

THE IMPACTING FACTOR OF INNOVATIVE STRATEGIES OF INTERNATIONAL HIGHER EDUCATION UNDER THE CONSTRUCTION OF HAINAN FREE TRADE PORT CONSTRUCTION

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ABSTRACT

Based on the construction of an international free trade port in Hainan, this study aims to analyze the existing problems in the development of internationalization of higher education in Hainan province. Originally, the author reveals the interactions between strategy-based, human capital-based, and organization-based factors and creates a comprehensive framework for driving innovative strategies in international higher education within the Hainan Free Trade Port. There are four research objectives which are as follows: 1) To find out the driving factors behind the international higher education of Hainan Free Trade Port; 2) To develop a set of systematic academic theories to support the development of international higher education at Hainan Free Trade Port; 3) To develop a theoretical model and scale that can systematically explain the relationship between innovative strategies of international higher education and its impacting factors under the construction of the Hainan Free Trade Port; 4) To develop a model to explain how the strategy-based, human capital-based and organization-based factors comprehensively affect the innovative strategies of international higher education under the construction of the Hainan Free Trade Port. The study also puts forward countermeasures and suggestions in four areas: from constructing higher education innovation consortium, building up student-centered global competency training to developing the "internationalization" system engineering and education of Aasen countries students to better serve Hainan's international free trade port.

Key words: Internationalization, Higher education, Free Trade Port

INTRODUCTION

This study focuses on the issue of international higher education (IHE) in Hainan and discusses how to construct innovative strategies for the IHE in the context of the construction of Hainan Free Trade Port. Generally speaking, as an inevitable outcome of economic globalization, IHE is also an important goal of the education strategy of various governments. In essence, IHE is to make full use of global resources in the context of economic globalization and trade liberalization, to optimize the allocation of educational resources in the country by introducing the world's educational resources and cultivating high-quality, internationalized talents. At present, China is concerned about promoting further economic

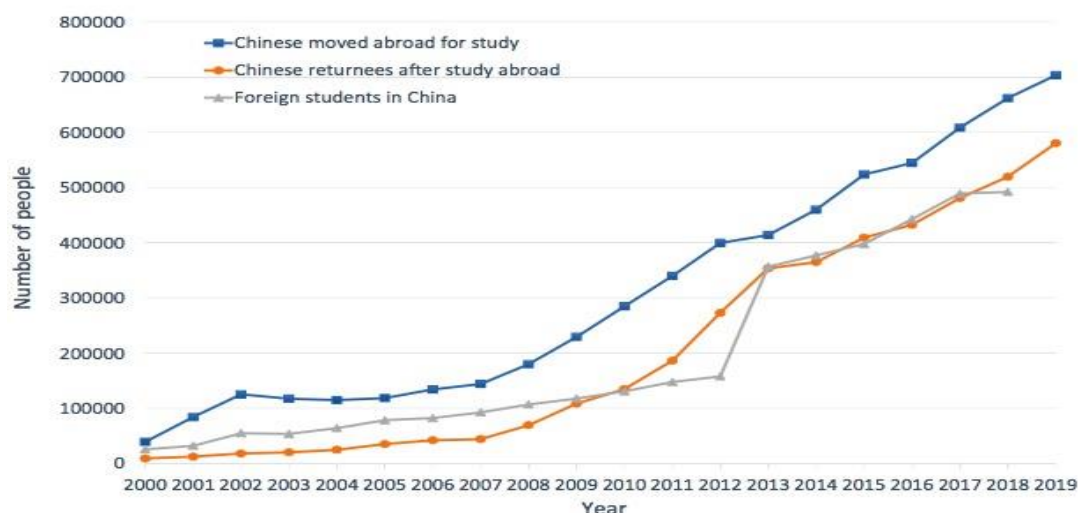
prosperity and growth and enhancing its comprehensive competitiveness. In this context, the IHE has become the focus of China's policy. As an important part of China's higher education, higher education in Hainan Province is facing major opportunities and practical challenges of international development, especially under Hainan's construction of an international free trade port. Developing the innovative and sustainable strategies of IHE in Hainan is a major topic that needs to be studied urgently.

1.1 Background

1.1.1 A response to the trends of globalization

From a global perspective, universities in various countries have responded to globalization to varying extents. The internationalization of products, the internationalization of the formation of the production elements, as well as the internationalization of the factors of production such as labor force, capital, and technology, are all examples of the economic globalization's radiation (Lin, 2005). The term "internationalization of the labor force" primarily refers to the globalization of human resources, and it is through the globalization of human resource training that the globalization of technology can be further achieved. Today's world relies heavily on higher education for the development of skills. Therefore, the construction of the international growth of education will be a natural consequence of economic globalization (Lin, 2005). If the internationalization of productivity is the core of economic globalization, then the internationalization of productivity also necessitates the internationalization of higher education in accordance with the economic principle that productivity efficiency and the spatial scope of productivity are positively correlated. The internationalization of universities around the world has attracted more and more attention from all countries in the world. The international mobility of students is one of the most obvious external signs of the internationalization of universities. In recent years, the number of international students from all over the world has been increasing. For example, the number of foreign students attracted by the United States, the world's largest destination for studying abroad, increased from 723,000 in 2010 to 1.078 million in 2016, an increase of 49.1%. At the same time, the number of American students studying abroad is also increasing, increasing to 331,500 in 2016, an increase of 15.9% over 2010 (IEE, 2017). It takes only 2 years to complete half of the number of people covered by the 7-year implementation period (2014-2020) (EU, 2017). In Asia, Japan is actively promoting the "Super International University Program", and South Korea is promoting international general education and encouraging students to go overseas for exchanges. IHE is the modern university's response to globalization. According to data released by the Ministry of Education⁸, from 1978 to 2019, China sent a total of 6.6 million people to study abroad, of which 420,000 returned to China after studying abroad (Ministry of Education, 2020b). In 2019, more than 703,500 people in China studied abroad and received 580,300 returnees. In 2018, China received 492,000 international students from 196 countries and regions studying at 1,004 higher education institutions (Ministry of Education, 2019) (Figure 1.1). China has become the world's largest source of international students and the third largest destination of overseas students.

Figure 1.1 China's inbound and outbound international students in 2000–2019*



Note(s): *2019 data for China's inbound international students is not available.

Source(s): NSB (2001-2020); MOE (2020a, 2019)

1.1.2 Guidance from China's national strategy

The IHE is a mission for Chinese universities from the standpoint of China's national strategy. It is inevitable that China's higher education will be incorporated into the "One Belt and One Road" Initiative and other significant strategic initiatives, as international education, the humanities, and academic exchanges are significant forms of national public diplomacy (The State Council, 2015) and have a significant impact on the country's evolving strategies. The State Council issued the "Overall Plan for Coordinating and Promoting the Construction of World-Class Universities and First-Class Disciplines" in October 2015 to effectively develop excellent talent. As one of the five reform tasks, "promoting international exchanges and cooperation" clarifies the objectives and directions of the development of higher education internationally (The State Council, 2015). In January 2017, the Ministry of Education, the Ministry of Finance, and the National Development and Reform Commission jointly promulgated the "Implementation Measures for Coordinating and Promoting the Construction of World-Class Universities and First-Class Disciplines", which regards international exchanges and cooperation as one of the criteria for "Double First-Class" universities. In September 2017, the announcement of the first batch of lists really opened the prelude to the full launch and implementation of the "Double First-Class" construction. In August 2018, the three ministries and commissions jointly issued the "Guiding Opinions on Accelerating the Construction of "Double First-Class" in Colleges and Universities", starting from "vigorously promote high-level substantive international cooperation and exchanges, and strengthen the substantive cooperation with overseas high-level universities and top scientific research institutions (Ministry of Education, 2018). The internationalization of universities occupies an important position in the strategic planning of "double first-class" construction and education modernization. Internationalization is a basic feature of world-class universities, and it is precisely by positioning their missions from the perspective of internationalization that these universities can obtain world-class students, attract world-class teachers, and provide society with high-value talents, achievements, experience, and services in an all-round way. China's renowned Tsinghua University proposed in 2016 to build a world-leading university by 2050 (Tsinghua University, 2016). This is Tsinghua University's first independent global strategy, and it is also the first institutional global strategy proposed by a mainland Chinese university. It broke the pattern of internationalization strategy in the previous five-

year plan and formulated a long-term comprehensive strategy covering all major aspects of university development, including three major goals and nine strategic measures and action plans to achieve global excellence in education, research and institutional governance (Table 1.1).

Table 1.1 A summary of Tsinghua global strategy

Overall goal Theme	Building a global-leading university Objective	Action plan
Education	Global competence	Fostering global competence of all students by integrating global competence throughout the education system
	Global mobility	Building an innovative talent cultivation system in international higher education space
	Global student	Cultivating high-calibre talent for China and the world and increasing international students to study in China and providing more scholarships
Research	Global faculty	Building a faculty force of global competitiveness and diversity
	Global research	Generating a range of internationally impactful research findings to meet significant strategic national needs
	Global partnership	Widening and deepening international partnerships and mobilising resources to support international engagement
Organisation	Internationalised campus	Building harmonious multicultural campus to promote deeper faculty-student and student peer engagement
	Competitive management	Internationalising institutional governance and management system
	Global reputation	Creating an academic evaluation system of Chinese characteristics and raise international reputation of the university and disciplines

Source(s): adapted from Tsinghua (2016)

1.1.3 The need for constructing Hainan Free Trade Port

From the perspective of constructing Hainan Free Trade Port, there is an urgent need to improve the level of regional human resources, such as training and retraining many professionals, providing a large number of researchers with international prospects and high-quality university graduates. In addition, there is a need to provide internationally advanced research centers to support the repositioning and development of high value-added industries in the region. In other words, there is a huge market for educational and business opportunities. In June 2019, the Ministry of Education and the Hainan Provincial Government jointly issued the "Implementation Plan on Supporting Hainan's Deepening of Educational Reform and Opening up", clearly proposing to support Hainan's construction of an international education innovation island, and it was included in the "Overall Development of Hainan Free Trade Port" in June 2020. plan". On April 23, 2023, the Ministry of Education of the People's Republic of China and the People's Government of Hainan Province issued the "Interim Regulations on Overseas Higher Education Institutions Establishing Universities in Hainan Free Trade Port", which systematically designed the requirements for overseas colleges and universities to run schools in Hainan Free Trade Port. These policies clarify that overseas high-level universities and vocational colleges can set up colleges or campuses of science, technology, agriculture and medicine in Hainan Free Trade Port.

Before 2018, due to the lack of detailed guidance on school-running policies and successful school-running experience, there were not many Sino-foreign cooperative education projects and institutions in Hainan Province. Since 2018, with the steady progress of the construction of Hainan Free Trade Port, the Hainan Provincial Government has actively supported and helped Hainan universities to carry out high-quality cooperative education, and has successively opened Hainan University Arizona State University United International Tourism College, Hainan University-Dublin, Ireland University of Science and Technology cooperative education project, Hainan Institute of Tropical Oceanography and Austria Krims Higher Professional College undergraduate cooperation project, etc. The international

development of universities in Hainan is to serve the needs of local social and economic development. With the in-depth development of globalization and the further improvement of Hainan Free Trade Port, both efficient upgrading of industries and the cultivation of advantageous industrial clusters need to solve the problem of talents and key technical problems. Therefore, the value of the universities in Hainan is to serve the economic and social development of the region and meet the society's demand for higher education, and how to break the deadlock of lagging development level is the reality faced by local universities.

1.2. Problem statement

From the perspective of stakeholders, the development of Hainan's IHE is facing the following problems: insufficient implementation strategies, less international cooperation in scientific research, and insufficient support for international organization and management. Besides, neither of faculty nor student mobility is high.

1.2.1 A lack of a strategy implementing mechanism.

First of all, the strategy implementing mechanism of the IHE in Hainan is the institutional basis for the stable operation of the IHE. However, the lack of a strategy implementing mechanism is still a common phenomenon in local universities. Although each local university currently has a clear planning and development plan, only a few of colleges and universities mention the goals and tasks of international development in the overall plan, and only a very small number of local universities have special strategies for international development. These problems reflect that for most universities in Hainan, the promotion of the overall internationalization often stays at the policy level, and it is still in a spontaneous, fragmented or even chaotic state. Obviously, those universities fail to understand the significance of internationalization to its own development, which limits the in-depth development of internationalization (Bai et al., 2010). Moreover, the international exchanges and cooperation of many universities are marginalized and formalized, and the input, attention, and suitability of strategic goals are insufficient (Zhu, 2006). Consequently, most of them have not really formed an all-round international awareness or consensus in teaching, learning, research, and management. In addition, most universities in Hainan currently lack a unified and practical international performance assessment and evaluation mechanism, which should also be a key factor that those universities should consider when formulating internationalization strategies.

1.2.2 Insufficient international scientific research cooperation

Secondly, the input and output of international scientific research cooperation are relatively scarce. The lack of investment in international scientific research cooperation of local universities mainly includes the lack of resource input, lack of capital investment, and lack of research integration. From the perspective of resource input, the universities are at a relatively backward level both in individual and organizational resources. In terms of individual human resource input, there are few teachers and researchers participating in cooperative research with foreign universities and scientific research institutions and cooperative projects are limited. As for organizational cooperation resource investment, there are even fewer jointly established laboratories, research centers and other institutions, and the process of sharing high-quality scientific research resources among universities in Hainan is weak. At the same time, the output of international scientific research cooperation of local universities is also very poor, mainly reflected in the small number of achievements, the low level of achievements, and the difficulty of transforming achievements. From the perspective of the number of achievements, authoritative survey results show that more than 90% of universities have not published academic

monographs abroad, and more than 70% of universities have not jointly established laboratories and research institutions with overseas countries (Chen,2013). From the perspective of achievements, the lack of articles published in high-level international journals has always been a shortcoming of the international exchange of scientific research by universities in Hainan. It can be seen that universities in Hainan have not yet formed a normalized development model for international exchange of scientific research.

1.2.3 Insufficient international faculty or student mobility

Thirdly, neither faculty nor student mobility is high. There are few opportunities for students to go abroad for exchange, and the overall number of foreign students is small, and the structure is not reasonable. First of all, in terms of overseas exchanges for students, local governments and universities are limited by financial constraints, management mechanism constraints, and educational concepts, only a few of students go abroad (Yang & Wang, 2017). In terms of foreign student education, the small scale of international students will inevitably lead to the waste of resources for running international schools. And the unbalanced structure of students will also limit the sustainable development of international universities. In addition, teachers' introduction and mobility are not sufficient. The degree of internationalization of the university's faculty in Hainan is far behind that of the excellent local universities. Whether to build a team of professional teachers and management personnel with an international level, update their knowledge structure and ability structure, and improvement of their foreign language application ability and management level is the key to the internationalization (Jin&Wang,2019). However, universities in Hainan have fewer programs for teachers to visit overseas universities.

1.2.4 Inefficient organizational system for IHE

Last but not the least, there are shortcomings in the current organizational model of university internationalization. First, most universities have set up school-level leading groups and full-time foreign affairs management departments at the school level, but this school-level-led management system has long restricted the spontaneity and initiative of secondary units in international activities. In particular, the lack of a system of foreign affairs directors and foreign affairs specialists in secondary units has significantly reduced the participation of affiliated colleges, relevant functional departments, and faculty members in the process of internationalization. Second, the management process involved internal communication, quality supervision and performance incentives are not clear. In terms of internal communication, the international affairs management department, the academic affairs office, the science and technology office and other relevant functional departments lack effective communication, resulting in the lack of data on internationalized school running and incomplete empirical data required for scientific research. In terms of quality supervision, some International exchange agreements are mere formality, long-term inactive and insubstantial cooperation, lacking effective tracking and supervision; in terms of performance incentives, only a very small number of universities incorporate overseas backgrounds into the personnel management system for assessment and incentives. For faculty and management personnel who have exchanged internationally and achieved considerable results, there is a lack of a complete system for performance incentive and management restraint. As we all know, the management system is the unique organizational structure system or organizational form of the university's school-running activities, because It is the optimal combination of the participants in the school-running activities, and it plays an important role in regulating and supporting the effective development of the university's school-running activities. In the field of internationalization of higher

education, the organization of the industry is the local university, and the efficiency of the management system of the local university is an important factor affecting the level of internationalization development. At present, the management system of the international development of universities is facing the imbalance of organizational structure and personnel structure, which is manifested in the fact that the specialized management organization is mainly at the university level and has a single model; moreover, the part-time management organization is uneven and unstable.

Theories

2.1 Internationalization theory

Internationalization theory in higher education, as described by authors like Knight (2004) and De Wit (2011), posits that higher education institutions (HEIs) must integrate an international, intercultural, or global dimension into the purpose, functions, and delivery of education. To apply this to Hainan Free Trade Port, HEIs should adopt curricula that reflect global standards, engage in international research collaborations, and foster student and faculty mobility.

2.2 Organizational change theory

Organizational change theory, explored by authors such as Kezar (2001), can guide HEIs through the transformation required for successful internationalization. This involves understanding and navigating the complexities of organizational structures, cultures, and processes to embed international elements at all levels of higher education operations.

2.3 Innovation theory

Kotter's (1996) innovation theory, which emphasizes the importance of leadership in successful change, is vital for introducing novel educational products, services, and practices that align with the goals of Hainan Free Trade Port, particularly emphasizing creativity, entrepreneurship, and international competitiveness.

2.4 Human Resource Management (HRM) theory

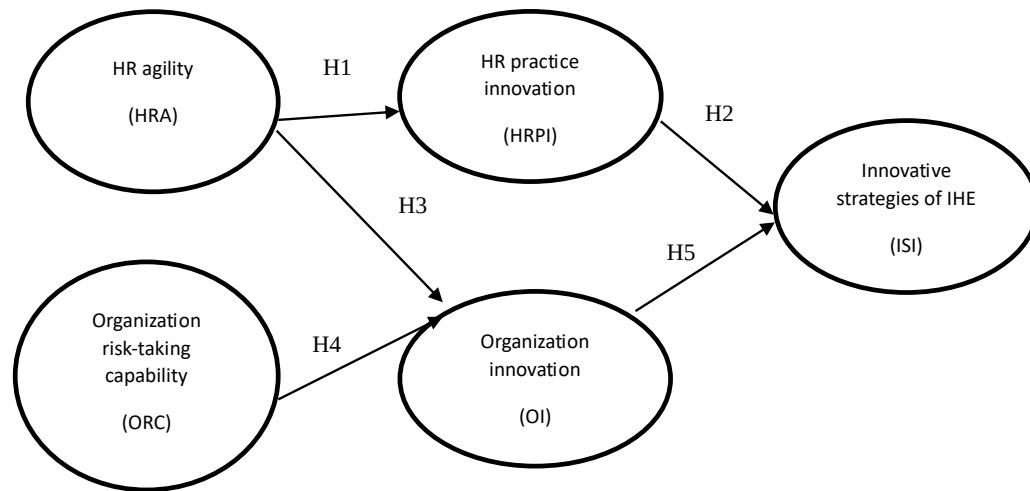
Human Resource Management (HRM) theory, highlighted by Beardwell and Claydon (2007), underscores the importance of recruiting, developing, and retaining diverse and highly skilled staff to drive the development of international higher education. In the context of Hainan Free Trade Port, HRM practices should focus on cultivating a workforce capable of thriving in an internationalized academic environment.

Integrating these theories necessitates a strategic approach to developing an educational framework in Hainan Free Trade Port that not only educates students for global citizenship but also attracts international businesses and researchers through a well-regarded educational infrastructure.

OBJECTIVE

In light of the ongoing construction of the Hainan International Free Trade Port, this study intends to examine the current state of higher education internationalization research both domestically and internationally, as well as the fundamental state of development of this phenomenon in Hainan to better support the international free trade port construction in Hainan.

The research objectives in this study include: 1) To find out the driving factors behind the international higher education of Hainan Free Trade Port; 2) To develop a theoretical model and scale that can systematically explain the relationship between innovative strategies of international higher education and its impacting factors under the construction of Hainan Free Trade Port.



METHODOLOGY

4.1 Research Paradigm

This study uses mixed methodologies and combines a quantitative study with a qualitative analysis. The first and second research goals of this paper are to discover explanatory understandings based on social phenomena, making qualitative research appropriate. The third and fourth goals are to suggest explanations through pre-constructed models, then verify them, and attempt to discover general laws applied in practice, making quantitative research appropriate. This study tries to confirm, support, or dispute the findings of other researchers in various research contexts and relies on a wide body of literature, known variables, and current theories to carry out its work. A quantitative paradigm is necessary.

4.2 Research Design

This study involves strategy, organizational behavior, human resource management, etc., and adopts mixed methods, focusing on confirmatory research, that is, hypotheses are first made for the research object, and then hypothesis testing is performed using statistical methods. Specifically, through theoretical deduction, the author believes that one variable is likely to affect another variable, so the author collects these variables and tests this relationship in the collected data. Also, confirmatory studies often contain descriptive content.

This process mainly includes the following main steps: 1) designing the questionnaire according to the theoretical model; 2) determining the target group and sampling method; 3) conducting sampling (data collection method); 4) data preprocessing; 5) data analysis.

4.3 Research approach

In this study, a mixed approach is employed to gain a comprehensive understanding about the research questions. The use of well-established scales and validated questionnaires as well as in-depth interviews provide reliable and valid data for the analysis.

Quantitative techniques are frequently needed for hypothesis testing. Based on the research variables, this study creates and administers a questionnaire survey that is a mature scale that has been approved by prior researchers and has a respectable level of reliability and validity.

The authors employed statistical data analysis programs like SPSS and Smart PIs during the data gathering process to evaluate the acquired data to test the assumptions drawn from the suggested conceptual framework. To ensure the success of the experimental operation, this study additionally developed a qualitative interview as a parallel operation. Also taken from other scholars' study were the interview questions.

4.4 Research setting

This study is conducted in Hainan Province, China, where there are 21 colleges and universities, including 9 undergraduate colleges, 12 vocational colleges. Among which five colleges and universities participate international cooperation and they are Hainan University, Hainan Normal University, Haikou University of Economics, Hainan College of Economics and Trade and Hainan Tropical Oceanology College.

4.5 Sampling methodology

The following stage is to choose the target audience, sampling strategy, and sample after choosing the research methodology. The research's target audience is referred to as the model's field of application, and choosing the audience is how the model will be used. We must select the suitable sampling strategy and sample after identifying the target population.

The target group of this paper is the 21 colleges and universities in Hainan Province, among which there are 9 undergraduate colleges and 12 vocational colleges. There are about 210,000 students and 14,000 faculty and staff (Li, 2020). In this study, the faculty members and students in Hainan University, Hainan Normal University, Haikou University of Economics, Hainan College of Economics and Trade and Hainan Tropical Oceanology College, five colleges and universities participating international cooperation in Hainan Province will be selected as research group.

The sample size should be at least $(20 \times 20) = 400$ samples since the Structural Equation Model (SEM) modeling with a multivariate technique determines that the sample size should be 20 times the observable variables. This research has 20 observable variables. This study truly considers a sample size of 550 in accordance with empirical data and the resources accessible to the author in universities in the Hainan Province.

In this study, the number of interviewees is set at 15, which is selected following the principles of purposive and convenience sampling, with a duration of interviews between 9-12 of 2023.

RESULT

Internationalization is the development trend of today's society, and higher education is playing an increasingly important role in the process of internationalization. First, rationale theory of Internationalization of higher education helps us understand the different motivations which lead to the complexity of internationalization, as well as the different effects of internationalization. Studying these motivations can help to understand why universities and countries value internationalization, what policies and strategies to adopt, what benefits and effects to expect, and what risks there will be.

Motivation reflects the core concept of internationalization of higher education at the most basic level, because policies, projects, strategies and outcomes are closely related to or influenced by external or internal motivation. Therefore, this study constructs a theoretical framework of human resource management - organization management – strategy management – innovation management with human resource agility, and organization risk-taking capability as independent variables, HR practice innovation and organization as mediating variables, and innovative strategies as the dependent variable.

Base on the study, the following countermeasures and suggestions are given to promote the internationalization of higher education in Hainan.

5.1 Create a platform for collaboration and exchanges between Chinese and international universities and businesses; encourage linkages between the Hainan Free Trade Port's education, talent, industrial, and innovation chains; and establish an innovation consortium involving business, academia, research, and application.

It is suggested to establish Hainan University International Development Alliance (hereinafter referred to as "University Alliance"), which is composed of universities with international education experience in Hainan province, such as Hainan University, Hainan Normal University, Hainan Tropical Ocean University, Haikou University of Economics, Hainan Foreign Language Vocational College, etc. First, holding a symposium on the internationalization of higher education to guide the international hierarchical positioning and classified development of university alliance members; clarify the phased development goals and specific tasks of colleges and universities, in order to guide universities in combining the construction of 12 key industries and free trade ports in Hainan by developing digital economy, artificial intelligence application, tropical characteristic agriculture, smart ocean, international cultural tourism and other majors. Second, the International Industry-University-Research-Application Cooperation and Exchange Week of Hainan universities is held every year to facilitate the alliance of Hainan Universities and influential Chinese and foreign enterprises in the province, so as to encourage universities to conduct continuous research into enterprises, timely understand the industrial development trends, scientifically locate the talent training objectives, disciplines and specialty settings, and scientific research directions; establish university-enterprise cooperation bases, arrange students to participate in job internships, and invite industry experts to conduct lectures and seminars, and jointly participate in teachers' scientific research and educational reform projects. Third, coordinate the actual state of the development of higher education in this province, effectively improve the efficiency of higher education resource allocation, and realize different resource allocation methods according to the characteristics of colleges and universities. For example, we will support research universities such as Hainan University and Hainan Tropical Ocean University to build international academic cooperation platforms and help application-oriented universities such as Haikou University of Economics and Hainan Vocational College of Foreign Languages to open channels for international cultural exchanges.

5.2 Put in place student-centered global competence training to ensure the worldwide adaptability of Hainan's academic research and assessment system as well as its higher education connotation.

It is suggested that the education department should set up an expert working group to regularly check the internationalization of universities every academic year, assist the university to study how to establish a professional curriculum system with international standards, connect the international talent training specifications, and clarify the quality assessment standards. First, choose the most beneficial

academic fields and distinctive majors from colleges as examples of how to execute worldwide planning, design, and PR projects as well as offer top-notch instruction and managerial support. Second, in order to provide courses to students abroad, colleges are urged to take inspiration from the credit and curriculum structures of top universities. Some pilot programs may have their curriculum structures internationalized; on the other side, local students' curriculum material may be internationalized by offering courses in subjects like international politics, international competition, and regional culture. Third, the international evaluation system is used to make a scientific and objective evaluation of the current development state of the internationalization of universities in the province. In order to measure international performance, move from the traditional "input-output" to "result" evaluation, and truly take the students' international literacy and skills as the golden standard, a third party that is independent of the government and universities is encouraged to join the evaluation of teaching quality, establish a relatively fair mechanism of higher education evaluation, and implement accountability.

5.3 Implement the "local internationalization" project in the context of the campus learning environment, giving equal weight to input and output, and encouraging knowledge transfer and two-way staff collaboration.

It is suggested to implement the "local internationalization" project in the universities with favorable internationalization foundation in the province. "Internationalization" is the process by which a university uses resources to deliver high-quality education from around the world (such as foreign students, foreign courses, international cooperation in managing school projects, etc.). It also involves a variety of cultural festivals, participation in international meetings and events, establishment of international student cultural exchanges and academic cooperation platforms, and the provision of internationalization, cross-cultural exchange experiences, and localized aspects of an international campus for all instructors and students. "Local internationalization" can begin with a number of initiatives, such as fostering cross-cultural dialogue on campus, developing an international campus culture, and encouraging the use of other languages. First, the university fully utilizes the resources available to international students in order to foster language proficiency. For example, it arranges for domestic students to partner with foreign students who are native English speakers in mutual language classes, encourages some colleges to offer bilingual courses, requires foreign students to write their graduation papers in foreign languages, and hosts online lectures for international university scholars. Second, students are encouraged to engage in international conferences and contests, study abroad, attend international conferences, and make contact with people from across the world as part of their cross-cultural exchange activities. Additionally, students are urged to get involved in a variety of groups, foster better relationships between local and foreign students, and support the integration of Chinese and international students. Thirdly, in terms of building a campus environment, multilingual road signs, foreign language and culture festivals on campus, international culinary festivals, etc., to demonstrate the diversity of cultures, so that international and domestic students may develop together via cross-cultural interactions and exchanges.

5.4 Give China's cultural soft power free rein, expand foreign student education in ASEAN nations, and strengthen the contribution of Hainan's higher education to the development of the complete strategic partnership between China and ASEAN.

It is recommended that Hainan's foreign student education focus on the nation's strategic development goals and the free trade port, and utilize China's cultural soft power to accomplish the

following tasks: first, prioritizing mutual understanding and people-to-people exchanges among the cooperative countries, national or regional research centers should be established by non-common language majors in ASEAN countries, who integrate Chinese cultural curriculum and cultivate talents. Secondly, make Chinese language instruction more rigorous. Since 2013, Hainan has sent nearly 700 Chinese language teachers and volunteers to ASEAN countries, enhancing the friendship and economic and cultural exchanges between the people of Hainan and ASEAN countries (Li, 2020). In order to maintain the ongoing influence of teaching Chinese as a foreign language, this task can currently be combined with the Internet's online teaching platform. This can be achieved by bolstering the development of teaching Chinese as a foreign language, encouraging the reform of teaching materials, and enhancing the establishment and management of the access standards of Chinese language bases in Hainan's universities. Third, to teach technical staff in tropical agriculture, marine, food, economics, and tourism for ASEAN and countries along the Belt and Road, we will conduct targeted overseas professional and technical training.

CONCLUSION

Based on rationale theory of Internationalization of higher education, organizational change theory, innovation theory, and human resource management theory, this study aims to address the following issues: exploring the driving factors behind the international higher education of Hainan Free Trade Port; develop a set of systematic academic theories to support the development of international higher education of Hainan Free Trade Port; develop a theoretical model and scale that can systematically explain the relationship between innovative strategies of international higher education and its impacting factors under the construction of Hainan Free Trade Port.; develop a model to explain how the strategy-based, human capital-based and organization-based factors comprehensively affect the innovative strategies of international higher education under the construction of Hainan Free Trade Port, and countermeasures and suggestions are given to promote the internationalization of higher education in Hainan.

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