International Journal for Housing Science and Its Applications
Publish August 10, 2025. Volume 46, Issue 4 Pages 6757-6764

https://doi.org/10.70517/ijhsa464580

The Impact of New Housing Methods on the Quality of Life and Student Quality of International Students Coming to China

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Abstract The group of international students coming to China is getting bigger and bigger, and the housing problem has gradually become an important factor for them to adapt to the study and life in China. The traditional accommodation mode has been difficult to meet the diversified needs, and the new housing mode shows potential value in improving their quality of life and optimizing the structure of the student population, so it is necessary to conduct a systematic study on it. In this study, 118 international students from Hebei University in the academic year 2023-2024 were taken as a sample, and the questionnaire method was used to construct a measurement tool containing three dimensions, namely, housing mode, quality of life and quality of student population, and data were collected through a five-point Likert scale. Descriptive statistics, independent sample t-test, correlation analysis and multiple regression analysis were used to process the data. The results showed that the new housing style was significantly and positively correlated with the quality of student population ($r=0.556$, $p<0.01$), and also positively correlated with the quality of life ($r=0.525$, $p<0.01$); in terms of gender differences, female students scored higher than male students on housing satisfaction and quality of life ($p<0.001$); and the analysis of the difference in grade level showed that freshmen students were more satisfied with the new housing style ($p<0.01$). 0.01). Regression analysis showed that amenities and services ($\beta=0.358$) and cost and sustainability ($\beta=0.361$) significantly and positively predicted student quality. It is concluded that the new type of housing has a positive role in improving the living experience of international students and optimizing the quality of student population, and should be given due attention in future campus management policies.

Index Terms international students, new housing style, quality of life, quality of student source, correlation analysis, regression analysis

I. Introduction

In recent years, focusing on the development of education is not only an important policy of China, but also an important policy of many countries, while more and more economic transactions and cultural exchanges among countries around the world have prompted more and more educational exchanges [1]-[3]. Foreign students' education has become an important measurement mark of national cultural development, soft and hard power level [4]. With a large number of foreign students pursuing their studies, many benefits can be gained at the cultural, economic and political levels for the receiving countries, which can help countries to interact with each other [5], [6]. At the same time, it can also help to spread the culture, viewpoints and civilization of the receiving countries in the international arena, thus significantly enhancing their international influence and international status [7], [8]. Therefore, education for international students has become a key symbol of international education, and the development of education for foreign students has been emphasized by many countries, and these countries have benefited a lot from it [9].

With the increasing number of foreign students coming to China, many colleges and universities are facing a variety of new problems. How to meet the needs of international students from various countries in terms of diet, religion, accommodation environment, safety and so on has become a very important and timely solution [10]-[12]. Especially the housing problem, the good or bad housing style directly affects the enrollment of international students, while the good or bad housing management is related to the safety, health and study of international students [13], [14]. Exploring the situation of the impact of different housing methods on the quality of life and the quality of student enrollment of international students in China is conducive to creating a set of housing management programs for international students suitable for China's national conditions, so as to improve the governance of education for international students in China.

Under the wave of global internationalization of higher education, the scale of the international student group in China has been expanding, and their learning and living environment has become one of the important indexes to measure the internationalization level of colleges and universities. As the basic guarantee of international students' life, the comfort, safety and functionality of housing will directly affect their learning engagement, physical and mental health and cultural adaptation. However, at present, the conventional dormitory configurations in universities are mostly single and collectivized, which cannot meet the differences in cultural backgrounds and personal needs of international students. In recent years, along with the rise of new housing modes such as shared accommodation and apartment-based services, more flexible and diversified accommodation options have been provided to universities. Compared with traditional dormitories, these new models may provide more positive experiences in terms of facility completeness, residential freedom, and living comfort. However, relevant empirical studies are still relatively scarce, especially in exploring the relationship between housing options and “soft indicators” of international students, such as quality of life and quality of student recruitment. Based on this, a systematic investigation and empirical analysis of the effects of housing styles on the subjective well-being and academic potential of international students can help provide theoretical basis and practical guidance for the optimization of university management. In this study, international students from Hebei University were selected as the research object, focusing on three dimensions of the new housing style: housing structure and type, supporting facilities and services, and cost and sustainability. At the same time, scales were constructed to measure their quality of life (material conditions, psychosocial adaptation, and personal development) and quality of student population (academic ability, potential for cross-cultural adaptation, and potential for sustainable development). Through the analysis of the questionnaire data, the correlation and pathways between the three measures were explored, and the regression model and mediation effect test were used to analyze the specific mechanisms by which the housing mode affects the quality of the student population.

II. Research design and implementation

In recent years, inter-country exchanges and cultural exchanges are getting closer and closer, and the number of international students coming to China is increasing year by year. This paper will take international students in China as the research object and explore the relationship between new housing mode and the quality of life and the quality of student source of international students in China.

II. A. Subjects of study

In this paper, the international students who came to China in the academic year of 2023-2024 at Hebei University in China were selected as the research subjects, regardless of their majors. The time of coming to China of the research subjects is from half a year to more than three years, which is a large span, and the individual differences are large and distinct. The basic information of the respondents is shown in Table 1. There are 63 male students and 55 female students, with a balanced distribution of men and women. Because of the special characteristics of the respondents, the age of the respondents is more concentrated, so the influence of age is not explored for the time being. According to the overall situation of Chinese language learners' countries and regions, this study is mainly divided into Asian countries, African countries and European and American countries, among which Asian countries account for the majority of 87 students, which are more representative, and are subdivided into Southeast Asian and South Asian countries, with Southeast Asia including Thailand and Vietnam, and South Asia including Pakistan and Bangladesh; and African countries including Zimbabwe, Tanzania and Zambia, with a total of 17 students. African countries mainly include Zimbabwe, Tanzania and Zambia, totaling 17 people; European and American countries mainly include Russia, Mexico and other regions, totaling 14 people.

Table 1: Basic personal information of the respondents

Category		Number of people	Proportion
Gender	Male	63	53.39%
	Female	55	46.61%
Age	18-25 years old	105	88.98%
	26-30 years old	13	11.02%
Nationality	Southeast Asian countries	52	44.07%
	South Asian countries	35	29.66%
	European and American countries	14	11.86%
	African countries	17	14.41%
Time of arrival in China	He hasn't been to China yet	64	54.24%

	Within 1 year	22	18.64%
	More than 3 years	32	27.12%
Learning Chinese time	Half a year to one year	48	40.68%
	1 year to 3 years	37	31.36%
	More than 3 years	33	27.97%
Chinese level	Primary level	31	26.27%
	Intermediate level	70	59.32%
	Advanced level	17	14.41%

II. B.Questionnaire design

The questionnaire of this study mainly consists of four parts, which are composed of basic personal information, "Housing Mode Scale", "Quality of Life Scale" and "Quality of International Students in China". The questionnaires were all scored using Likert's five-point scale, with 1 indicating strongly disagree, 2 indicating not quite agree, 3 indicating generally agree, 4 indicating fairly agree, and 5 indicating strongly agree.

In order to facilitate the author to count the validity of the data, some questions were set up for reverse scoring. In addition, because the overall English level of the subjects was high, and to avoid the quality of the questionnaire being affected by students with low levels of proficiency due to their lack of understanding of the questions, all questions in the questionnaire of this study were translated into English.

II. C.Data collection and analytical processing

II. C. 1) Data collection

The questionnaire was formally distributed from mid-October to mid-November 2024, and in order to ensure the quality of the questionnaire and follow the principle of prudence, we chose to collect the questionnaire by online survey, supplemented by offline centralized survey. Since the questionnaire collection method is a combination of online and offline, when screening the valid questionnaires, any omission of any question, the same answer to five or more consecutive questionnaire questions, or inconsistent answers to questions of the same dimension are all regarded as invalid questionnaires. A total of 132 questionnaires were distributed in this study and 126 were returned, with a recovery rate of 95.46%, and the validity rate was 91.67% after excluding 5 invalid questionnaires, which meets the basic requirements of statistics.

II. C. 2) Analysis of questionnaire quality

The Cronbach's coefficient with high generalizability was used in this study to do the quality analysis. Meanwhile, KMO test and Bartlett's Sphericity test were used mainly to test whether the variables are independent from each other separately. The reliability analysis of the questionnaire in this paper is specifically shown in Table 2. The Cronbach's alpha values of the questionnaire as a whole, variable 1 new housing mode, variable 2 quality of life, and variable 3 quality of birth were 0.804, 0.746, 0.88, and 0.721, respectively, which exceeded the criterion of 0.7, and the reliability was better, which indicated that the questionnaire as a whole was more credible.The KMO values were 0.614, 0.772, 0.629, which are all greater than 0.6, and the p-values are all less than 0.05, indicating that the questionnaire data can be factor analyzed and the validity of the questionnaire meets the statistical requirements.

Table 2: Reliability and validity test

Dimensions	Cronbach's Alpha	KMO test	Bartlett sphericity test
Overall scale	0.804	-	-
Academic attribution	0.746	0.614	<0.01
Self-efficacy	0.88	0.772	<0.01
Learning burnout	0.721	0.629	<0.01

III. Data analysis and findings

III. A. Analysis of variances

In this paper, we carry out the difference test of new housing methods, quality of life of international students coming to China and quality of student population in terms of gender, grade (sophomore and junior) and subject selection.

III. A. 1) Analysis of gender differences

The results of the test of gender differences in emerging housing styles and quality of life are specifically shown in Table 3. It can be seen that the average score of girls' new housing styles in the survey sample is higher than that of boys, and there is a significant difference between genders for emerging housing styles as a whole and for each

of its dimensions (P<0.001). There is also a significant difference between boys and girls in quality of life as a whole (P<0.001), and there is a significant difference between the genders for material living conditions (P<0.001), psychological and social adaptation (P<0.01), and personal development (P<0.001), and the mean scores of boys are lower than those of girls in all three dimensions.

Table 3: Gender difference test of new housing style and quality of life

Dimensions	Female		Male		T
	Mean	Standard deviation	Mean	Standard deviation	
Housing Types and Structures	3.308	0.865	2.725	0.825	7.307***
Facilities and Services	3.371	0.886	2.781	0.712	3.105**
Cost and sustainability	3.184	0.785	2.864	0.711	5.251***
Emerging housing methods	3.288	0.723	2.79	0.652	5.644***
Material living conditions	2.755	0.952	2.182	0.905	-5.581***
Psychological and Social Adaptation	2.021	0.788	1.703	0.844	-2.609**
Personal development	3.265	0.825	2.677	0.821	-6.273***
Quality of life	2.680	0.753	2.187	0.636	-5.454***

III. A. 2) Analysis of grade level differences

The analysis of variance by independent samples t-test was conducted to explore and test the differences between freshman and sophomore international students in emerging housing styles and quality of life, as shown in Table 4. In terms of emerging housing methods in general, the mean scores of first-year students were higher than those of second-year students, and there was a significant difference (P<0.01), while in the specific dimensions, there was a significant difference (P<0.01), except for the cost and sustainability dimensions, which did not have a significant difference (P>0.05). In terms of quality of life, there were significant differences in the overall quality of life and its dimensions (P<0.01).

Table 4: Students ' grade difference test of new housing style and quality of life

Dimensions	First year		Sophomore year		T
	Mean	Standard deviation	Mean	Standard deviation	
Housing Types and Structures	3.672	0.851	3.5	0.998	2.056*
Facilities and Services	3.137	0.888	2.928	0.879	2.388*
Cost and sustainability	3.13	0.831	2.968	0.771	1.745
Emerging housing methods	3.313	0.707	3.132	0.703	3.254**
Material living conditions	2.382	0.931	2.882	0.966	-5.220***
Psychological and Social Adaptation	1.82	0.76	2.158	0.89	-4.073***
Personal development	2.935	0.85	3.299	0.917	-3.146**
Quality of life	2.375	0.719	2.749	0.801	-4.688***

III. A. 3) Analysis of differences in subject selection

In this section, we will explore the differences in new housing styles and quality of life levels of international students coming to China with different subject selections, as shown in Table 5. From the results, it can be seen that the scores of students who chose science and engineering subjects were significantly higher than those of students who chose arts subjects, in which there was a significant difference between the students' subject choices on the overall new housing styles (p<0.001). There was also a significant difference in subject selection status for housing type and structure, amenities and services, and cost and sustainability dimensions (p<0.001). As for quality of life, students who chose science and engineering as their subject had lower quality of life scores than those who chose liberal arts, and when broken down into sub-dimensions, students who chose science and engineering also had lower mean scores than those who chose liberal arts in all cases. Both the overall quality of life and the sub-dimensions showed significant differences (p<0.001).

Table 5: Student selection difference test of new housing style and quality of life

Dimensions	Mean	Standard deviation	Mean	Standard deviation	
Housing Types and Structures	3.762	0.786	3.36	1.021	3.918***
Facilities and Services	3.297	0.853	2.539	0.782	9.357***
Cost and sustainability	3.226	0.769	2.771	0.802	5.815***

Emerging housing methods	3.428	0.656	2.89	0.655	9.350***
Material living conditions	2.297	0.86	3.149	1.002	-8.636***
Psychological and Social Adaptation	1.773	0.737	2.317	0.946	-5.808***
Personal development	2.812	0.78	3.502	0.806	-8.233***
Quality of life	2.294	0.702	2.989	0.811	-8.539***

III. B. Correlation analysis

Based on the difference analysis in the previous section, this study will conduct a correlation analysis between the three variables of new housing style, quality of life and quality of student population. In order to better provide a test basis for the subsequent regression analysis and analysis of mediating effects.

III. B. 1) Analysis of the correlation between the new type of housing and the quality of the student population

First, this study used the Pearson product-difference correlation method to analyze the correlation between new housing methods and the quality of student sources for international students coming to China, as shown in Table 6 [15]. There is a significant positive correlation ($p<0.01$) between the new type of housing and the quality of student source as well as its dimensions. The correlation coefficient between new housing methods and student quality is 0.556, and the correlation coefficients between the other dimensions range from 0.342 to 0.488, which are all moderately correlated.

Table 6: The correlation between new housing methods and the quality of students

-	Academic ability	Cross-cultural adaptation potential	Sustainable development potential	Student source quality
Housing Types and Structures	0.462**	0.468**	0.342**	0.474*
Facilities and Services	0.424**	0.442**	0.325**	0.455**
Cost and sustainability	0.430**	0.444**	0.388**	0.421**
Emerging housing methods	0.476**	0.488**	0.403**	0.556**

III. B. 2) Analysis of the correlation between new housing styles and quality of life

The correlation between new housing styles and quality of life is shown in Table 7. As can be seen from the table, there is a significant positive correlation ($p<0.01$) between new housing styles and quality of life as well as between its dimensions. The correlation coefficient between students' perceived teacher expectations and academic self-efficacy was 0.525, and the correlation coefficients between the other dimensions ranged from 0.318 to 0.492, which were all moderately correlated.

Table 7: The correlation between new housing style and quality of life

-	Material living conditions	Psychological and Social Adaptation	Personal development	Quality of life
Housing Types and Structures	0.451**	0.408**	0.491**	0.465**
Facilities and Services	0.436**	0.426**	0.492**	0.466**
Cost and sustainability	0.318**	0.306**	0.371**	0.337**
Emerging housing methods	0.478**	0.453**	0.446**	0.525**

III. B. 3) Correlation analysis between quality of life and quality of student population

The correlation between quality of life and quality of student population is shown specifically in Table 8. It can be seen that there is a significant positive correlation ($p<0.01$) between quality of life and quality of student body and between the dimensions. The correlation coefficient between the quality of life and the quality of the birth source is 0.744, and the correlation coefficients between the other dimensions range from 0.552 to 0.726, all of which show a medium-high correlation.

Table 8: The correlation between quality of life and quality of students

-	Academic ability	Cross-cultural adaptation potential	Sustainable development potential	Quality of students
Material living conditions	0.632**	0.678**	0.671**	0.724**
Psychological and Social Adaptation	0.552**	0.583**	0.582**	0.616**
Personal development	0.618**	0.614**	0.614**	0.652**

Quality of life	0.678**	0.726**	0.706**	0.744**

III. B. 4) Covariance diagnosis of independent variables

Based on the correlation analysis, this study conducted regression analysis on three variables, namely, new housing style, quality of life and quality of student population, in order to conduct the covariance test. The test results are specifically shown in Table 9. There is a significant positive correlation between students' perceived teacher expectations, academic self-efficacy and learning engagement; on the covariance test, it is generally believed that the tolerance degree is between 0 and 1, and the closer the tolerance degree is to 0, there is a problem of covariance, and the value of the variance inflation factor (VIF) is greater than 10, that is to say, it is possible to have a linear overlap, and the tolerance degree is greater than 0.1 in the present study and the VIF is less than 10, so there is no covariance in the present study does not have the problem of covariance in the independent variables of the

Table 9: Regression model coefficient and collinearity test

Model	Non-standardized coefficient		Standardized coefficient			Colinearity statistics	
	B	STDERR	β	T	Significance	Tolerability	VIF
(constant)	0.628	0.158		3.756	0.000	-	-
New housing way	0.162	0.021	0.226	8.673	0.000	0.725	1.347
Quality of life	0.623	0.025	0.635	26.485	0.000	0.725	1.347

III. C. Regression analysis

(1) Regression analysis of new types of housing on the quality of student enrollment

The independent variable was selected from three dimensions of new housing types and structures, supporting facilities and services, and costs and sustainability, and the dependent variable was selected from the quality of the student population, and the multiple regression method was used to determine the main factors affecting the quality of the student population in the dimensions of new housing types. The results of the regression analysis are shown in Table 10. When student quality is used as the dependent variable, the dimensions of housing type and structure, supporting facilities and services, and cost and sustainability all have a significant positive predictive effect on online learning investment.

Table 10: Regression analysis of new housing methods on the quality of students

Dependent variable	Independent variable	Non-normalized coefficients		B	T	P
		β	Standard error			
Quality of students	Housing Types and Structures	0.336	0.035	0.356	9.114	0.000
	Facilities and Services	0.337	0.039	0.358	8.628	0.000
	Cost and sustainability	0.337	0.04	0.361	9.029	0.000

(2) Regression analysis of the quality of life on the quality of student sources

Dependent variable is selected as the quality of student source, independent variable is selected in the three dimensions of the quality of life, the method of multiple regression analysis is used to determine the main factors of the quality of life affecting the quality of student source, specific such as the regression analysis is shown in Table 11. When quality of life is the dependent variable, material living conditions, psychological and social adjustment within the scope of quality of life have a positive predictive effect on quality of life, while personal development does not have a significant effect (P>0.05).

Table 11: Regression analysis of quality of life on the quality of students

Dependent variable	Independent variable	Non-normalized coefficients		B	T	P
		β	Standard error			
Student source quality	Material living conditions	0.378	0.028	0.512	3.222	0.000
	Psychological and Social Adaptation	0.066	0.025	0.088	2.447	0.022
	Personal development	0.028	0.021	0.036	1.251	0.205

(3) Regression method analysis of new housing style and quality of life on the quality of student population

After studying the relationship between the new housing mode and the quality of the student population and the quality of life and the quality of the student population, the regression analysis of the new housing mode and the

quality of life on the quality of the student population is then carried out. The independent variables were selected to learn the dimensions of new housing styles and quality of life, and the dependent variables were selected to be the three dimensions of the quality of the student body, and a multiple stepwise regression analysis was conducted [16]. The results are shown in Table 12. The results in the table can be concluded:

a) When academic ability is used as the dependent variable, the supporting facilities and services factor has a significant effect on academic ability, the predictive effect of cost and sustainability, housing type and structure, psychological and social adaptation and personal development is smaller than that of the supporting facilities and services dimensions, and the dimension of physical living conditions has a relatively weak predictive effect on behavioral inputs.

b) When intercultural adaptation potential was used as the dependent variable, material living conditions had the greatest predictive effect on cognitive inputs, followed by personal development, psychological and social adaptation, amenities and services, housing type and structure, and cost and sustainability.

c) When sustainability potential was used as the dependent variable, psychological and social adjustment was the strongest predictor of cognitive inputs, followed by personal development, amenities and services, physical living conditions, and housing type and structure versus cost and sustainability.

Table 12: Multiple stepwise regression analysis

Result variable	Predictive variables	Non-normalized coefficients		B	T	P
		β	Standard error			
Academic ability	Housing Types and Structures	0.154	0.056	0.142	3.265	0.001
	Facilities and Services	0.264	0.056	0.222	5.367	0.007
	Cost and sustainability	0.149	0.051	0.134	3.261	0
	Material living conditions	0.085	0.031	0.112	2.736	0.003
	Psychological and Social Adaptation	0.185	0.027	0.211	5.188	0.002
	Personal development	0.161	0.033	0.192	5.308	0.003
Cross-cultural adaptation potential	Housing Types and Structures	0.224	0.05	0.193	4.611	0.009
	Facilities and Services	0.242	0.057	0.196	4.786	0.001
	Cost and sustainability	0.244	0.049	0.187	4.797	0.003
	Material living conditions	0.235	0.033	0.282	7.669	0.01
	Psychological and Social Adaptation	0.214	0.047	0.223	5.604	0.005
	Personal development	0.254	0.035	0.263	7.676	0.003
Sustainable development potential	Housing Types and Structures	0.117	0.052	0.113	2.482	0.014
	Facilities and Services	0.111	0.039	0.138	3.909	0.001
	Cost and sustainability	0.114	0.04	0.106	2.483	0.005
	Material living conditions	0.127	0.02	0.136	3.904	0.006
	Psychological and Social Adaptation	0.329	0.046	0.35	8.624	0.000
	Personal development	0.227	0.05	0.189	4.73	0.004

III. D. Intermediation test

The mediation test was carried out using Bootstrap method and the results of the mediation test are specifically shown in Table 13 [17]. The test of the mediating role of quality of life in the model by Bootstrap technique shows that the value of indirect effect is 0.36, 95% confidence interval [0.269, 0.4] does not contain 0, which means that the indirect effect is established, so academic self-efficacy plays a significant role as a mediator in the model, while the value of direct effect is 0.298, 95% confidence interval [0.202, 0.353] also does not contain 0, indicating that the direct effect also holds. Based on the calculation of the effect share, it can be seen that the share of the direct effect is 45.29% and the share of the indirect effect is 54.71%.

Table 13: Bootstrap mediating effect test results

Effect relationship	Effect value	BootSE	BootLLCI	BootLLCI	BootULCI	Proportion of effect
Indirect effect	0.36	0.007	0.299	0.269	0.4	54.71%
Direct effect	0.298	0.023	0.225	0.202	0.353	45.29%
Total effect	0.658	0.011	0.568	0.56	0.669	-

IV. Conclusion

The improvement of housing structure and amenities can effectively enhance the cross-cultural adaptation ability and academic engagement of international students coming to China. In the multiple regression model, the supporting facilities and services dimension had the most significant predictive power for academic ability (β=0.222, $p<0.01$), while the physical living conditions had the strongest explanatory power for cross-cultural adaptation potential (β=0.282, $p<0.01$). Of the three dimensions of quality of life, psychological and social adjustment had the strongest effect on sustainability potential (β=0.35, $p<0.001$). Mediate effect analysis showed that quality of life had a significant role in the pathway of housing modalities affecting quality of student population with an indirect effect value of 0.36, which accounted for 54.71% of the total effect. This suggests that relying on improving housing conditions alone is not sufficient to comprehensively improve the quality of student population, but also requires simultaneous attention to the subjective life experience and social integration support of international students. When formulating relevant policies, universities should combine the improvement of housing conditions with the construction of an all-round support system for international students, so as to achieve the optimization of the student source structure and the double enhancement of the quality of education.

Funding

This research was supported by the Guangxi higher education institute of foreign students' education management professional committee 2023 to study education scientific research project class A "asean countries to study undergraduate students quality evaluation and admission standards" and 2023 Nanning normal university to study education subject (general subject) the asean countries to study abroad undergraduate students quality evaluation and admission standards research (approval number LX230305).

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