

# **An Analysis of Policy Implementation for Managing Foreign Educators in Sino-Foreign Collaborative Higher Education Institutions in China**

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## **Abstract**

This study analyzes the implementation of management policies for foreign educators in Sino-foreign collaborative higher education institutions in China. While Sino-foreign cooperation in education has expanded significantly since the 1995 Ministry of Education regulations, the management of foreign teachers remains fragmented and lacks systematic, detailed guidelines. Through a multi-case study approach, this research investigates the effectiveness of current policies from the perspectives of foreign teachers and administrators, highlighting challenges such as incomplete qualification verification, vague contractual terms, cultural adaptation difficulties, and insufficient teaching quality supervision. The findings reveal that inconsistent policy enforcement and limited communication hinder optimal teaching outcomes and cooperation. The study underscores the critical role of foreign teachers and administrators in adapting and applying policies effectively and advocates for more specific, unified, and culturally sensitive management frameworks. Recommendations include establishing transparent qualification procedures, standardized contracts, comprehensive induction and cultural training, and robust evaluation and feedback mechanisms. This research contributes to the theoretical integration of cultural conflict and management theories in foreign teacher policy and offers practical guidance to policymakers and educational institutions to enhance the quality and sustainability of Sino-foreign cooperative education.

**Keywords:** Sino-Foreign Cooperative Education, Foreign Teacher Management, Policy Implementation, Higher Education, Cultural Adaptation, Teaching Quality Supervision, China

**Background of the Study**

Sino-foreign cooperation in running schools refers to a form of cooperation between higher educational institutions in the People's Republic of China and foreign higher educational institutions to jointly carry out teaching, scientific research, academic communications and other activities(Lu & Jiang,2024). In 1995, the Ministry of Education of China officially issued the Regulations on Sino-foreign Cooperation in Running Schools, further standardizing the management and operation of Sino-foreign cooperation in running schools.

At present, China's Sino-foreign cooperative education is mainly divided into three forms: Sino-foreign cooperative educational institutions, Sino-foreign cooperative educational projects, and Sino-foreign cooperative educational joint education (Han,2023).

The focus of this study is the management policy of foreign teachers, especially the management policy of foreign teachers in colleges and universities in the Middle and class cooperative school-running project. In the period when Sino-foreign cooperative educational programs are playing an increasingly important role in Chinese higher education, it is particularly meaningful to study the management of foreign teachers in order to better promote the development of the programs.

**Statement of the Problem**

The literature shows that management policy is the most important issue in the project implementation (Naveed, 2022). Due to the lack of unification of laws and regulations, the imperfect review system and the insufficient qualification requirements of foreign teachers have hindered the promotion of the project (Yan. 2024). Foreign teacher management policy is becoming a growing concern of the education sector (Nerad, 2020), which is considered to be a need to re-examine and make amendments.

Foreign teachers and relevant administrators, as the real implementers, play a key role in the effectiveness of foreign teacher management policies. They are also the focus of relevant literature research, which shows that the professional competence of foreign teachers, the management methods of administrators, and the effect of the training that foreign teachers receive in the Chinese university environment will affect the effectiveness of foreign teacher management policies.

At present, some scholars have discussed the efficiency of foreign teacher management policies and suggestions on how to improve them (Wu, 2021; Yao, 2011; Ghiasvand, 2023). Sino-foreign cooperation in running schools is an integral part of Chinese higher education, and foreign teacher management policy is the main component of Sino-foreign cooperation in running schools project management. Especially in the system improvement, the importance of policy research is particularly prominent. Huang (2024) discussed the existing problems in the current foreign teacher management policy mainly in the aspects of recruitment and post-recruitment training. In addition to the problems pointed out by Huang, Zeng (2020) also analyzed the reasons for the inadequacies of foreign teacher management policies from the perspective of cultural conflicts.

The existing management policy of foreign teachers is basically in accordance with the management policy of Chinese university teachers, focusing on the teaching tasks to be

completed by colleges and universities, the teaching objectives to be achieved, and the relevant ideological requirements. At the same time, some Sino-foreign cooperative schools also have ways to deal with the problems encountered by foreign teachers in their re-work, and more institutions encounter specific problems and solve specific problems.

Therefore, the researchers believe that the competent authorities and Sino-foreign cooperative schools have not systematically discussed the factors that need to be considered in formulating policies before, which also causes the inefficiency of the current foreign teacher management policy.

In brief, there is a large lack of research in the following six aspects, including systematic sorting and analysis of foreign teacher management policies, cleaning up the implementation of existing foreign teacher management policies, and understanding whether the practice of foreign teachers and managers will affect the effectiveness of policies and put forward appropriate suggestions on how to formulate foreign teacher management policies.

Therefore, this paper chooses Sino-foreign cooperative educational institutions to study the actual implementation of foreign teachers' management policies, aiming to understand the effectiveness of Sino-foreign teaching management policies in Sino-foreign cooperative educational programs through case analysis. At the same time, as a Chinese teacher working in a Sino-foreign cooperative school, the researcher deeply felt that some management policies could not guide and regulate the teaching work of foreign education, and many policies were difficult to understand for foreign education, and no specific implementation steps were realized in their teaching work. Therefore, the researchers believe that from the perspective of foreign teachers and administrators, the formulation of more specific foreign teacher management policies that foreign teachers can better understand and implement is the key to promote Sino-foreign cooperative education projects and even the integration of Chinese higher education with the international advanced academic level.

### *Research Objectives*

To investigate the effectiveness of the current management of foreign education in Sino-foreign cooperative schools. This study explores the issues that need to be considered in formulating a more appropriate foreign teacher management policy, with the aim of investigating and understanding the challenges that foreign teachers face due to the management system in the educational work environment with the intersection of Chinese and foreign cultures.

The current foreign teacher management policy mainly faces the following problems in the implementation, first of all, in the foreign teacher qualification review. 1. The background investigation is not in place, and the educational background, professional background or work experience of some foreign teachers is difficult to be fully verified (Chu W, H & F, 2021). In the actual management of foreign teachers, teaching quality supervision may be due to the lack of evaluation mechanism (Junyi Z & Zainudin Z, 2024) and student feedback channels (Zhang, 2023).

The result is weak supervision of teaching quality. In terms of labor rights and contract management, there are non-standard contracts: the labor contracts signed by some

institutions and foreign teachers are vague or do not comply with legal provisions, resulting in the rights and interests of foreign teachers are not protected. As well as due to contract problems or unsatisfactory working environment, there are many disputes between foreign teachers and institutions (Liyang Z, 2021), which affect the cooperation relationship

### *Scope of this Study*

The Ministry of Education of the People's Republic of China (MOE) is the administrative body under The State Council in charge of education and language work throughout the country (AYDIN A T, 2024). Its main responsibilities are to study and formulate national educational guidelines, policies, laws and regulations, plan and guide the development of all types of education at all levels throughout the country, coordinate and manage educational resources, promote educational reform, improve the quality of education, and be responsible for the standardization and promotion of spoken and written languages.

### *Main Responsibilities Include*

To formulate policies and plans: to study and formulate national education development strategies, medium - and long-term development plans and annual plans. Supervision and administration: To supervise and inspect the implementation of educational laws and regulations.

Education quality improvement: Promote the reform of all types of education at all levels, promote education equity, and improve the quality of education. Subject setting and textbook management: Guide the construction of curriculum system and the compilation and approval of textbooks. Construction of teachers: Formulate and implement teacher training and management policies (Liu K, 2021). Language standardization (Kim Y J, Awan A A, Muzio A, et al. 2021): Responsible for Chinese language standardization and promotion of Mandarin. International exchanges and cooperation: To coordinate international exchanges and cooperation in the field of education. (Li J & Xue E, 2023). The work of the Ministry of Education covers preschool education, compulsory education, and senior high school education, higher education, vocational education, adult education and other fields, aiming to promote education for all, enhance the level of social education, and support the national development goal.

### *Schools*

Under the framework of Sino-foreign cooperation in running schools, Chinese schools refer to educational institutions or programs jointly organized by institutions of higher learning or other educational institutions in China and foreign educational institutions or organizations as Chinese partners in accordance with Chinese laws and regulations (Qiping Y & White G, 2023). Chinese schools play an important role in cooperative education, and their main responsibilities include cooperation planning, project management and education quality assurance.

### **Definition and Responsibilities of a Chinese School (Haiyan Q & Allan W, 2021)**

#### *Definition*

Chinese schools are the domestic entities in Sino-foreign cooperation in running schools. They are usually Chinese educational institutions with legal qualifications for running schools and are responsible for designing and implementing school-running projects jointly with

foreign cooperative institutions. Its establishment and operation shall comply with the provisions of the Regulations of the People's Republic of China on Chinese-Foreign Cooperation in Running Schools and the relevant implementation rules.

#### *Main Responsibilities*

Cooperation agreement and planning: The specific forms, objectives and contents of cooperation in running schools shall be agreed upon with foreign cooperative institutions. Teaching organization and implementation: Responsible for curriculum setting, teaching plan formulation and provision and management of educational resources. Enrollment and management: According to the relevant regulations and approval of the Ministry of Education, enrollment work, and management of students' study and daily life.

Education quality assurance: To ensure that the educational quality of the cooperative school meets the requirements of the Ministry of Education and relevant departments of China. Cultural inheritance and integration: In the cooperative education, we should pay attention to the inheritance and promotion of Chinese culture, and promote the exchange and understanding of Chinese and foreign cultures. Legal responsibility and compliance: Responsible for complying with China's education regulations and sharing legal responsibilities with foreign partners.

#### *Teachers*

In a Chinese-foreign cooperatively-run school, foreign teachers refer to teachers who are employed by the cooperatively-run school, have foreign nationality, and undertake teaching, research or other related work in accordance with the requirements of the Chinese-foreign cooperatively-run school agreement or project (Huang L, Zhang W & Jiang H, et al. 2023).

#### **Definition and Duties of Foreign Teachers (Kong X,2021)**

##### *Definition*

Foreign teachers are an important part of Chinese-foreign cooperation in running schools. They are recommended or hired by foreign educational institutions or organizations, or independently hired by the cooperative educational institutions. They must have the qualifications and ability to meet the requirements of the Ministry of Education and relevant laws and regulations, and be able to participate in the curriculum, teaching activities and academic research of Chinese-foreign cooperative schools.

##### *Responsibilities*

Teaching tasks: Teach professional courses or language courses according to the requirements of the cooperative curriculum. Introduce advanced teaching concepts and methods in foreign education systems.

Academic Research: To carry out academic research and cooperation projects to promote the academic development of Chinese-foreign cooperation in running schools. Provide academic guidance to students and support them in completing a thesis or research project.

Cultural exchange: Promote cultural exchanges between China and foreign countries, so that students can better understand international culture. Integrate an international perspective into the curriculum to develop students' intercultural competence.

Course Development: Participate in the design and optimization of cooperative curriculum system to ensure that it conforms to Chinese and foreign educational standards.

Education quality assurance: To ensure the high quality of teaching content and methods in accordance with the quality standards of the cooperative school and foreign educational requirements.

Qualification requirements for foreign teachers: According to the Regulations of the People's Republic of China on Sino-Foreign Cooperation in Running Schools and relevant regulations, foreign teachers must meet the following requirements:

Academic background: A master's degree or above is usually required, and in some cases a doctoral degree is required.

Teaching experience: Have certain teaching experience; especially have professional ability in related subject areas.

Language skills: Capable of teaching in English or other related languages.

Visa and work permit: Hold a valid work visa and an employment permit for foreigners.

Features and significance: The introduction of foreign teachers has injected international resources into Sino-foreign cooperative schools and improved the quality of education. They not only teach subject knowledge, but also inspire students with different cultural backgrounds and ways of thinking.

In Chinese-foreign cooperation in running schools, foreign teachers play an important role in building a bridge of international education.

### *Students*

Students in Chinese-foreign cooperatively-run schools usually refer to students enrolled in educational programs or institutions organized by Chinese educational institutions in cooperation with foreign educational institutions (Tang Y, & Eng, 2023). These students receive education in the mode of Sino-foreign cooperative education, and enjoy specific academic resources and training programs. According to the Regulations of the People's Republic of China on Chinese-Foreign Cooperation in Running Schools and related regulations, the definition of this type of student has the following characteristics:

### *Scope*

Students of the Sino-foreign cooperative education program includes (Xiao M, 2024):

Enroll in a Chinese-foreign cooperatively-run school approved by the Chinese education authorities (e.g., independent Sino-foreign cooperative universities, such as NYU Shanghai, the University of Nottingham Ningbo China).

Enroll in an approved Chinese-foreign cooperative education program (e.g., a specific curriculum program jointly offered by a Chinese and foreign university, such as a double degree, exchange student, or credit recognition program).

### *Educational model (Zhao H, 2021)*

Double Degree or Mutual Credit Recognition: Students may pursue degrees from both Chinese and foreign institutions at the same time, and enjoy the credit recognition policy.

International curriculum: Usually a combination of foreign and Chinese courses is adopted, and the language of instruction may be English or bilingual.

#### *Enrollment Requirements (Yu 2023)*

Students are required to meet the admission requirements of Chinese and foreign institutions, which may include:

Pass the Chinese general college entrance examination, the entrance examination for special Sino-foreign cooperative programs, or foreign standardized tests (such as SAT, IELTS). Possess certain language skills (e.g. English proficiency) and academic foundation.

#### *Student Rights and Obligations (Si 2024)*

Dual status: Students are students of both Chinese and foreign partner institutions, and may enjoy the educational resources and alumni networks provided by both parties.

Verification of academic qualifications: Students who have completed the Sino-foreign cooperative education program can obtain Chinese and foreign diplomas after graduation, and need to go through the Service Center for Scholarly Study of the Ministry of Education of the People's Republic of China for academic certification.

Compliance: Comply with the rules and regulations of the Sino-foreign cooperative institutions or programs, including study requirements, student status management, etc.

Relevant policy basis Regulations of the People's Republic of China on Chinese-Foreign Cooperation in Running Schools (promulgated in 2003). Measures for the Implementation of the Regulations of the People's Republic of China on Chinese-Foreign Cooperation in Running Schools (Decree No. 20 of the Ministry of Education)

Notice of the Ministry of Education on Further Regulating the Order of Chinese-Foreign Cooperation in Running Schools (Jiaowai Ting [2020] No. 2).

#### *Sino-Foreign Cooperation*

Chinese-foreign cooperation in running schools refers to the activities in which Chinese educational institutions and foreign educational institutions (including institutions of higher education and other educational organizations), in accordance with relevant Chinese laws and regulations, jointly establish educational institutions or implement educational programs to provide educational services for students in China (Zhang, et al., 2024).

#### *Both Parties of Cooperation*

Chinese side: Usually universities, secondary vocational schools or other educational institutions in China.

Foreign party: Usually a high-level university, educational organization or institution in a foreign country.

The education model includes independent institutions: such as Sino-foreign cooperative universities (such as the University of Nottingham Ningbo, New York University Shanghai) and cooperative projects: such as double degree programs, credit mutual recognition programs, joint training programs, etc. The form of education is academic education: cooperate to carry out bachelor's, master's, doctor's degree education.

Chinese-foreign cooperatively-run schools and institutions are subject to the approval of the Ministry of Education and local education administrative departments, and are subject to

supervision. Foreign educational institutions should be legally qualified and have a good reputation and quality in their home countries.

The main characteristics are: 1 Internationalization: Course content, language of instruction and academic standards are usually international. Dual Diploma or Certificate: Some programs allow students to obtain a diploma or degree from both a Chinese and a foreign institution. 2 Mutual recognition of credits: Both parties recognize some courses and credits to enhance students' learning flexibility and international competitiveness.

### **Significance of the Study**

This section answers the following very important questions about any academic research: Why is this research worth doing?

To put it simply, it is to investigate the efficacy of the current foreign teacher management policy in Sino-foreign cooperative school programs and explore the possibility of improvement. The main points must be placed on foreign teachers and relevant managers, because the current foreign teacher management policy is not so sound. Their understanding of policies and adjustment to local conditions according to the actual working environment will solve many problems encountered in actual work. Therefore, understanding their cognition and practice of the policy can promote the research on the management policy of foreign teachers.

The expected theoretical contributions of this study are manifold. First of all, this study aims to deepen the understanding of foreign teachers and relevant administrators of foreign education management policies, as well as their adaptations and practical adjustments to the policies in their actual work. It is hoped to establish the practical connection between cultural conflict theory, management theory and the management of foreign teachers in China. Second, it is expected to conceptualize and describe the relationship between foreign teachers and related administrators and foreign teachers' management policies.

The main methodological advantage is the use of case study design because it uses the logic of replication, "The interrogator copies the program for each case" (Creswell, 2023). A comparative study of cases can then be conducted to find similarities and differences. The purpose of this study is to investigate the effectiveness of foreign teacher management policies in Sino-foreign cooperative enrollment programs and make recommendations for improvement, analyze the situation of foreign teachers and administrators to provide a more convincing picture, and "by coordinating and aggregating evidence from many individual case studies, General claims can be made more convincingly " (Lonati & Van, 2024). For the purposes of this study, a multi-case study is defined as an intensive, holistic process of investigating, describing, and analyzing multiple cases (Huemann, 2021). Limited systems or cases is a school of thought, but purposeful sampling of more cases is thought to lead to "better understanding, and perhaps better theorizing, about a larger set of cases" (Sandburg & J, 2021).

Contributions in education are expected to focus on the management of foreign teachers. The survey results on the obstacles and challenges of implementing foreign teacher management policies in the teaching practice of foreign-introduced courses can provide more detailed guidance for foreign teachers and relevant managers to implement foreign teacher management policies in their teaching work and provide their feedback on the effectiveness

of the existing policies. The views of foreign teachers and relevant administrators on foreign teaching management policy and how they implement their understanding of the policy in practical work can also enrich the research and practice of foreign teachers' management policy.

All in all, the significance of this study lies in the possibility of improving the current foreign teacher management policy, which is too broad and lacks detailed guidance. It explores the obstacles and challenges in the application of the national foreign teacher management policy to the teaching practice of Sino-foreign cooperation institutions.

Second, the significance of this study is as follows: 1) To provide suggestions for foreign teachers and relevant managers to promote the effective implementation of foreign teacher management policies; 2) Provide valuable introduction for foreign teachers and relevant managers to understand and practice foreign teacher management policies; 3) Provide practical advice to policy makers and Chinese administrators in universities and Sino-foreign cooperative schools who are responsible for formulating regulations.

### **Definition of the Keywords/Terms**

#### *Sino-Foreign Cooperative Education Program*

Sino-foreign cooperation in school is a joint school run by domestic universities and foreign universities or educational institutions, some are directly the campuses of famous foreign universities in domestic cooperation, and some are the studies or several disciplines opened in cooperation with universities, and these campuses and disciplines will have foreign teachers to teach, as well as some foreign courses (Yu, 2023).

In the past, you can apply to study in foreign schools if you meet certain conditions, but now it is generally carried out in a 2+2 or 3+1 mode, that is, study in domestic schools for 2-3 years, and then study abroad for one or two years. When both Chinese and foreign schools are qualified, the Chinese school certificate and foreign school certificate will be awarded.

Specific Sino-foreign cooperative educational projects may include the following aspects(Zhang, 2023):

Dual degree program: After completing the required coursework and other requirements, students can obtain a degree certificate from both the Chinese and foreign schools.

Exchange program: Students have the opportunity to study in a partner foreign school for a certain period of time, but do not necessarily obtain a degree.

Teacher exchange program: The two schools send teachers to the other school to teach or collaborate on research.

The purpose of Sino-foreign cooperation in running schools is to provide a broader educational resources and knowledge system, promote the exchange and integration of educational ideas and experiences at home and abroad, and cultivate high-quality talents with international vision and global competitiveness. For students, Sino-foreign cooperation provides learning opportunities in line with international standards, increases opportunities for international exchange and cooperation, and enrich is personal academic and cultural experience (Zhou, 2021).

From the above definition, it can be seen that the way to achieve the goal of Sino-foreign cooperation in running schools is for foreign teachers to correctly understand and accept and practice the management policy of foreign teachers in their actual work. Acceptance of international advanced curriculum is the goal of the Sino-foreign cooperative school program. According to the definitions of Sino-foreign cooperative school programs and foreign teachers, this study defines foreign teacher management in Sino-foreign cooperative school programs as the relationship between management policies and foreign teachers' understanding and practice of management regulations in their actual work, as well as the interpretation of policies by relevant managers and the implementation of specific management regulations. Therefore, this study refers to the management policy of foreign teachers in colleges and universities and Sino-foreign cooperative educational institutions, as well as the investigation of the effectiveness of this policy in practical work and the improvement plan and action process.

### *Management Policy*

Since the foreign management policies of Chinese-foreign cooperative schools are different and there is no uniform standard and requirement, the author collects the government's guidance on the management of foreign teachers as follows:

**Education requirements:** Foreign teachers generally need to have a bachelor's degree or above, and some positions may require a master's degree or a doctorate degree.

**Teaching qualifications:** Relevant teaching qualifications (e.g. TESOL, TEFL) or teaching experience are required.

**Language proficiency:** the mother tongue is the target language of instruction, or the language level is equivalent to that of a native speaker.

**No criminal record:** Proof of no criminal record is required.

**Visa and work permit:** Foreign teachers are required to hold a qualified work visa (Z visa) and a foreigner work permit.

### *Visa and Legal Compliance*

The school should assist foreign teachers to apply for work visas and residence permits to ensure their legal work in China.

Foreign teachers are required to abide by Chinese laws and regulations concerning teaching, residence, taxation and other aspects.

### *Contracts and Benefits Policies*

**Contract specification:** The contract content should include job responsibilities, salary, benefits, working hours, contract term, etc.

**Salary:** Competitive salary based on market standards, some positions may include housing allowance, insurance, etc.

**Medical security:** Provide commercial medical insurance or participate in the Chinese social insurance system.

**Leave arrangement:** Leave shall be granted according to the contract, including statutory holidays and paid annual leave.

### *Teaching Management*

Course arrangement: Foreign teachers are usually responsible for the teaching of language courses or professional courses, which should meet the training objectives of Sino-foreign cooperation in running schools.

Teaching evaluation: Regular teaching evaluation, including student feedback, teaching observation and teaching results assessment.

Teaching resources: Provide necessary teaching equipment, teaching materials and support for foreign teachers.

### *Training and Acculturation*

Induction training: Help foreign teachers understand the Chinese education environment, school regulations and teaching requirements.

Cultural adaptation: Organize cultural exchange activities or provide cross-cultural training to help foreign teachers integrate into the local culture.

### *Supervision and Communication*

The school needs to establish a special foreign teacher management department or post, responsible for communication with foreign teachers, problem solving and daily management.

Communicate with foreign teachers regularly, collect opinions and suggestions, and solve difficulties in teaching and life in a timely manner.

### *Legal Risk Prevention*

Schools should ensure that the qualification materials of foreign teachers are authentic and effective to avoid legal disputes caused by false materials.

Strictly manage the teaching behavior of foreign teachers and prevent any violation of ethics or laws.

### *Policy Reference*

The management policies of foreign teachers in Chinese-foreign cooperative schools are usually formulated according to the following laws and regulations:

- Measures for the Administration of Work Permits for Foreigners in China
- Labor Law of the People's Republic of China
- Education Law of the People's Republic of China
- Relevant regulations and rules on Chinese-foreign cooperation in running schools.

## **Findings and Discussion**

### *Effectiveness of Current Foreign Teacher Management Policies*

The analysis reveals that the current foreign teacher management policies in Sino-foreign cooperative higher education institutions in China are generally broad and lack detailed, systematic guidelines. While the Ministry of Education and individual institutions have established frameworks covering qualifications, visa requirements, contracts, teaching management, and cultural adaptation, these policies often remain too general for practical, day-to-day implementation by foreign teachers and administrators.

Foreign teachers and administrators report challenges related to unclear policy interpretation, inconsistent enforcement, and insufficient support mechanisms. For example,

qualification verification processes are often incomplete or inadequate, leading to potential risks in hiring unqualified personnel. Additionally, teaching quality supervision lacks robust evaluation mechanisms and student feedback channels, weakening accountability and continuous improvement.

#### *Challenges in Policy Implementation*

The study identifies several key challenges affecting the implementation of foreign teacher management policies:

- **Qualification Review and Verification:** Background checks and credential verification are frequently incomplete, undermining the assurance of teaching quality.
- **Contractual and Labor Rights Issues:** Vague or non-standard contracts create uncertainty for foreign teachers, sometimes leading to disputes and dissatisfaction.
- **Cultural and Communication Barriers:** Foreign teachers often face difficulties adapting to the local educational environment and cultural context, partly due to insufficient induction and cross-cultural training.
- **Lack of Unified and Systematic Policies:** Institutions tend to develop their own regulations tailored to local conditions, resulting in fragmented practices and inconsistent experiences for foreign teachers.
- **Limited Supervision and Feedback:** The absence of comprehensive teaching evaluation systems and feedback mechanisms from students and peers reduces opportunities for policy-driven improvements.

#### *Role of Foreign Teachers and Administrators*

Foreign teachers and administrators are pivotal in the practical application and effectiveness of management policies. Their understanding, attitudes, and adaptive practices significantly influence how policies translate into teaching quality and institutional cooperation. The study finds that when foreign teachers and administrators actively engage with policies and adjust them pragmatically to local realities, the effectiveness of management improves.

However, the lack of clear guidance and communication channels often leads to misunderstandings and inconsistent application. This gap highlights the need for more specific, accessible, and culturally sensitive policy frameworks that foreign teachers can readily comprehend and implement.

#### *Theoretical and Practical Implications*

The findings support the integration of cultural conflict theory and management theory into the formulation and implementation of foreign teacher management policies. Recognizing cultural differences and fostering intercultural competence among foreign teachers and administrators can enhance policy acceptance and effectiveness.

Practically, the study underscores the necessity for:

- Systematic and transparent qualification verification procedures.
- Standardized, legally compliant contracts protecting foreign teachers' rights.
- Comprehensive induction and ongoing cultural adaptation training.
- Robust teaching evaluation and feedback systems.
- Regular communication and support mechanisms between foreign teachers and management.

These measures can collectively improve the quality of Sino-foreign cooperative education and promote sustainable international collaboration.

## Conclusion

This study provides a comprehensive analysis of the policy implementation for managing foreign educators in Sino-foreign collaborative higher education institutions in China. It reveals that while foundational policies exist, their effectiveness is hampered by broadness, lack of detailed guidance, inconsistent enforcement, and cultural adaptation challenges.

Foreign teachers and administrators, as key stakeholders, play a crucial role in bridging policy and practice. Their experiences highlight the urgent need for more specific, unified, and culturally sensitive management policies that facilitate clear understanding, practical application, and mutual cooperation.

To enhance the efficacy of foreign teacher management policies, this study recommends:

- Developing systematic and detailed policy frameworks that address qualification verification, contract standards, teaching supervision, and cultural integration.
- Establishing comprehensive training and support programs to assist foreign teachers in adapting to the Chinese educational environment.
- Creating effective communication channels and feedback systems to ensure continuous policy refinement based on practical experiences.
- Encouraging collaboration between policy makers, educational institutions, foreign teachers, and administrators to co-create policies that reflect on-the-ground realities.

By addressing these areas, Sino-foreign cooperative education programs can better leverage the expertise of foreign educators, improve teaching quality, and foster deeper international educational integration, ultimately contributing to the advancement of China's higher education system on the global stage.

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