irreversible trend. In a highly cooperative global society, the significance of education is crucial. International education, as an important part of education that cannot be ignored, contributes to talent growth, global cooperation and advancement. While international students play a significant role in fostering cross-cultural understanding, enriching the academic environment, and promoting international progress. During the globalization of higher education, the mobility of international students has emerged as a pivotal metric for assessing and evaluating the standard and quality of higher education. As an important participant in the internationalization of education, the learning experience and satisfaction of international students directly reflect the level and quality of China's educational management.

Educational management is a multidimensional and far-reaching field, covering a wide range of dimensions such as enrollment management, teaching management, and daily operational management, all of which work in concert to

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optimize the overall educational environment and the experience of the students. Enrollment management, as a key part of the education management system, focuses on building a comprehensive strategy for recruiting and selecting international students. This process not only covers the planning and implementation of enrollment promotion activities, and the formulation and execution of enrollment policies, but also involves the evaluation and feedback of enrollment effects, which has a direct impact on the comprehensive quality of the international student population. The importance of enrollment management strategy lies in its commitment to promote the equitable distribution of educational resources and to ensure that students worldwide, regardless of their backgrounds, have equal access to education. At the same time, it is closely related to the development goals of the educational institution and the personal expectations of students, and through flexible adjustment of enrollment measures to match the educational philosophy of the institution and the needs of the students.

Teaching management, encompassing diverse methods and practices that enhance the learning experience, forms the cornerstone of effective education (Bart et al., 2020). Key aspects include classroom management, active learning, and technology integration as well as personalized education. In the process of building inclusive and productive learning environments, educators not only need to have solid professional knowledge as a cornerstone, but also need to demonstrate a high degree of cultural sensitivity, and the ability to deeply understand and respect the needs and differences of students in different cultural contexts. Communication skills are demanding as well, which facilitates mutual understanding and trust. In addition, educators need to possess a deep sense of empathy in order to provide more caring and personalized support. In the global context of the post-pandemic era, teaching management of international students is facing unprecedented challenges, mainly due to the diverse cultural roots and differentiated academic pursuits of international students, which calls for more open and flexible management strategies.

Daily management is a wide-ranging system that encompasses not only administrative operations apart from enrollment and teaching, but also the optimization of student registration procedures, accommodation arrangements, management of student mobility, the establishment of a health and safety system, and the organization of a wide range of activities on campus. A well-developed and supportive daily management system is the foundation of an educational environment, providing learners with a fertile ground that promotes the accumulation of knowledge and encourages personal growth and creativity. Such an environment, through the creation of a positive and harmonious atmosphere, not only lays a solid foundation for students' academic achievements, but also provides a strong guarantee for their personal development and social adaptability.

The COVID-19 pandemic introduced unprecedented challenges to educational systems worldwide, causing a significant amount of uncertainty and dysfunction in higher education worldwide, fundamentally reshaping the operations of educational institutions and the experiences of international students (García-Morales et al., 2021; Rahman et al., 2021). In 2020, approximately 3.9 million international students studying in OECD countries were affected by the spread of COVID-19 (OECD, 2022). Amid the transformation to digital and online platforms, the international student community, especially in China, is encountering a series of distinctive dilemmas and challenges posed by travel restrictions, social quarantine measures, and distance learning modes of education. These challenges are not only unprecedented, but also test the ability of educational institutions to adapt, be resilient, and innovate in a rapidly changing environment. Educational institutions need to quickly adapt their strategies to ensure effective distance delivery of educational resources and services, while at the same time attending to and mitigating the psychological and social pressures of geographic isolation, acculturation challenges, and technological barriers to online learning for international students, in order to safeguard their academic advancement and personal well-being. It is still creating a global crisis and slowing down the courses of many activities, including the internationalization of higher education (Yang, 2020).

The role of international student groups as the core driving force in the field of international education and exchange is crucial. They not only deepen cross-cultural exchanges and mutual understanding, and become a cultural bridge, but also significantly promote the prosperity of the economic field and the optimization and upgrading of the social structure, thus enhancing the international competitiveness of countries on the global stage, contributing indispensable power to the grand blueprint of building a community of human destiny. In the post-pandemic era, China's international education program has been given unprecedented strategic significance. Against the macro background of deepening interdependence among countries around the world, the urgent need for international cooperation during the pandemic and the value of the resilience of international education has been demonstrated to the fullest extent. In the face of challenges, the rise of distance education and blended teaching models has opened

up new paths for international education, enabling it to sustain global knowledge sharing and humanistic exchanges even in the face of adversity, and to become a strong link to promote international solidarity and cooperation.

In this context, educational institutions are faced with the dual challenge of ensuring the well-being of their students and creating a safe and secure learning environment, while at the same time ensuring the continuity of their educational activities and the steady advancement of their international cooperation programs, in order to preserve the vitality and diversity of the global educational ecosystem. The search for this balance has inspired profound innovations in teaching models, management mechanisms and international cooperation strategies, prompting educational institutions to continuously explore and implement a series of innovative solutions to cope with the new normal in the post-pandemic era and to promote the continued prosperity and development of international education.

This paper focuses on the multidimensional impacts of international students' study experiences during the pandemic in China and COVID-19's influences on the educational management systems. Given the complexity and uncertainty of the current context, the field of educational management needs to demonstrate greater adaptability and resilience in order to cope with various challenges. Especially in the special period of the global pandemic, the valuable experiences and profound lessons accumulated in the practice of educational management provide an indispensable reference pattern for the construction of future emergency response mechanisms and strategies. Through quantitative analysis, this study aims to extract the specific impacts of international students' experiences on the educational management system, and to propose a series of forward-looking and actionable recommendations and strategies accordingly. These results not only aim to optimize the current practice of educational management and enhance its ability to cope with emergencies, but also hope to stimulate in-depth thinking and exploration of the future direction of educational management in both academic and practical circles, and contribute to the wisdom and strength of continuous progress and innovation in the field of education. Therefore, this study is not only a reflection on the current situation, but also a positive outlook on the construction and improvement of the future education management system.

This study aims to answer the following questions:

1. How has COVID-19 affected international students in Chinese educational institutions?
2. What strategies were employed by Chinese universities during the pandemic?
3. What insights and suggestions for educational management of international students in post-pandemic China?

Literature Review:-

In the early 2020s, the world was hit dramatically by COVID-19, a pandemic event that not only swept across the globe, but also significantly impacted the higher education system, particularly at the international exchange level, creating a series of unprecedented challenges. The far-reaching impact of the pandemic has significantly reshaped international students' access to higher education, with widespread campus closure policies and stringent cross-border travel controls at its core. In view of this, this literature review aims to systematically analyze the changes in the management of international student education in China in the context of the COVID-19 pandemic, especially focusing on key areas such as the adjustment of enrollment strategies, the innovation of teaching modes, and the adaptive restructuring of the daily management system, with a view to providing references and insights for the internationalization of higher education in the post-pandemic era.

COVID-19's Impacts on International Education and Educational Management

The outbreak of COVID-19 in 2020 has had a widespread impact on a number of sectors of society, including higher education, creating uncertainty regarding the implications for the future of higher education (Ashour et al., 2021). The pandemic and its impact on higher education have been the focus of numerous studies. Schools and HEIs were closed in 185 countries, affecting 1,542,412,000 learners, which constitute 89.4% of total enrolled learners (Marinoni et al., 2020). Mok et al. (2022) revealed that countries with better pandemic control, such as some East Asian countries, will become potential major destinations for international students after COVID-19 because health and well-being concerns become major factors influencing international students' ideal destinations for studying abroad. Effective control of the pandemic is not only attractive for international students, but it is also a "keep factor" for Chinese students to study at home (Shijian & Agyemang, 2022).

In terms of enrollment management, the academic year 2020-2021 has witnessed an obvious decline in enrolled international students (Martel, 2020; Whatley & Castiello-Gutiérrez, 2022). Activities of enrollment publicity were

canceled due to the pandemic, and so were plans as well as programs for overseas enrollment (Dennis, 2020). Studies revealed that Mainland and Hong Kong students have become less interested in studying abroad, even after COVID-19; which might have a long-term effect on international higher education worldwide (Mok et al., 2021).

As for teaching management, the COVID-19 pandemic has caused a massive disruption in the way traditional HEIs deliver their courses (Santiago et al., 2021). Impacts covered all aspects of teaching and learning, including teaching methods, classroom management models, learning attitudes and motivation, assignments, and course assessments. The rapid change of teaching methods has brought about a series of problems, such as the lack of preparation of teachers and students, the lack of contact and interaction on and off class, low attendance rate, a drop in motivation, learning attitude, and cognitive engagement (Aguilera-Hermida, 2020; Asbury et al., 2020; Demuyakor, 2020; Scavarda et al., 2021). In China, while universities were technologically prepared, international students experienced difficulties with internet access and time zone differences. Some international students experienced certain complexities regarding spatiality and temporality (Xu et al., 2023). In addition, the content of online learning is usually less than that of traditional teaching mode, and international students do not perform as well as they would in offline classes (Zhao, 2020). This could be reflected obviously in majors such as clinical medicine and art majors, which made it difficult to complete practical teaching and learning through online teaching during the pandemic (Liu, 2020).

Since the global spread of the COVID-19 pandemic, the mental health status of the international student population has risen to become one of the core considerations in the daily management of higher educational institutions. In China, with the continued impact of the pandemic, some international students have been unable to return home due to travel restrictions, a situation that has significantly exacerbated their psychological stress and emotional volatility, and has become a public health issue that requires urgent attention. It is also worth noting that since the fall semester of September 2020, numerous newly enrolled first-year international students have been forced to stay in the country due to national border closure policies or uncertainty in the international security situation. This special group of students, who had planned to start their overseas study trips, were forced to switch to the domestic online study mode, unable to experience foreign cultures and establish face-to-face academic contacts and social networks, which undoubtedly poses new challenges to their learning experience, social development, and even psychological health. Therefore, how to effectively support these international students in China and ensure their learning quality and psychological health has become an important issue for education administrators to explore and practice in depth at present and in the coming period of time. Studies found out many international students experienced feelings of loneliness, isolation, and stress due to uncertainties about their studies and future (Wilczewski et al., 2021; Nitschke et al., 2021). In addition, cultural differences and language barriers increase the difficulty of adaptation for international students. Institutions have to deal with additional aspects of daily management, such as communication difficulties and language obstacles.

Strategies Employed by HEIs in Response to COVID-19

In terms of enrollment management, virtual recruitment activities, webinars, and online campus visits have become major resources for strategies and programs for enrollment publicity (Hendrickson & Ward, 2021). Moreover, enrollment offices gave flexibility by extending application deadlines and moderating assessment standards. Clear and open communication about these modifications and adjustments has been presented to applicants, which encouragingly reduced the concerns about the enrollment procedures of potential international students. In order to reduce the financial burden on applicants, some institutions have increased scholarships, tuition discounts, or postponed payment alternatives (Tamrat, 2021). Because of the pandemic, many HEIs have had to utilize digital technology regarding enrollment, which has somewhat expanded their geographic scope of enrollment.

In response to the lockdown policy and restricted mobility, educational institutions around the world had to rapidly shift to online teaching and hybrid learning models (Altbach & de Wit, 2020; Mok, 2020; Buckner et al., 2022). Educators and learners have to adapt to new platforms and digital devices in the teaching-learning process. As opposed to the past, the learning materials were transformed into an online format, incorporating multimedia materials and interactive online activities (Turnbull et al., 2021). For the international student body, this transition added an additional challenge to the learning environment due to language and cultural barriers. A number of strategies had been deployed to address these challenges, such as the creation of breakout sessions, the introduction of rich and varied multimedia content, and the implementation of group work projects. These initiatives sought to build an engaging and vibrant online learning ecosystem with a view to narrowing the gap in learning outcomes among learners from different backgrounds. (Barrot et al., 2021). To empower teachers to successfully navigate the

complexities and demands of online teaching, educational institutions were actively providing a range of resources and support, including teaching instruments, professional training seminars, and peer mentoring programs (Rapanta et al., 2020).

In order to respond to the special needs and concerns of international students during the pandemic, there was an urgent need to optimize and innovate the existing daily management regulations and practices. This required flexibility in the revision of administrative regulations to ensure that they are responsive to the diverse needs of international students arising from the epidemic. More thoughtful and efficient strategies should be adopted in the implementation process to fully protect the well-being and learning experience of international students. Educational institutions in various countries are actively building daily support mechanisms, such as medical services, health monitoring systems, guidance and support in the areas of psychological counseling, career guidance, and learning and global competency development (Behar et al., 2020). Remote counseling services and online support groups were launched by some institutions to help international students deal with their mental problems (Lee et al., 2021). Specialized language support programs and virtual language platforms were established in response to the need for an efficient communication and comprehension environment (Almusharraf&Khahro, 2020).

Methodology:-

This study seeks to explore COVID-19's impacts on the educational management of international students and the possible solutions and strategies for improvements in post-pandemic China. A quantitative method is employed in this study involving 115 participants purposively selected from 6 Chinese HEIs. This sample size ensures the representation of the international student population, which not only lays a data foundation to support the drawing of insightful and valuable conclusions but also empowers the statistical analyses to ensure the validity of the findings (Sibona et al, 2020). The target participants are international students who were studying in Chinese educational institutions for academic degrees during the pandemic. Of 368 selected respondents, 322 of them filled out the survey questionnaire which constitutes a high response rate (87%). Data was collected through online survey questionnaires adapted from the relevant literature.

The questionnaires were piloted over 60 respondents and amendments were made based on feedback. The questionnaire consisted of four sections: demographic background of the respondents, impacts and responses regarding enrollment management, teaching management, and daily management. The respondents of the research were asked to indicate to what extent they agreed or disagreed with the statements based on a five-point Likert scale. Prior to participation in this study, all individuals were given explicit consent through a thorough informed process, ensuring that they participated voluntarily with a full understanding of the nature and purpose of the study. In addition, measures were taken to ensure that all participants' responses were treated in the strictest confidence and were recorded and analyzed anonymously to protect their privacy. The data was then imported to SPSS 26 and statistically analyzed. KMO and Bartlett's Test test was conducted with values indicating that the measurements employed in this research demonstrate a high level of validity (see Table 1). A reliability test of Cronbach's alpha was conducted to determine the reliability of the questionnaire. The results showed that each category of the items had an overall alpha value of over 0.75 which indicates a high reliability of the instrument (see Table 2)

Table 1:-KMO and Bartlett's Test.

KMO		0.896
Bartlett's Test of Sphericity	Chi-Square	11191.406
	df	1653
	p	0.000

Table 2:- Reliability Test.

Category	Cronbach's Alpha	No of Items
Influences on Enrollment	0.855	5
Institutional Response in Enrollment	0.889	5
Influences on Teaching Activities	0.861	19
Institutional Response in Teaching	0.932	11
Influences on Daily Life	0.848	10
Institutional Response in Daily Support	0.929	8
Overall	0.886	58

This study employed detailed descriptive statistical analysis designed to systematically summarize data collected from participants across demographic characteristics, influences and strategies of enrollment, teaching, and daily operational systems. Inferential statistics, like t-tests and ONE WAY ANOVA, were employed to examine relationships and differences among variables. These analyses allowed to drawing meaningful conclusions about the research questions.

Findings

As Table 3 shows, 180 of the respondents are male and 142 were female. They are taking different level of education, i.e., 70% undergraduate students, 28% post-graduate students, and 2% PhD students. Majority of the respondents are undergraduate students. Among these respondents, 225 of them aged between 18-22 years, 90 of them aged between 23-25 years, and only 7 of them aged 25 and above. And 51.6% of them pursue their academic degree in Social Science and Humanity, while 48.4% in Science and Engineering.

Table 3:- Demographic information of the respondents (N= 322).

Category	Characteristic	Percentage (%)
Age (years)	18-22	69.8
	23-25	28.0
	25 and above	2.2
Gender	Male	55.9
	Female	44.1
Level of Education	Bachelor Degree	70.0
	Master Degree	28.0
	Doctoral Degree	2.0
Major Area	Social Science and Humanity	51.6
	Science and Engineering	48.4

Table 4:- Descriptive Statistic.

Item Category	Mean	SD
Influences on Enrollment	3.654	1.298
Institutional Response in Enrollment	3.806	1.211
Influences on Teaching Activities	3.744	1.227
Institutional Response in Teaching	3.833	1.174
Influences on Daily Life	3.709	1.253
Institutional Response in Daily Support	3.722	1.297

The table presents respondents' overall perceptions of the variables in this study. The mean of the samples on all items exceeded the value of 3, indicating that the samples investigated experienced great influences regarding enrollment, teaching, and daily life management during the pandemic. In terms of the institutional responses, the mean scores are consistently above 3.7, indicating an overall positive outlook. Standard deviations exceed 0.7, suggesting some variability in responses, reflecting diverse perspectives within the sample.

The researcher has conducted an independent sample t-test and One-way ANOVA to determine the differences in gender, age, level of education, and major areas for respondents' performance in three areas: enrollment management, instructional management, and daily management (see Table 5).

Table 5:- T-test.

	Gender (Mean±SD)		t	p
	Male (n=180)	Female (n=142)		
Enrollment Management	4.01±0.66	3.32±0.89	7.683	0.000**
Teaching Management	3.91±0.61	3.61±0.52	4.571	0.000**
Daily Management	3.88±0.70	3.40±0.76	5.822	0.000**

* $p < 0.05$ ** $p < 0.01$

From the above table, the value of different gender samples for enrollment management, teaching management, and daily management all present significance ($p < 0.05$), which means that male samples and female samples have significant differences in their responses regarding enrollment, teaching, and daily management. While the p-value of age and level of education is separately greater than 0.05 (significance value). Therefore, it can be concluded that students' level of education and age do not have any significant differences in their responses.

Table 6:- One-Way ANOVA.

	Major Area(Mean±SD)		F	p
	Social Science and Humanity(n=166)	Science and Engineering(n=156)		
Enrollment Management	3.70±0.85	3.72±0.83	0.066	0.798
Teaching Management	3.71±0.59	3.85±0.58	4.225	0.041*
Daily Management	3.65±0.76	3.69±0.77	0.141	0.707

* $p < 0.05$ ** $p < 0.01$

As can be seen from Table 6, the samples of different major areas do not show significance ($p > 0.05$) for enrollment management and daily management, implying that there is no difference. Whereas the major area shows significance ($p < 0.05$) for teaching management, indicating that there is a difference in the impacts on teaching management across social science and humanity and science and engineering, and the mean of Social Science and Humanity (3.71), is significantly lower than the mean of Science and Engineering (3.85). It can be seen that the samples from majors in science and engineering were more significantly affected by the pandemic in terms of teaching and learning activities.

Challenges Faced by International Students

According to the feedback from the quantitative results, more than half of the international student respondents believe that COVID-19 has had a great impact on their studying abroad life. These difficulties and challenges were distributed across three domains: enrollment, teaching, and daily activities.

Difficulties in Enrollment and Admission

The pandemic led to a tightening of visa policies for academic study in China, and international students were unable to cross the border or obtain visas. The overall control of the pandemic has become one of the factors for international students in choosing their study destinations due to security considerations, which affected their study plans and destination choices. In addition, due to the pandemic, some university programs canceled their plans to enroll international students, and some majors reduced the number of enrollment quotas, leading to limited opportunities for potential international students. Chinese language certificates were required during the application, however, some HSK test centers were canceled due to the pandemic. There were a certain number of international students fail to provide language certificates. And the form of admission assessment was shifted to online, which prevented applicants from communicating face-to-face with supervisors and administrators and visiting campuses on-site.

Difficulties in Academic Life

For most international students, network and technology issues, communication barriers, time difference issues, and factors of shifting learning habits became the main challenges to academic life during the pandemic. In the early period of the pandemic, Chinese higher institutions commonly used online simulcast courses as a teaching method, which caused some international student groups to experience spatial and temporal complexities because of the different time zones to which their geographic locations belonged. Most international students reported experiencing problems with internet connectivity and operation when studying online. They were not familiar with online teaching platforms, and a small group of international students were not equipped to study online. In addition, they encountered communication issues as a result of the language barrier, the lack of effective interpersonal interaction, and teachers were slack in classroom management of international students. Many international students complained there was no timely and effective feedback from teachers and classmates on the problems they encountered in online learning, which largely affected their enthusiasm for learning. The quick shift to online teaching forced international students to adapt to new ways of learning, leading to the fact that their learning habits, attitudes, and effectiveness had been greatly affected. Most of the courses' assessment methods were shifted to

online, but there were still some courses that could only be assessed offline, which led to many international students failing their courses. Group discussions and presentations, experiments, practical classes, and fieldwork were seriously affected, especially for those majoring in science and engineering. Numerous international academic conferences were canceled or changed to virtual ones, which changed the research plans and processes of some graduate students. Some master's and doctoral students reported that their research was interrupted or postponed due to this reason.

Difficulties in Daily Life

The uncertainty brought about by the pandemic and the pandemic-prevention measures posed emotional challenges to international students. A considerable number of international students responded that they suffered from feelings like loneliness, anxiety, depression, and stress during the pandemic. Some international students expressed dissatisfaction with the lockdown and quarantine measures of Chinese institutions, believing that nucleic acid testing, wearing masks, and keeping a social distance affected their normal lives. Meanwhile, visa renewal, travel, accommodation, cross-border, and any social and recreational activities were all subject to certain restrictions, which caused great inconvenience to international students' lives. Many international students also reported homesickness as mobility restrictions prevent them from returning to their home countries. Also, for international students enrolled in the spring of 2020, the pandemic prevented them from the possibility of entering China. The inability to experience the campus culture and make Chinese friends bothered them, and their Chinese language skills were affected. Many international students believed that taking online classes at home was not complete for their studying abroad life. By the time they were able to be allowed back on campus, they would face the challenge of adapting to the campus culture. In addition, some international students were not satisfied with the response of administrators and medical and counseling services from the institutions. In many cases, they were unable to receive effective communication and assistance.

Institutional Responses

Chinese higher educational institutions quickly switched to remote teaching at the beginning of the outbreak. For those international students in different time zones, most institutions employed hybrid learning models, a mix of online and offline classes, providing replays and great flexibility for students. A wealth of online learning resources and research databases were offered to ensure the overall quality of the academic experience. Supportive methods including technical guidance, platform operation instructions, and computer rental services were provided by the institutions. Increased communication opportunities and interaction activities were implemented by educators when teaching online to enhance engagement. As for the assignment and assessment, flexible policies were introduced such as a delayed submission deadline and diverse standards and methods for assessment.

Instruction on pandemic-prevention measures and daily support was offered by the institution or administrative staff during the pandemic. In order to ensure the safety of international students, international students were forbidden to leave the campus and could only live in the international student apartment for centralized management. Food and pandemic-prevention supplies delivery services were provided during the early period of the pandemic. Mental health services and counseling were increased by institutions, and online support groups were created. Moreover, there was financial support and career planning guidance for international students to apply.

In terms of enrollment, institutional responses are quite a few. As shown from the research, the application process and required documents have been simplified, and delayed submission deadlines were offered by most institutions. In addition, absent materials caused by pandemic reasons are accepted with supplements before graduation.

Discussion and Conclusion:-

As China enters the post-pandemic era, the field of international student education and management has undergone a profound and unprecedented transformation and restructuring. The educational management landscape has not only made adaptive adjustments at the strategic level, but also realized significant innovations and developments in concepts, modes, and technological applications in order to cope with the new challenges brought about by the global pandemic and to ensure the continuity and high quality of international students' education. This therefore calls for institutions and policy-makers to come up with measures and strategies on how the negative impacts can be changed. Based on the above, the study conducted quantitative research to examine the impacts of COVID-19 on international students and institutional responses to deal with the pandemic and future uncertainty in terms of enrollment, teaching, and daily management. The experiences of international students in China during the COVID-19 pandemic offer valuable insights into the future of educational management.

The study's findings reveal the significance of a combination of three dimensions of educational management and extract insights from previous research studies. Firstly, this study reveals the vital role of efficient and innovative recruitment strategies in building a diverse and high-quality international student community in the post-pandemic era. This finding not only highlights the urgency and importance of optimizing enrollment strategies, but also provides a valuable reference for future strategic planning in the process of internationalization of education, aiming to promote the sustainable prosperity and long-term development of international student education. In the post-pandemic era, the factors that attract international students have changed. Therefore, keeping track of global trends and student preferences constitutes an important initiative in enrolment strategies to attract more talented international students and enhance their overall quality and diversity. In addition, diverse scholarship programs can be initiated. Enrollment promotion and publicity, fully use of alumni resources, optimizing enrollment procedure and admission assessment can also be employed as strategies to improve enrollment management in post-pandemic China.

Furthermore, one of the core findings of this study is that teaching management plays an important role in the international student education system in the post-pandemic era. Specifically, the results of this study provide insights into the effectiveness of online and blended teaching modes, which not only successfully deploy teaching resources flexibly and utilize them efficiently, but also greatly contribute to the personalization of the learning environment and the increased students' subjectivity. Investment in building a multilingual and user-friendly online teaching platform should be increased, and a wealth of teaching and learning resources and tools should be provided. According to the research results, it is found that majors in science and engineering were more significantly affected by the pandemic, especially the practical and laboratory classes. Therefore, it is especially important to build virtual laboratories and practical training engineering platforms in response to future emergencies. Additionally, the results underscore the pressing need for faculty training in digital teaching methods. Educators should be provided with regular training and learning platforms. Emphasis is placed on building 'internationalization at home' to cope with the future absence of mobility, and curriculum construction as well as course design should be reconsidered to allow for internationalized education on the home campus. A high-quality teaching and learning environment as well as a resilient education system can have a substantial impact on the future emergency.

A supportive daily management system is critical in enhancing the educational management of international students in the post-pandemic environment in China. The study's findings emphasize the need for a comprehensive mental health support service, including physical health maintenance, stress relief workshops, and easy access to counseling services. Also, international students should be fully aware of the existence of this kind of services and know where to consult when they need help. Peer support networks and mentor-ship programs should be created as key power for international students to seek help and guidance from. This therefore could improve the international students' overall experience by reducing their sense of alienation and fostering a sense of belonging. Moreover, more diverse activities and interest groups should be offered to students and staff for mutual respect and familiarity. In addition, policies and regulations for international students, such as the process of visa renewal, and accommodation adjustment should be flexible and inclusive to cater to the unique needs of international students.

In conclusion, the COVID-19 pandemic has reshaped educational management, particularly for international students in China. As the global educational landscape evolves, the lessons learned during this pandemic will be crucial for building more inclusive, flexible, and resilient educational systems.

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