



**A STUDY OF THE BORDERLESS CULTIVATION MODEL OF
INTERNATIONAL EDUCATION IN BORDER SECONDARY
SCHOOLS IN MENGLA COUNTY, YUNNAN PROVINCE, CHINA**



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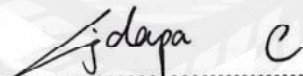
**AN INDEPENDENT STUDY SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE OF
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This Independent Study has been approved as a Partial Fulfillment of the
Requirements for the Degree of Master of Business Administration

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ABSTRACT

In recent years, China's Mengla County has been actively integrated into the “Belt and Road” initiative, promoting the construction of border open demonstration zones, and actively creating an international education and training model with local characteristics. This study examined the current situation of international education and training model in border secondary schools in Mengla County, which helps to open up local education to the outside world. The objective of the study was to explore the factors affecting the borderless cultivation model of international education in border secondary schools in Mengla County. The factors under this study were administration without boundaries, teaching management without boundaries, faculty management without boundaries, student management without boundaries, educational resource management without boundaries, and educational concepts without boundaries.

Using quantitative analysis method, this study randomly selected teachers from two secondary schools in Mengla County, distributed 200 questionnaires, and recovered 180 valid questionnaires. This study concluded that the borderless cultivation model of international education in border secondary schools was significantly influenced by six key factors: 1) Administration without boundaries provided a wider space for collaboration and integration in school management; 2) Teaching management without boundaries promoted flexibility and inclusiveness in the educational environment; 3) Faculty management without boundaries emphasized the importance of dynamism and adaptability; 4) Student management without boundaries reflected a student-centered approach to education. 5) Educational resource management without boundaries emphasized resource sharing and accessibility; 6) Educational concepts without boundaries promoted educational innovation and foresight. Together, these findings point to the fact that the successful implementation of the borderless cultivation model of international education requires an integrated education system that crosses traditional boundaries in order to produce students with an international perspective.

Keywords: borderless cultivation model, international education, border secondary school, Mengla County, Yunnan Province

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Liu Hang



DECLARATION

I, Liu Hang, at this moment certify that the work embodied in this independent study entitled 'A Study of the Borderless Cultivation Model of International Education in Border Secondary Schools in Mengla County, Yunnan Province, China' is a result of original research and has not been submitted for a higher degree to any other university or institution.

Liu Hang
June 25, 2024



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Chapter 1 Introduction

1.1 Background of the Study

The Belt and Road Initiative brings new opportunities for education

The development of international education can strengthen mutual exchanges and exchanges between countries along the Belt and Road, seek a common language, deepen feelings, build a talent bond for communication, exchange and win-win cooperation, and consolidate public opinion and social foundation. In the past ten years of the “Belt and Road” construction, in order to promote the opening up of education, China has issued a series of policy notices. In 2015, the Vision and Actions on Jointly Building the Silk Road Economic Belt and the 21st Century Maritime Silk Road released a positive signal of cooperation in education. In 2016, the official document “Promoting the Education Action of the Belt and Road Initiative” mentioned education connectivity cooperation, personnel training and other priorities, providing directions and ideas for the implementation of local education overseas development. By 2020, several opinions of eight departments including the Ministry of Education on “Accelerating the Expansion of Education Opening to the Outside World in the New Era” will emphasize the requirements of strengthening the brand building of “Study in China” (Wang, 2016).

In the process of exploring the borderless cultivation model of international education in Chinese border secondary schools, Mengla County in Yunnan Province can be used as an important case study. As an important province bordering China and Southeast Asian countries, Yunnan Province's education policy and training mode of border secondary schools have been highly valued and supported by the national and local governments (Wang et al,2016). According to the “Implementation Plan for the High-quality and Balanced Development of Compulsory Education in Yunnan Province” issued by the General Office of the Yunnan Provincial People’s Government, Yunnan Province is committed to promoting the high-quality and balanced development of compulsory education, ensuring the reasonable allocation of educational resources, improving the level of public education services, and rationally allocating compulsory education resources through strengthening the main responsibility of county-level governments, innovating ways and improving mechanisms. This study will comprehensively improve public services for compulsory education.

Yunnan Province's “14th Five-Year Plan” special plan for the development of education also emphasizes adhering to the new development concept, serving Yunnan's modernization, and taking root in Yunling land education. The plan proposes the goal of basically building a high-quality education development system by 2025, and the development goals are specific to all stages of education, including preschool education, compulsory education, senior high school education, vocational education and higher education (Cao, et al , 2018).

Location advantage of Mengla County in Yunnan Province

Yunnan is an important province in “The Belt and Road” construction. Mengla County of Xishuangbanna Dai Autonomous Prefecture, located in the southernmost part of Yunnan Province, has the only land border port with Laos. It is not only an important hub for China to face the radiation center of South and Southeast Asia, but also an important bridge and window for Yunnan Province to implement the strategy of opening up to the outside world. With the opening of the old railway in 2021, it will promote the opening of Mengla County to the outside world. Especially in the context of the "Belt and Road", the exploration and development of cross-border ethnic education has been entrusted with a new era of responsibility. As an important province in the construction of “The Belt and Road”, the exploration of the education mode of border secondary schools in Yunnan Province is not only related to the high-quality and balanced development of domestic education, but also related to the integrated development of education with neighboring countries, building a regional education community, and jointly improving the quality of education in cross-border ethnic areas. In this context, Mengla County of Yunnan Province needs to combine local characteristics and international vision to explore a borderless cultivation model of international education suitable for secondary schools in border areas. This may include measures such as strengthening the cooperation of educational resources with neighboring countries, promoting the spillover effect of educational public services, enhancing the level of internationalization of education, and cultivating teachers with international vision and intercultural communication ability. Through these explorations, the border secondary school in Mengla County, Yunnan Province, can provide students with a more open and diverse educational environment, and train them to become international talents who can freely communicate and cooperate in the context of globalization.

1.2 Questions of the Study

Under the background of globalization, the internationalization of education has become an irreversible trend. For secondary schools in Mengla County, a border city in China, it is particularly important to explore the borderless cultivation model of international education. This model can not only promote the all-round development of students, but also strengthen cultural exchanges with neighboring countries and enhance the quality of education and international influence in border areas. However, this process faces many challenges and problems, which need to be studied and solved in depth (Zhang, 2023). In the process of promoting international education, secondary schools in Mengla County on the border of Yunnan need to consider how to combine the local actual situation and formulate training programs in line with the development trend of international education. Thus, How to combine international advanced educational concepts and teaching modes with local educational practices is an urgent problem for secondary schools in Mengla County.

With the deepening of “The Belt and Road” Initiative, the international education model of Mengla County secondary school also needs to keep pace with The Times and

constantly innovate. How to improve the openness and inclusiveness of education while maintaining the quality of education, and how to train more internationally competitive talents through international education are important topics for secondary schools in Mengla County to think about. The implementation of the borderless cultivation model of international education also needs the cooperation of many aspects such as policy support, capital investment and social recognition. How to build an education ecosystem with multi-party participation and coordinated promotion, and how to evaluate and guarantee the implementation effect of the international education model are also issues that the secondary school of Mengla County needs to pay attention to in the process of promoting international education. Therefore, this study mainly discusses the following issues:

- (1) Is the borderless cultivation model of international education in border secondary schools affected by administration without boundaries?
- (2) Is the borderless cultivation model of international education in border secondary schools affected by teaching management without boundaries?
- (3) Is the borderless cultivation model of international education in border secondary schools affected by faculty management without boundaries?
- (4) Is the borderless cultivation model of international education in border secondary schools affected by student management without boundaries?
- (5) Is the borderless cultivation model of international education in border secondary schools affected by educational resource management without boundaries?
- (6) Is the borderless cultivation model of international education in border secondary schools affected by educational concepts without boundaries?

1.3 Objectives of the Study

Under the background of the rapid development of globalization and information technology, the internationalization of education has become an important trend of education reform and development. For secondary schools in Mengla County, a border city in China, the research on the border cultivation model of international education aims to explore an education mode that updates to the challenges of globalization and meets the requirements of educational modernization, so as to cultivate talents with international vision, cross-cultural communication ability and international competitiveness. Therefore, the main objectives of this study are as follows:

- (1) To explore how the borderless cultivation model of international education in border secondary schools is affected by administration without boundaries;
- (2) To explore how the borderless cultivation model of international education in border secondary schools is affected by teaching management without boundaries;
- (3) To explore how the borderless cultivation model of international education in border secondary schools is affected by faculty management without boundaries;
- (4) To explore how the borderless cultivation model of international education in border secondary schools is affected by student management without boundaries;

(5) To explore how the borderless cultivation model of international education in border secondary schools is affected by educational resource management without boundaries;

(6) To explore how the borderless cultivation model of international education in border secondary schools is affected by educational concepts without boundaries.

1.4 Significance of the Study

(1) Theoretical significance

This research enriches the theory of international education, especially in the special context of secondary schools in border areas, and contributes to understanding the adaptability and evolution of international education models in different cultural, political and economic contexts. Secondly, through an in-depth analysis of the border cultivation mode of international education in secondary schools of Mengla County, this study promotes the research on the internationalization of education, especially in the context of globalization, and explores how education transcends traditional boundaries to achieve resource sharing and cultural exchange. In addition, the study explores new methods and models for implementing international education in specific regions, provides theoretical support for educational model innovation, and promotes the combination of educational theory and practice. At the same time, the study enhances academic understanding of the characteristics, challenges and development potential of education in border areas, especially in the context of globalization and regional economic integration. Finally, through the research, this study can better understand the importance of cross-cultural educational exchanges and provide theoretical guidance for educational exchanges and cooperation under different cultural backgrounds.

(2) Practical significance

The results of the study help Mengla County secondary schools to improve the international education without boundaries training model, enhance the quality of education, and meet the needs of students for high-quality education. Secondly, through the implementation of an effective international education model, Mengla County secondary schools will be able to cultivate talents with international perspectives, cross-cultural communication skills and international competitiveness, contributing to the social development of the country and the region. In addition, the research helps identify and solve the inequality problems in education in border areas, promote educational equity, and ensure that all students can enjoy quality educational resources. Meanwhile, the research findings can provide policy makers with a basis for decision-making, help them formulate and improve policies about international education, and promote the scientific and internationalization of education policies. In addition, the findings and recommendations of this study can provide reference for secondary schools in other border areas or similar contexts, and promote the promotion and application of the border cultivation model of international education in border secondary schools. By upgrading education and cultivating internationalized talents, the international

education model of secondary schools in Mengla County will have a positive impact on the economic development, cultural prosperity and social progress of the local community. Finally, in the face of the challenges and opportunities brought by globalization, this study helps Mengla County secondary schools to better cope with them, such as enhancing students' global competitiveness through international education and laying a solid foundation for their future careers.

1.5 Limitations of the Study

In conducting the research on the international education without boundaries model of development in secondary schools in Mengla County, there are some limitations that may be encountered that may affect the breadth, depth, and accuracy of the final results of the study. The following are some of the potential research limitations:

Geographic Limitations: The study focused primarily on two secondary schools in Mengla County, which may limit the generalizability of the findings. Secondary schools in different regions and cultures may have different educational models and practices; therefore, the results of the study may not be applicable to other regions.

Sample size limitation: If the sample size of the study is small, and it may not be able to fully represent the views and experiences of all teachers and students. This may lead to bias in the findings and affect the representativeness and reliability of the study.

Time constraints: The study may be limited by a specific time frame and may not be able to observe long-term educational impacts and effects. The effects of an educational model may take a longer period of time to become apparent, and short-term observations may not allow for a full assessment of its impact.

Resource constraints: Studies may be limited by resources such as financial, human and technical support. These limitations may affect the quality of data collection and analysis, as well as the depth and breadth of the study.

Methodological constraints: Studies may employ specific research methods and tools that may not fully capture all relevant variables and influences. For example, reliance on questionnaires may not provide insight into the complex emotions and deep-seated perceptions of individuals.

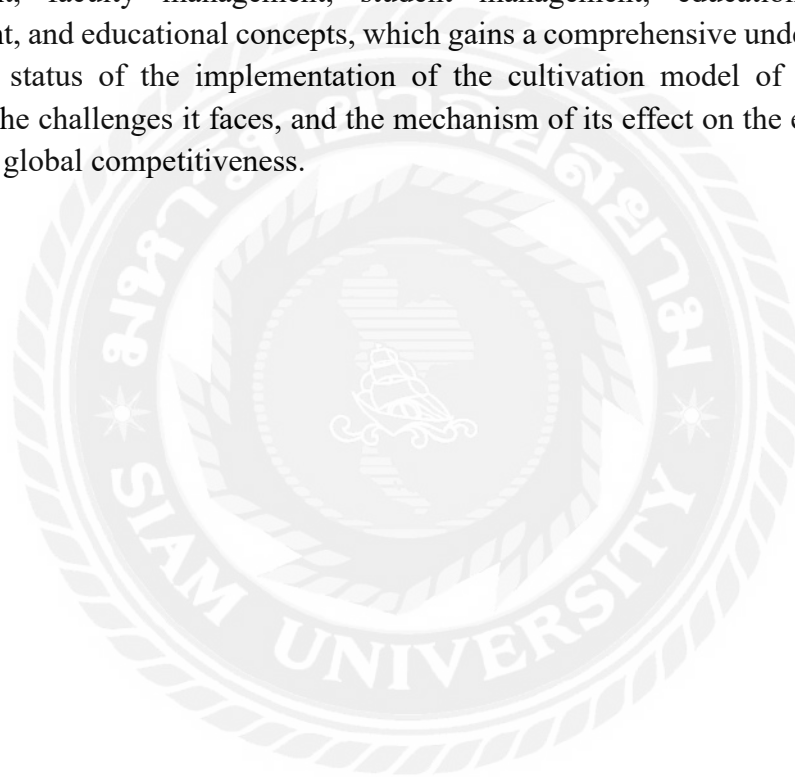
Cultural sensitivity: Special attention needs to be paid to the issue of cultural sensitivity when conducting cross-cultural research. Researchers need to avoid cultural bias and ensure the cultural appropriateness of research methods and questions.

Policy and regulatory constraints: Changes in educational policies and regulations may affect the conduct and outcome of research. For example, policy adjustments regarding international education may change educational models and practices in

schools.

1.6 Scope of the Study

This study focuses on the impact of the implementation of the border cultivation model of international education on enhancing students' global competitiveness in border secondary schools in Mengla County, Yunnan Province. The study synthesizes research progress in related fields at home and abroad, and provides an in-depth understanding of the connotation and implementation strategies of border education by analyzing the literature on domestic and international education policies, international education models, student development, and global competitiveness in the past five years. The scope of the study covers six core factors: administration, teaching management, faculty management, student management, educational resource management, and educational concepts, which gains a comprehensive understanding of the current status of the implementation of the cultivation model of international education, the challenges it faces, and the mechanism of its effect on the enhancement of students' global competitiveness.



Chapter 2 Literature Review

2.1 Introduction

This chapter mainly discusses the theory of the borderless education. In addition, it analyzes the borderless cultivation model of international education and its six dimensions, and combines the theoretical framework to form the theoretical basis of this research.

2.2 Literature Review

2.2.1 Theory of Borderless Education

The theory of borderless education is a theoretical application based on a new perspective under the borderless theory. The theory of borderlessness was first put forward by General Motors in the United States, which aims to break the bottleneck of enterprise development and promote the maximized utilization and integration of resources among enterprises. The so-called “borderless education” refers to the education provided across the conventional time and geographical boundaries. The first time “borderless education” appeared in the book “New Media and Borderless Education: A Review of the Integration of Global Media Networks and Higher Education”, edited by Australian scholars Cunningham, & Training in 1998, summarized it as: “Education and training provided across regions by traditional higher education institutions, corporations, governments or non-governmental organizations using modern media networks, communications and information technologies.” It can be seen that most of the research on borderless education is at the level of higher education, and its main purpose is to address the relationship between cross-regional organizations and the related use of resources and efficient education. Subsequently, in 2001, the Australian Ministry of Education, on the basis of the 1998 work, organized relevant scholars and experts to further demonstrate the publication of the second work, “Borderless Education”, which further expands and enriches the original “borderless education”, and incorporates a variety of new higher education institutions into borderless education (Lawn, 2001). This work further expanded and enriched the original “borderless education” by including various new types of higher education institutions into borderless education. Currently, the theory of borderless education mainly focuses on the level of higher education, and the concept of borderless higher education is based on the exchange and communication of higher education activities across the boundaries of the traditional model of management from the perspective of technological development.

2.2.2 Borderless Cultivation Model of International Education

At present, theoretical discussions still remain at the level of higher education, and the concept of borderless secondary international education has not been clearly defined. Compared with the definition of the concept of borderless international education in higher education, borderless secondary international education can be understood as the

integration of internationalized educational concepts, teaching resources, and teaching management into the teaching, research, and services of secondary schools in border areas. The degree of borderless international education in secondary schools in border areas is mainly judged from six dimensions: administration, teaching management, faculty management, student management, teaching resource management, and educational concept without boundaries (Zhang, 2022).

(1) Administration without boundaries

With the deep development of globalization, the international education environment is becoming more and more complex and diversified, which puts forward new challenges to the international education administration. In this context, the concept of borderless administration has gradually gained attention, in which transparency, flexibility and participation have become key elements.

Transparency is the cornerstone to ensure the fairness and effectiveness of international education administration. Peng & Xu (2015) pointed out that in the process of internationalization of higher education, the cultivation of the internationalization ability of administrators is crucial, and the enhancement of transparency is a key part of it. By disclosing relevant information in a timely and comprehensive manner, international education administration can enhance public trust and promote the just development of education.

Flexibility is the key for international education administration to meet the challenges of globalization and diversification. Lu (2017) emphasized that in the context of internationalized schooling, the improvement of university administrative capacity needs to focus on flexibility. In the face of a rapidly changing educational environment, international education administration needs to be able to adapt quickly and adjust flexibly to ensure the continuous development and innovation of education.

Engagement is an important part of the concept of international education administration without boundaries. Sun et al (2021) showed that in internationalized public administration education, student engagement and international perspective are of great importance in enhancing the quality of education. Meanwhile, Yemini & Giladi (2015) also pointed out that the motivations and strategies for internationalization of educational administration programs in Israel emphasize stakeholder involvement and cooperation. By actively promoting the participation of students, teachers, parents, and international partners, international education administration is able to work together to promote educational development and innovation.

Transparency, flexibility and engagement are important manifestations of the concept of international education administration without boundaries. In the future, international education administration should continue to deepen the practice and application of these concepts in order to meet the challenges of globalization and diversification, and to promote the continuous development and innovation of

education. Administration without boundaries also helps to promote international cooperation and the global sharing and optimal allocation of educational resources.

(2) Teaching management without boundaries

Under the wave of globalization, the international education environment is becoming increasingly open and diversified, which puts forward higher requirements for administrative teaching management. The traditional administrative boundaries are gradually blurred, replaced by a borderless and flexible management mode. This shift is not only reflected in the innovation of course content, but also in the management of teaching quality and evaluation of teaching effectiveness and other aspects.

Borderless teaching management also helps to cultivate students' international competitiveness and improve their cross-cultural communication ability and global awareness. Curriculum innovation is an important part of teaching management without boundaries. Rang (2016) emphasized the importance of using educational big data to promote the internationalization of teaching management and advocated the optimization of curriculum content and teaching methods through the analysis of large amounts of educational data to meet the needs of internationalized education. Jinhua (2012), on the other hand, explored the practice of internationalized teaching management in the context of Sino-Singaporean cooperative schooling, pointing out that cooperative schooling can promote the sharing of teaching resources and the innovation of teaching methods.

Teaching quality management is the key link to ensure the quality of international education. Wang (2021) studied the improvement of the quality of teaching management for international students under the “Belt and Road” initiative, and put forward a series of targeted management strategies to improve the educational experience and learning effectiveness of international students. Han (2007), on the other hand, discusses the importance of teaching quality construction from an international perspective and emphasizes the necessity of establishing an internationalized teaching standard and assessment system.

Assessment of teaching effectiveness is an important indicator of the effectiveness of borderless teaching management. Leask (2020), in his study of the internationalization of curriculum, teaching and learning, proposed a variety of assessment methods to ensure that teaching and learning activities can meet the requirements of internationalization. Healy & Link (2012) explored a model of an internationalized curriculum, emphasizing the role of assessment in continuous improvement of teaching and ensuring the quality of education. the role of assessment in continuous improvement of teaching and learning and ensuring quality of education.

Overall, the literature review suggests that administration without boundaries and pedagogical management is essential for creating an open, flexible and efficient

international educational environment. Through curricular innovation, optimization of quality management and effective evaluation of teaching and learning outcomes, educational institutions can enhance the internationalization of education and provide students with a higher quality international education experience.

(3) Faculty management without boundaries

Faculty management without boundaries is an important issue in the internationalization of higher education. The literature review shows that career development, job satisfaction and performance management are key elements in faculty management without boundaries. Faculty management without boundaries helps to build a faculty with multicultural backgrounds and global perspectives to provide students with a richer and more comprehensive education.

In terms of career development, Fraumann & Güney (2015) explored the relationship between human resource management, internationalization, and academic staff mobility, emphasizing the importance of providing faculty with internationalized career development opportunities. Xia & Zhou (2015) discussed the composition of the internationalized talent training system in universities and pointed out that universities should establish an open talent training system to promote the internationalized career development of faculty members.

Job satisfaction is another important aspect of borderless faculty management. Umurbek & Taşdan (2020) found through a survey study that faculty members' perception of internationalization of higher education has a significant effect on their job satisfaction. Zhang (2016) studied the quality of study abroad education services in the context of internationalization of education and also mentioned the importance of increasing faculty members' job satisfaction for improving the quality of internationalization of education.

Performance management plays a crucial role in borderless faculty management, Isidor et al. (2011) examined the relationship between human resource management and early internationalization, with a particular focus on the “leapfrog” phenomenon of international staffing, while Jones (2013) discussed how to lead and engage academic and support staff in the internationalization of higher education as universities expand globally, emphasizing the role of performance management in this. and emphasizes the role of performance management in this.

In summary, faculty management without boundaries is key to enhancing the internationalization of universities. By providing faculty and staff with internationalized career development opportunities, improving job satisfaction, and implementing effective performance management, faculty and staff can be motivated and creative to promote the internationalization of higher education. These literatures provide valuable experiences and insights for universities, which can help them to better manage and motivate their staff in the process of internationalization and achieve

sustainable development.

(4) Student management without boundaries

In an international education environment, student management without boundaries is a key strategy to promote students' all-round development and enhance the quality of education. The literature review shows that student engagement, student development and student satisfaction are important dimensions in student management without boundaries.

Student engagement is another factors of the international education. Kondakci et al. (2008) explored the challenges posed by internationalization through a case study, highlighting the importance of understanding internationalization from both local and international student perspectives. Their study points out that ensuring that students are involved in the decision-making process increases their acceptance and satisfaction with the internationalization of education.

Student development is another central theme. Ying (2021) emphasized the importance of providing personalized development plans for international students when discussing the countermeasures for international student development in higher vocational colleges and universities under the “Double-High Plan”. Wang (2020) focused on the education and management of international students in colleges and universities in a cross-cultural context, pointing out that borderless student management can promote students' cross-cultural competence and global perspective.

Student satisfaction is an important indicator of the effectiveness of borderless student management. Taking Beijing City College as an example, Yang (2013) studied the idea of student characteristic management in the context of internationalization of higher education, and found that student satisfaction is closely related to education quality. Ma & Yue (2015) studied the impact of internationalization on quality in Chinese research universities from the students' perspective, and emphasized the role of student satisfaction in the promotion of education internationalization.

Overall, the literature review suggests that student management without boundaries promotes active student engagement, personalized development, and high levels of satisfaction, which are essential for enhancing the quality of the international education environment. By encouraging student engagement, focusing on students' individualized development needs, and increasing student satisfaction, educational institutions are able to create a more open, inclusive, and supportive learning environment for students, resulting in internationally minded and competitive individuals. These research findings provide valuable references and insights for higher education institutions to help them advance the process of borderless student management in the context of globalization.

(5) Educational resource management without boundaries

In the international education environment, borderless management of teaching resources is the key to improving the quality of education and promoting the internationalization of education. Literature review shows that resource accessibility, technology integration and resource optimization are the three core elements to achieve borderless management of teaching resources.

Resource accessibility is the foundation of borderless management of teaching resources. Zhuang (2015) emphasized the importance of building a teaching material system when studying the cultivation of internationalized and innovative foreign language talents, pointing out that high-quality teaching material resources are crucial for cultivating talents with international perspectives. Wang (2012), on the other hand, thought about the construction of teaching resources from the perspective of open education courses, arguing that open and easily accessible teaching resources can promote the internationalization and popularization of education.

Technology integration is an important tool for borderless management of teaching resources. Guimarães & Hildeblando (2021) explored the role of digital resources in the internationalization of higher education, especially for learners of English as an additional language, and their study showed that technology integration can provide a more diverse range of learning resources for international students. Soon, Kashkan et al (2015) demonstrated the practice of internationalization of technology education through case studies that highlight the role of technology in facilitating borderless management of teaching resources.

Resource optimization is the key to enhancing the efficiency of borderless management of teaching resources. Oakley (2018) discussed strategies and resources for internationalizing the curriculum and proposes a variety of resource optimization methods to improve the efficiency of the use of teaching resources and the effectiveness of teaching. Liu (2019), on the other hand, discussed the utilization of fragmented resources from the perspective of practical teaching of foreign language majors in colleges and universities, pointing out that various resources in international cooperation and exchange can be better utilized by optimizing the allocation of resources.

Overall, the literature review shows that educational resource management without boundaries can provide students with richer, more flexible and more efficient learning resources by improving resource accessibility, technology integration and resource optimization. This is important for enhancing the quality of international education environments and promoting the internationalization of education. These research results provide valuable references and insights for higher education institutions, helping them to promote the borderless process of teaching resource management in the context of globalization.

(6) Educational concept without boundaries

Educational concept without boundaries means transcending national boundaries in education practice and pursuing universal education values and goals. Educational concepts without boundaries also helps to promote the in-depth development of global educational reform and to facilitate educational exchanges and cooperation among different countries. In the international educational environment, the borderlessness of educational concept is the core of realizing the internationalization of education. The literature review shows that inclusiveness, innovativeness and continuity are the key elements that constitute this educational concept.

Inclusiveness is the cornerstone of borderlessization of educational concept. In discussing the internationalization of basic education, Zhao et al (2011) emphasized the importance of inclusiveness, arguing that education should be open to all students regardless of their background. This inclusiveness is not only reflected in the acceptance of multicultural students, but also in the diversity of educational content and methods to accommodate the needs of different students.

Innovativeness is the driving force behind the concept of education without boundaries. Xu et al (2022) discussed the innovation and organizational reshaping of the internationalization concept of higher education in the era of great change, pointing out that educational innovation is the key to adapting to the changes of the times and meeting the needs of internationalization. Feng & Ma (2023), on the other hand, discussed the thinking of internationalization of entrepreneurship education in higher education in the new era from the perspective of entrepreneurship education, and emphasized the necessity of innovation in education mode and content.

Continuity is the key to ensure the long-term implementation of educational concepts without boundaries. Stigger et al. (2018) put forward the concept of continuity, arguing that internationalization is a continuous process that requires constant evaluation and improvement. Maringe (2010), through a worldwide research study, explored the meanings of globalization and internationalization in higher education. The importance of a continuous internationalization strategy was emphasized.

Overall, the literature review suggests that educational concept without boundaries can provide students with a more open, innovative, and sustainable educational experience by enhancing inclusiveness, innovation, and sustainability. This is important for enhancing the quality of the international educational environment and promoting the globalization of education. These research findings provide valuable references and insights for higher education institutions, which will help them to promote the process of borderlessness in educational concepts in the context of globalization, and to cultivate talents with a global outlook and competitiveness.

2.3 Border Secondary Schools in Mengla County

As an important part of China's border region, the unique geographic location and multicultural background of Mengla County in Yunnan Province provide rich soil and

unique perspectives for the exploration of the borderless cultivation model of international education. Mengla County, bordering with many countries, has an open international perspective and tradition of exchange, which provides natural conditions and advantages for local secondary schools to carry out international educational cooperation and exchange.

Border secondary schools in Mengla County have significant locational advantages in international education, not only in terms of convenient transportation and frequent people-to-people exchanges with neighboring countries, but also in terms of their ability to directly absorb and integrate multiple cultures as the frontline of cultural exchange. This multicultural intermingling provides a natural cross-cultural learning environment for students, which helps to cultivate their international perspective and cross-cultural communication skills.

However, border secondary schools in Mengla County also face a series of challenges in the process of promoting the borderless cultivation model of international education. First, the level of economic development and educational resources in border areas are relatively limited, which may affect the quality and effectiveness of international education programs. Second, cultural differences and language barriers are also challenges that need to be overcome in promoting international education. In addition, how to balance the relationship between international education and local cultural heritage is also an issue that needs to be considered by the border secondary schools in Mengla County.

In order to cope with these challenges, border secondary schools in Mengla County need to take a series of measures. These include increasing educational investment, improving educational facilities, upgrading teachers' competence in international education, and developing a curriculum system that is in line with international standards. At the same time, schools need to strengthen cooperation with domestic and foreign educational institutions, introduce advanced educational concepts and teaching methods, enrich teaching resources, and improve the quality of education.

In addition, border secondary schools in Mengla County need to focus on developing students' global competitiveness. This includes not only language proficiency and professional knowledge, but also comprehensive qualities such as cross-cultural understanding, critical thinking, innovation and leadership. Through the implementation of the borderless cultivation model of international education, border secondary schools in Mengla County are expected to provide students with a more open, diversified and internationalized learning platform to help them gain a foothold in the future globalized society.

In conclusion, the border secondary schools in Mengla County have both unique conditions and challenges in the exploration of the borderless cultivation model of

international education. Through continuous efforts and innovations, the border secondary school in Mengla County is expected to make useful attempts and contributions to the internationalization of education in China's border areas.

2.4 Conceptual Framework

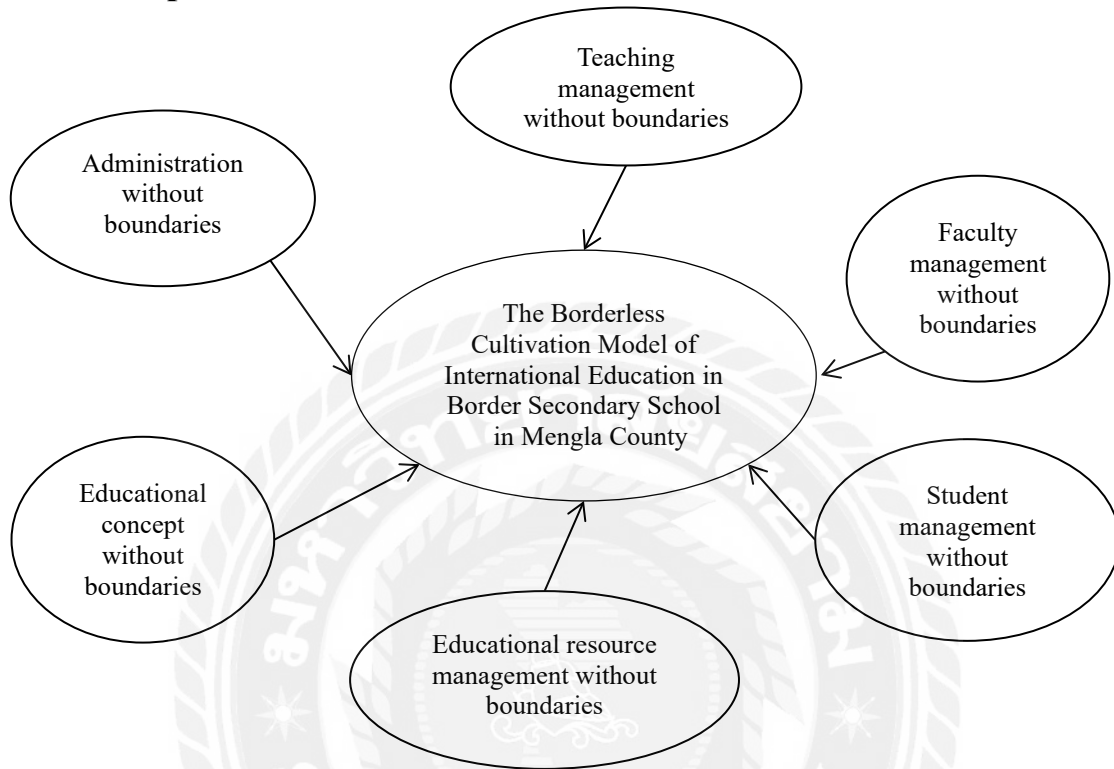


Figure 2.1 Conceptual Framework

Chapter 3 Research Methodology

3.1 Introduction

The quantitative research method was used in this study. A questionnaire was designed and distributed to collect quantitative data. Data analysis used statistical software for descriptive statistics and inferential analysis, aiming to comprehensively assess the current situation and effectiveness of the borderless cultivation model of international education in border secondary schools in Mengla County.

3.2 Research Design

The purpose of this study was to explore in depth the practice and effectiveness of secondary schools in Mengla County, a border area in China, in implementing the borderless cultivation model of international education in secondary schools. The research design includes three main steps:

(1) Literature Research and Theory Integration: first, through an extensive literature review, the relevant theories on international education, borderless education, and global competitiveness were integrated. This step covered the current status of domestic and international research in the field of international education, especially how secondary schools in border areas can enhance students' international outlook and competitiveness through education model innovation. The literature study will provide the theoretical foundation and analytical framework for the subsequent empirical investigation.

(2) Questionnaire design and field survey: based on the theoretical foundation of the literature study, a set of questionnaires was designed with the aim of collecting quantitative data on internationalized education in secondary schools in Mengla County. The questionnaire survey focused on the school's cultivation goal setting, the implementation of the internationalization education process, and the operational effects of the relevant systems. In addition, the study included questionnaires for international students and regular students in the two secondary schools.

(3) Dimensions of the questionnaire: the questionnaire was designed with six main dimensions, including administration without boundaries, teaching management without boundaries, faculty management without boundaries, student management without boundaries, educational resource management without boundaries, and educational concepts without boundaries. These dimensions help the researcher to comprehensively assess the actual operation and effectiveness of the borderless cultivation model of international education in border secondary schools in Mengla County as shown in Table 3.1. The design of the questions in the questionnaire is based on a five-point Likert scale, where each question has five options ranging from “strongly disagree” to “strongly agree” on a scale of one to five. The use of a five-point

Likert scale makes the data more quantitative and easier to analyze statistically. At the same time, the five-point scale also provides enough differentiation to reflect the respondents' attitudes and opinions in a more detailed way.

Table 3.1 Main Evaluation Index of the Questionnaire Scale

Primary index	Secondary index	Indicator elaboration
Administration without boundaries	Transparency	I believe that administration is sufficiently open and that information sharing is efficient.
	Flexibility	I believe that administrative decisions and processes are highly adaptable and responsive to change.
	Engagement	I consider the level of participation of all stakeholders in the administrative decision-making process to be sufficiently high.
Teaching management without boundaries	Curriculum innovation	I believe that teaching content and methods are highly innovative and keep pace with the times.
	Teaching quality management	I consider teaching resources to be diverse and well-integrated across disciplines.
	Assessment of teaching effectiveness	I think the quantitative and qualitative evaluation system of teaching and learning outcomes is very well developed.
Faculty management without boundaries	career development	I think the university provides good career planning and growth opportunities for faculty and staff.
	Job satisfaction	I believe faculty and staff are highly satisfied with their work environment and conditions.
	Performance management	I believe the faculty and staff performance evaluation system is fair and motivating.
Student management without boundaries	Student engagement	I believe that students demonstrate a high level of engagement in campus and learning activities.
	Student development	I believe the school provides ample opportunities for students' personal growth and development.
	Student satisfaction	I believe that student satisfaction with school administration and services is high.
Educational resource management without boundaries	Teaching Resources	I think that the richness of teaching and learning resources is high and that they are easily accessible to students and staff.

	Technology integration	I think the integration of teaching and learning resources with modern educational technology is very effective.
	Resource optimization	I think the efficiency and rationalization of the allocation and use of teaching and learning resources is high.
Educational concepts without boundaries	Inclusiveness	I think the educational concept is highly inclusive of different cultures and backgrounds.
	Innovativeness	I think the educational concept is highly influential in promoting educational innovation and reform.
	Continuity	I believe that the educational concept contributes significantly to the long-term development of the school and the sustainability of the quality of education.

In the area of administration without boundaries, the questionnaire explores how schools can break away from traditional management models and adopt advanced international management concepts and practices. Teaching management without boundaries analyzes the extent of internationalization in curriculum design, teaching methods and assessment systems. Faculty management without boundaries focuses on the internationalization of teacher recruitment, training and career development. Student management without boundaries examines how the management of student affairs promotes the internationalization of student growth. Educational resource management without boundaries assesses how schools integrate and utilize international teaching and learning resources to support teaching and learning. Finally, educational concepts without boundaries explore how schools integrate internationalization concepts into educational practices to foster students' global competitiveness.

Through this multi-dimensional and multi-method research design, this study expects to provide a comprehensive and in-depth understanding of the international education without boundaries cultivation model of border secondary schools in Mengla County and even similar border areas, and to provide valuable references and insights for educational policy makers, school administrators, and educational practitioners to work together to promote the development and advancement of education in China's border areas.

3.3 Population and Sample Size

In this study, the target population was teachers and administrators from border secondary schools in Mengla County, Yunnan Province. This population consists of a variety of participants who can provide a holistic perspective on the implementation of the borderless cultivation model of international education in border secondary school.

To achieve the research objectives, stratified random sampling was used to determine the sample size (sample size). Specifically, the sample was drawn from participants with different co-educational backgrounds from the two border secondary schools in Mengla County to ensure that the findings of the study were representative and wide-ranging.

Considering the number and size of border secondary schools in Mengla County, as well as the feasibility and cost-effectiveness of the study, an appropriate sample size was determined to capture key trends and patterns while ensuring statistical validity of the data analysis. Based on sample size estimation methods used in similar studies and expected response rates, it was anticipated that the sample size included teachers and administrators, totaling 200 individuals. The questionnaire included both fixed and open-ended questions designed to capture respondents' perceptions, experiences, and recommendations regarding the borderless cultivation model of international education.

3.4 Data Collection

In this study, data collection utilized a variety of methods to ensure that comprehensive and multidimensional information was obtained. First, existing information and theoretical frameworks were collected through a literature review to provide a solid theoretical foundation for the study. Secondly, a questionnaire was designed and implemented to collect data in a quantitative manner. A total of 200 questionnaires were distributed and 180 questionnaires were recovered, with a valid recovery rate of 90 percent.

In order to ensure the reliability and validity of the data, the questionnaire was pre-tested and necessary adjustments were made. In addition, a variety of measures was taken to ensure the ethical nature of the data collection process, including ensuring the anonymity and voluntariness of all participants and the confidentiality of the data.

Data collection followed a strict timetable to ensure the smooth running of the study. The data collected were used for subsequent qualitative and quantitative analyses to answer the research questions and meet the research objectives .

3.5 Data Analysis

In this study, data analysis followed systematic steps to ensure the accuracy and reliability of the findings. First, for the quantitative data collected through the questionnaire survey, descriptive statistical analysis including frequency distribution,

mean, standard deviation, etc. was conducted using statistical software to summarize the basic characteristics of the respondents and their responses to the questionnaire questions.

Then, correlation and regression analyses were used to explore whether there were significant differences in the perceptions of respondents from different backgrounds about the borderless training model of international education and whether there was any correlation between their perceptions.

Finally, the results of the quantitative analysis were cross-checked to gain a more comprehensive perspective of the study. The results of the data analysis was used to answer the research questions and provide a basis for the optimization of the borderless cultivation model of international education in secondary schools in Mengla County.

3.6 Hypothesis

H1: The borderless cultivation model of international education in border secondary schools in Mengla County is affected by administration without boundaries;

H2: The borderless cultivation model of international education in border secondary schools in Mengla County is affected by teaching management without boundaries;

H3: The borderless cultivation model of international education in border secondary schools in Mengla County is affected by faculty management without boundaries;

H4: The borderless cultivation model of international education in border secondary schools in Mengla County is affected by student management without boundaries;

H5: The borderless cultivation model of international education in border secondary schools in Mengla County is affected by educational resource management without boundaries;

H6: The borderless cultivation model of international education in border secondary schools in Mengla County is affected by educational concepts without boundaries.

3.7 Reliability and Validity Analysis of the Scale

3.7.1 Reliability Analysis of the Questionnaire

Reliability analysis ensures the stability and consistency of a measurement tool, crucial for dependable study outcomes. The Cronbach's α coefficient is a key metric for assessing internal consistency among questionnaire items, indicating whether they measure a single concept. 0.8 or above signifies excellent reliability, while 0.7 and above is generally acceptable, though not without some error. Calculating the Cronbach's α helps ensure the measurement tool's stability and the study's result accuracy and validity.. The specific analysis results are shown in Table 3.2:

Table 3.2 Reliability Test Results of the Questionnaire

Variables	N	Cronbach's α
Administration without boundaries	3	0.840
Teaching management without boundaries	3	0.743
Faculty management without boundaries	3	0.891
Student management without boundaries	3	0.753
Educational resource management without boundaries	3	0.780
Educational concepts without boundaries	3	0.742

As can be seen in Table 3.1, these variables cover the six areas of administration, teaching management, faculty management, student management, educational resource management, and educational concepts, each of which consists of three topics. From the Cronbach's α coefficients, all the variables have coefficients above 0.7, which is usually considered an acceptable level of reliability, indicating that these questions have a high degree of consistency and internal consistency in measuring the corresponding concepts. These results indicate that the questionnaire design has good reliability in measuring these concepts and can provide a reliable basis for further data analysis.

3.7.2 Validity Analysis of the Questionnaire

In order to ensure the validity of the data and to verify the applicability of factor analysis, this study performed the Kaiser-Meyer-Olkin (KMO) test and Bartlett's Test of Sphericity. The purpose of the KMO test is to assess the degree of commonality between the variables, with values ranging from 0 to 1, with higher values (usually greater than 0.6) indicating that the data are suitable for factor analysis. Whereas, Bartlett's test of sphericity is used to test whether the correlation matrix is significantly different from the unit matrix, and its significance (p-value less than 0.05) indicates that there is sufficient correlation between the variables to support factor analysis. The results of these two tests provided preliminary evidence of data validity and ensure the scientific validity of the research methodology and the reliability of the analyzed results.

The KMO Values and the Bartlett Spheroid Test		
Number of KMO sampling suitability quantities		0.821
The sphericity test of the Bartlett	Approximate chi-square	2025.100
	df	207
	Sig.	0.000

Table 3.2 shows that the KMO Measurement Suitability Scale has a value of 0.821, a value close to 1, indicating that the data from the questionnaire are well suited for factor analysis. Usually, a KMO value above 0.6 is considered acceptable, while a value above 0.8 is considered very good. Therefore, a KMO value of 0.821 indicates that the variables of the questionnaire are well correlated with each other and are suitable for subsequent validity analysis. The results of the Bartlett's test of sphericity show an approximate chi-square value of 2025.126, a degree of freedom (df) of 207, and a significance level (Sig.) of 0.000, which is much less than the standard threshold of 0.05. This implies that there is a significant correlation between the variables of the questionnaire and supports the decision to conduct factor analysis. The results of the data in Table 3.2 indicate that the questionnaire design performed well in terms of validity analysis and further factor analysis can be conducted to explore the structural validity of the questionnaire.

Chapter 4 Findings

4.1 Introduction

The focus of this chapter is on analysing the specific data situation of the sample, as well as exploring the specific effects of the different dimensions (administration, teaching management, faculty management, student management, educational resource management, and educational concepts) on the borderless cultivation model of international education.

4.2 Descriptive Statistical Analysis of Samples

4.2.1 Sample Size

As can be seen from Table 4.1, among the faculty members, 58.3% are male and 41.7% are female. The gender ratio is relatively balanced, with slightly more males than females. The age structure shows that 22-25 years old is the largest group of staff, accounting for 38.9%, indicating that this age group is the main body of staff. The 26-30 age group, which accounts for 29.5%, is also an important component. The proportion of over 30 years old is 13.8%, which is relatively small, indicating that the teaching staff is younger as a whole. 17.8% are under the age of 22, which may be new to the faculty. In terms of academic qualifications, the proportion of staff with bachelor's degree is the highest, reaching 64.5%, which shows that the staff has a high level of education. Master's degree or above accounted for 22.2%, and junior college or below accounted for 13.3%, indicating that there is a certain proportion of highly educated talents in the teaching staff. The distribution of inaugural time shows that 3-5 years of staff have the highest proportion at 33.3%, which may indicate that this period is a stage of stable development of staff. Novice faculty with less than 2 years of experience accounted for 25.6%, faculty with 6-8 years of experience accounted for 19.4%, and senior faculty with more than 8 years accounted for 21.7%, indicating that the faculty has a good age and experience structure.

Table 4.1 Basic Information of Faculty Sample (N=180)

Survey Items	Category	Number	Percentage (%)
Gender	Male	105	58.3
	Female	75	41.7
Age	Under 22 years old	32	17.8
	22-25 years old	70	38.9
	26-30years old	53	29.5
	30years old or above	25	13.8
Academic Qualifications	Junior college and below	24	13.3
	Bachelor degree	116	64.5
	Master degree or above	40	22.2
Inaugural time	Less than 2 years	46	25.6

	3-5 years	60	33.3
	6-8 years	35	19.4
	More than 8 years	39	21.7

4.2.2 Descriptive Statistics

In this study, the evaluation index of the border cultivation model of international education are statistically described, and the specific analysis results are shown in Table 4.2.

Table 4.2 Descriptive Analysis of the Variables

Scale	Dimension	Sample	Minimum	Maximum	Mean	Standard deviation
The Borderless Cultivation Model of International Education	Administration without Boundaries	180	1.50	5.00	3.25	0.56
	Teaching Management without Boundaries	180	2.20	5.00	3.50	0.70
	Faculty Management without Boundaries	180	1.30	5.00	3.15	0.30
	Student Management without Boundaries	180	2.10	5.00	3.05	0.82
	Educational Resource Management without Boundaries	180	1.50	5.00	3.15	0.40
	Educational Concepts without Boundaries	180	1.25	5.00	3.10	0.57

As can be seen from Table 4.2, the average score (Mean) of each dimension is generally around 3 points, which indicates that under the border cultivation model of international education, the practice or recognition of each dimension is at a medium level, with no significant high or low scores, indicating a relative balance.

The size of standard deviation reflected the degree of dispersion of scores among samples. Among them, the standard deviations of boundary-free teaching management and boundary-free student management were relatively high, 0.70 and 0.82 respectively, indicating that in these two dimensions, the scores of different samples vary greatly, and there may be large practical or cognitive differences.

The span of the minimum and maximum values indicated the distribution of the sample scores in each dimension. as can be seen from the table, the scores of each dimension ranged from the lowest 1.25 to the highest 5.00, indicating that different samples had different understandings and practices of each dimension of the border cultivation mode of international education.

To sum up, the border cultivation model of international education showed medium level of practice or recognition in many dimensions such as administration, teaching management, faculty management, student management, teaching resource management and educational concept. However, in some dimensions, such as teaching management and student management, there are large differences in practice or cognition.

4.3 The Impact of Administration without Boundaries on the Borderless Cultivation Model of International Education

Table 4.3 Correlation Analysis of Administration without Boundaries and the Borderless Cultivation Model of International Education

Dimension	Transparency	Flexibility	Engagement	Borderless Cultivation Model of International Education
Transparency	1			
Flexibility	.853**	1		
Engagement	.810**	.845**	1	
Borderless Cultivation Model of International Education	.873**	.742**	.851**	1

As can be seen in Table 4.3, there is a significant positive correlation between the three dimensions of administration without boundaries (transparency, flexibility, and engagement) and the borderless cultivation model of international education. The correlation coefficient between transparency and flexibility is .853**, indicating that the two are highly correlated; transparency, flexibility and participation also show high correlation. More importantly, the correlation coefficients between these three and the borderless cultivation model of international education were .873**, .742**, .851**.

and .851**, respectively, all of which showed strong positive correlations. The results of this preliminary investigation offer support for the hypothesis that the international borderless education development model in border secondary schools in Mongla district is significantly influenced by borderless management.

Table 4.4 Regression Analysis of Administration without Boundaries and the Borderless Cultivation Model of International Education

	Non-standardized Coefficient		Standardized Coefficient	t	p	R ²	Adjusting R ²	F
	B	Standard Error	Beta					
(Constant)	.626	.103	-	5.754	.000	.503	.475	175.263
Administration without Boundaries	.723	.064	.636	13.451	.000			

Table 4.4 Regression analysis further confirms the results of the above correlation analysis. From the regression coefficients (B) and standard error (Standard Error), it can be seen that administration without boundaries has a significant positive effect on the borderless cultivation model of international education. (Beta=.636, t=13.451, p=.000). In addition, the overall fit of the model (R²=.503) and the adjusted fit (Adjusting R²=.475) are high, indicating that administration without boundaries is one of the important factors influencing the borderless cultivation model of international education. This finding is further supported by the significance level of F-value (175.263). Therefore, Hypothesis H1 was supported, indicating that “The borderless cultivation model of international education of border secondary schools in Mengla County is influenced by administration without boundaries”.

4.4 The Impact of Teaching Management without Boundaries on the Borderless Cultivation Model of International Education

Table 4.5 Correlation Analysis of Teaching Management without Boundaries and the Borderless Cultivation Model of International Education

Dimension	Curriculum Innovation	Teaching Quality Management	Assessment of Teaching Effectiveness	Borderless Cultivation Model of International Education
Curriculum Innovation	1			
Teaching Quality Management	.623**	1		

Assessment of Teaching Effectiveness	.641**	.712**	1	
Borderless Cultivation Model of International Education	.718**	.716**	.710**	1

Table 4.5 illustrates the interrelationship between the three dimensions of teaching management (curricular innovation, quality management of teaching and learning, and evaluation of teaching effectiveness) and the borderless cultivation model of international education. All correlation coefficients are significant (p-value less than 0.05) and the values of the correlation coefficients are high (between 0.620 and 0.720), which suggests that there is a strong positive correlation between the dimensions of teaching management without boundaries and the borderless cultivation model.

Table 4.6 Regression Analysis of Teaching Management without Boundaries and the Borderless Cultivation Model of International Education

	Non-standardized Coefficient		Standardized Coefficient	t	p	R ²	Adjusting R ²	F
	B	Standard Error	Beta					
(Constant)	.650	.153	-	5.734	.000			
Teaching Management without Boundaries	.712	.070	.620	10.431	.000	.500	.446	189.212

Table 4.6 provides the results of the regression analysis of the effect of teaching management without boundaries on the borderless cultivation model. The R-squared value of the regression model is 0.500, indicating that teaching management without boundaries explains 50% of the variability in the borderless cultivation model. The adjusted R-squared value of 0.446 also shows that the model has good explanatory power. The regression coefficient (Beta) of 0.620 indicates that teaching management without boundaries has a significant positive effect on the borderless cultivation model (t-value of 10.431, p-value less than 0.05), which supports hypothesis H2 that “The borderless cultivation model of international education of border secondary schools in Mengla County is influenced by teaching management without boundaries.”

4.5 The Impact of Faculty Management without Boundaries on the Borderless Cultivation Model of International Education

Table 4.7 Correlation Analysis of Faculty Management without Boundaries and the Borderless Cultivation Model of International Education

Dimension	Career Development	Job Satisfaction	Performance Management	Borderless Cultivation Model of International Education
Career development	1			
Job satisfaction	.736**	1		
Performance Management	.526**	.622**	1	
Borderless Cultivation Model of International Education	.623**	.716**	.736**	1

As can be seen from Table 4.7, there is a significant positive correlation between the three dimensions of faculty management (career development, job satisfaction, and performance management) and the borderless cultivation model of international education. The correlation coefficient between career development and job satisfaction is as high as .736, showing a strong connection between the two; meanwhile, the correlation coefficient between job satisfaction and performance management is .622, which also shows a strong correlation. More critically, the correlation coefficients of these three dimensions with the borderless cultivation model of international education were .623, .716, and .736, respectively, all showing moderate to high positive correlations. these results indicate a positive interplay between faculty management without boundaries and the borderless cultivation model of international education, preliminarily validating hypothesis H3.

Table 4.8 Regression Analysis of Faculty Management without Boundaries and the Borderless Cultivation Model of International Education

	Non-standardized Coefficient		Standardized Coefficient	t	p	R ²	Adjusting R ²	F
	B	Standard Error	Beta					
(Constant)	.603	.103	-	5.734	.000	.513	.575	184.203
Faculty Management without Boundaries	.712	.061	.706	15.041	.000			

Table 4.8 The regression analysis further reinforces the results of the correlation

analysis. In the regression model, faculty management without boundaries had a significant positive effect on the borderless cultivation model of international education (Beta=.706, t=15.041, p=.000), and the variable contributed to a high degree. The fit of the model ($R^2=.513$) and the adjusted fit (Adjusting $R^2=.575$) showed good predictive power, which was further validated by the significance level of the F-value (184.203). Therefore, Hypothesis H3 “The borderless cultivation model of international education of border secondary schools in Mengla County is influenced by faculty management without boundaries.” was adequately tested,

4.6 The Impact of Student Management without Boundaries on the Borderless Cultivation Model of International Education

Table 4.9 Correlation Analysis of Student Management without Boundaries and the Borderless Cultivation Model of International Education

Dimension	Student Engagement	Student Development	Student Satisfaction	Borderless Cultivation Model of International Education
Student Engagement	1			
Student Development	.652**	1		
Student Satisfaction	.670**	.750**	1	
Borderless Cultivation Model of International Education	.861**	.637**	.523**	1

The correlation analysis in Table 4.9 shows that there is a significant positive correlation between the three dimensions of student management without boundaries and the borderless cultivation model of international education. The correlation coefficients between student engagement and student development and satisfaction are 0.652 and 0.670 respectively, indicating that increased engagement contributes to student growth and satisfaction. The correlation between student development and satisfaction is even higher at 0.750, showing a strong link between the two. The correlation coefficient between student satisfaction and the borderless cultivation model of international education is 0.523, emphasizing the importance of satisfaction in the development model. Most prominently, the correlation coefficient of 0.861 between student engagement and the borderless cultivation model of international education

proves that a high level of student engagement is the driving force behind the success of the borderless cultivation model of international education.

Table 4.10 Regression Analysis of Student Management without Boundaries and the Borderless Cultivation Model of International Education

	Non-standardized Coefficient		Standardized Coefficient	t	p	R ²	Adjusted R ²	F
	B	Standard Error	Beta					
(Constant)	.636	.110	-	3.702	.000	.521	.405	180.093
Student Management without Boundaries	.721	.070	.706	12.901	.000			

Table 4.10 provides the results of the regression analysis of the impact of student management without boundaries and the borderless cultivation model of international education. The regression model has an R-squared value of 0.521 and an adjusted R-squared value of 0.405, which suggests that student management without boundaries explains 52.1% of the variability in the borderless cultivation model of international education, and that the explanatory power of the adjusted model is relatively high. The regression coefficient (Beta) is 0.706 and the significance level (p-value) is less than 0.05, which indicates that student management without boundaries has a significant positive effect on and the borderless cultivation model of international education (t-value is 12.901), which supports Hypothesis H4 “The borderless cultivation model of international education in border secondary schools in Mengla County is affected by student management without boundaries.”

4.7 The Impact of Educational Resource Management without Boundaries on the Borderless Cultivation Model of International Education

Table 4.11 Correlation Analysis of Educational Resource Management without Boundaries and the Borderless Cultivation Model of International Education

Dimension	Resource Accessibility	Technology Integration	Resource optimization	Borderless Cultivation Model of International Education

Resource Accessibility	1			
Technology Integration	.683**	1		
Resource Optimization	.750**	.631**	1	
Borderless Cultivation Model of International Education	.742**	.820**	.719**	1

As can be seen in Table 4.11, there is a significant positive correlation between the three key dimensions of educational resource management without boundaries (Resource accessibility, Technology integration, and Resource optimization) and the borderless cultivation model of international education. The correlation coefficients of .683 for resource accessibility and technology integration and .631 for technology integration and resource optimization both show a strong correlation between them. Most importantly, the correlation coefficients of these three dimensions with the borderless cultivation model of international education are .742, .820 and .719, respectively, all of which show a high degree of positive correlation, which preliminarily verifies Hypothesis H5.

Table 4.12 Regression Analysis of Educational Resource Management without Boundaries and the Borderless Cultivation Model of International Education

	Non-standardized Coefficient		Standardized Coefficient	t	p	R ²	Adjusting R ²	F
	B	Standard Error	Beta					
(Constant)	.634	.203	-	5.094	.000			
Educational Resource Management without Boundaries	.622	.056	.626	15.041	.000	.512	.470	187.269

The regression analysis in Table 4.12 further confirms the correctness of Hypothesis H5. From the regression results, it can be seen that instructional resource management without boundaries has a significant positive effect on the borderless cultivation model of international education (Beta=.626, t=15.041, p=.000). In addition, the R² value of the model was .512 and the adjusted R² value was .470, both of which showed that the model had a good fit and was able to explain the changes in the pattern of international education without boundaries well. This finding was further supported by the significance level of the F-value (187.269). Therefore, hypothesis H5 is verified that “The borderless cultivation model of international education of border secondary

schools in Mengla County is affected by educational resource management without boundaries.”

4.8 The Impact of Educational Concepts without Boundaries on the Borderless Cultivation Model of International Education

Table 4.13 Correlation Analysis of Educational Concept without Boundaries and the Borderless Cultivation Model of International Education

Dimension	Inclusiveness	Innovativeness	Continuity	Borderless Cultivation Model of International Education
Inclusiveness	1			
Innovativeness	.863**	1		
Continuity	.673**	.741**	1	
Borderless Cultivation Model of International Education	.610**	.723**	.623**	1

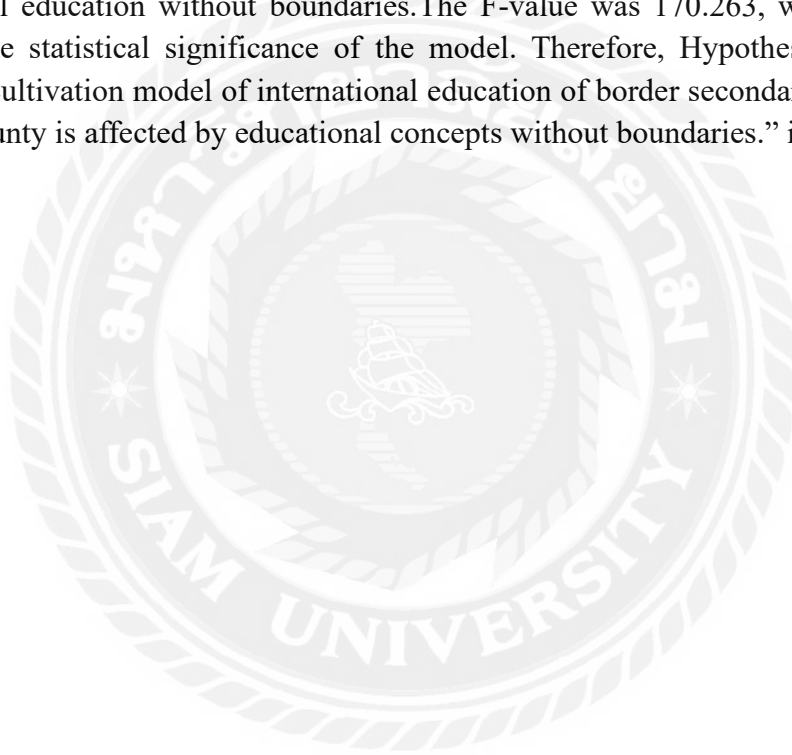
As can be seen in Table 4.13, there is a significant positive correlation between the three key dimensions of the educational concepts without boundaries (inclusiveness, innovativeness, and continuity) and the borderless cultivation model of international education. In particular, the correlation coefficient between inclusiveness and innovativeness is as high as .863, showing a strong link between the two. Meanwhile, inclusiveness, innovativeness and continuity also showed moderate to high positive correlations, respectively. Most importantly, the correlation coefficients of these three dimensions of educational concepts without boundaries are .610, .723 and .623 respectively, all of which show that they have a significant positive relationship with the borderless cultivation model of international education, which preliminarily verifies the important influence of educational concepts without boundaries on the borderless cultivation model of international education.

Table 4.14 Regression Analysis of Educational Concepts without Boundaries and the Borderless Cultivation Model of International Education

	Non-standardized Coefficient		Standardized Coefficient	t	p	R ²	Adjusting R ²	F
	B	Standard Error	Beta					
(Constant)	.606	.101	-	5.194	.000	.513	.470	170.26

Educational concept without boundaries	.672	.080	.626	16.701	.000			3
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In the regression analysis in Table 4.14, the positive influence of educational concepts without boundaries on the borderless cultivation model of international education was further verified. The regression coefficient (B) of .672, standard error of .080, standardized coefficient (Beta) of .626 and the t-value of 16.701 and p-value of .000 indicate that educational concepts without boundaries is a significant predictor of the borderless cultivation model of international education. The R² value of the model was .513 and the adjusted R² value was .470, both of which indicate that the model has a good fit and explains most of the variance in the change in the pattern of training in international education without boundaries. The F-value was 170.263, which further confirms the statistical significance of the model. Therefore, Hypothesis H6 “The borderless cultivation model of international education of border secondary schools in Mengla County is affected by educational concepts without boundaries.” is verified.



Chapter 5 Conclusion and Recommendation

This chapter summarizes the results of the validation of each hypothesis and makes relevant recommendations to provide a theoretical basis and practical guidance for the future improvement of educational management practice and international education training model.

5.1 Conclusion

5.1.1 The Borderless Cultivation Model of International Education in Border Secondary Schools in Mengla County is Affected by Administration without Boundaries

The implementation of international education in border secondary schools in Mengla County is closely related to the practice of administration without boundaries. The correlation analysis reveals a positive association between the dimensions of transparency, flexibility and participation of administration and the borderless cultivation model of international education. The enhancement of these dimensions not only enhances the openness and adaptability of school management, but also provides a solid administrative foundation for the implementation of international education. The regression analysis further confirmed the positive influence of administration without boundaries on the borderless cultivation model of international education, with a significant standardized coefficient, indicating that the administration without boundaries is a key driving force for the development of international education.

Based on this, Mengla County secondary schools should continue to strengthen the borderlessness of administration to enhance management efficiency and effectiveness by increasing the transparency of decision-making, encouraging wider stakeholder participation, and optimizing management processes. In addition, the school should utilize information technology to establish an efficient communication and collaboration platform to support the implementation of international education. Through these measures, Mengla County High School can better adapt to the needs of internationalized education and provide students with broader learning horizons and more diversified learning experiences, thus cultivating talents with international competitiveness.

In summary, the influence of administration without boundaries on the borderless cultivation model of international education in Mengla County secondary schools is significant. By optimizing the administration management, Mengla County secondary schools can provide stronger support for international education, which not only helps to improve the school's international education level, but also helps students to succeed on the global stage.

5.1.2 The Borderless Cultivation Model of International Education in Border Secondary Schools in Mengla County is Affected by Teaching Management without Boundaries

The borderless cultivation model of international education in border secondary schools in Mengla County is significantly affected by the teaching management without boundaries. Through correlation analysis, this study found that there is a significant positive correlation between the three key dimensions of curricular innovation, teaching quality management, and assessment of teaching effectiveness and the borderless cultivation model of international education. In particular, curriculum innovation, as the core of teaching management without boundaries, has the strongest correlation with the international education without boundaries cultivation model, suggesting that innovative teaching content and methods are important factors in promoting the development of international education.

The regression analysis further confirms the positive influence of teaching management without boundaries on the borderless cultivation model of international education. The standardized coefficient Beta is significant, suggesting that the borderlessness of instructional management is a key driver for the implementation of the borderless cultivation model. This suggests that an open and flexible instructional management system can better adapt to the needs of internationalized education and improve the quality and effectiveness of education.

Therefore, secondary schools in Mengla County should continue to strengthen the borderlessness of teaching management, encourage pedagogical innovation, optimize the allocation of teaching resources, and establish an effective evaluation system of teaching effectiveness. This will not only enhance the internationalization of cultivation model, but also provide students with a richer and more diversified learning experience, and cultivate them to become talents with international vision and competitiveness.

5.1.3 The Borderless Cultivation Model of International Education in Border Secondary Schools in Mengla County is Affected by Faculty Management without Boundaries

The borderless cultivation model of international education in Mengla County secondary schools is likewise significantly affected by faculty management without boundaries. Faculty management without boundaries is reflected in the aspects of faculty and staff development, involvement and satisfaction, which are factors closely related to the successful implementation of the borderless cultivation model. The correlation analysis reveals that the openness and flexibility of faculty management has a positive effect on enhancing faculty motivation, teaching quality, and student training effects.

The regression analysis shows that faculty management without boundaries has a

significant positive effect on the borderless cultivation model of international education, and this effect is statistically significant. This suggests that when faculty members are able to participate more actively in the school management and decision-making process, and when their professional development and job satisfaction are enhanced, it will be more conducive to promoting the implementation of the borderless cultivation mode.

Therefore, secondary schools in Mengla County should pay attention to the borderlessness of faculty management and enhance staff participation and satisfaction by providing more opportunities for participation, establishing open communication mechanisms and developing effective incentive policies. This will not only enhance the sense of belonging and loyalty of the faculty and staff, but also provide students with a higher-quality international education experience through their active engagement, thus producing more internationally competitive talents.

5.1.4 The Borderless Cultivation Model of International Education in Border Secondary Schools in Mengla County is Affected by Student Management without Boundaries

The borderless cultivation model of international education in secondary schools in Mengla County is significantly affected by student management without boundaries. Correlation analysis shows that the dimensions of student engagement, student development and student satisfaction are closely related to the borderless cultivation mode. In particular, the correlation coefficient between student engagement and the borderless cultivation model of international education is extremely high, which suggests that active student participation is a key factor in achieving internationalization of education.

The regression analysis further confirmed the positive influence of student management without boundaries on the borderless cultivation model of international education, and the standardized coefficient Beta value was significant, indicating that the implementation of the borderless cultivation model can be effectively promoted by improving student engagement, focusing on individualized development of students, and enhancing student satisfaction.

Therefore, secondary schools in Mengla County should continue to optimize their student management strategies by encouraging students to participate in school affairs, valuing students' opinions and needs, as well as creating a supportive and inclusive environment that promotes students' holistic development. Through these measures, the school can better adapt to the requirements of internationalized education and provide students with a broader perspective and more diversified learning opportunities.

5.1.5 The Borderless Cultivation Model of International Education in Border Secondary Schools in Mengla County is Affected by Educational Resource Management without Boundaries

Instructional resource management without boundaries has a significant influence on the borderless cultivation model of international education in secondary schools in Mengla County . Instructional resource management without boundaries emphasizes the extensive access, efficient integration and continuous optimization of resources, and this management mode provides a strong guarantee for the implementation of the borderless cultivation model of international education. By ensuring the adequacy and diversity of resources, the borderless management of teaching resources can meet the demand for diversified teaching resources in the borderless cultivation model of international education. At the same time, the effective integration and optimal allocation of resources can improve the quality and efficiency of teaching and further promote the in-depth development of the international education borderless training mode.

From the results of correlation analysis, there is a highly positive correlation between teaching resource management without boundaries and the borderless cultivation model. The regression analysis further verified this conclusion, showing that teaching resource management without boundaries is one of the key factors for the successful implementation of the borderless cultivation model.

Therefore, border secondary schools in Mengla County need to pay attention to the management and optimization of instructional resources to ensure their diversity and accessibility, as well as to promote their integration across disciplines and boundaries. Through these efforts, schools can provide students with richer and more internationalized learning materials and tools, thereby supporting the development of international perspective and cross-cultural competence.

5.1.6 The Borderless Cultivation Model of International Education in Border Secondary Schools in Mengla County is Affected by Educational Concepts without Boundaries

The educational concept without boundaries has a profound influence on the borderless cultivation model of international education in border secondary schools in Mengla County. This educational concept emphasizes inclusiveness, innovativeness and continuity, providing a solid theoretical foundation and action guide for the construction of the borderless cultivation model of international education. Under the concept of inclusive education, the school can accept and respect students from different cultures and backgrounds, and provide them with equal learning opportunities and resources; under the concept of innovative education, the school can continuously explore and try new teaching methods and means to meet the diversified learning needs of the students; under the concept of sustainable education, the school can pay constant attention to the growth and development of the students, and provide continuous support and assistance to them. support and assistance.

The correlation analysis shows that there is a significant positive correlation between educational concept without boundaries and the borderless cultivation model

of international education. Further validation through regression analysis revealed that educational concept without boundaries was a significant predictor of the borderless cultivation model. This finding suggests that the borderless practice of educational concept in border secondary schools in Mengla County plays a crucial role in promoting the successful implementation of the borderless cultivation model of international education.

In summary, border secondary schools in Mengla County should continue to adhere to and deepen the practice of educational concept without boundaries to provide stronger support for the construction and development of the borderless cultivation model.

5.2 Recommendation

(1) Administration without Boundaries

The integration of administration without boundaries emphasizes the importance of transparency, participation, process optimization and technology application. By increasing the openness of the decision-making process and encouraging the participation of diverse stakeholders, the democratic and adaptive nature of administration can be enhanced. Streamlining and optimizing administrative processes can help respond quickly to changes in the educational environment. At the same time, the application of information technology can enhance management efficiency and achieve efficient allocation of resources and automation of processes. Together, these measures promote the modernization and internationalization of administration and provide a solid management foundation for the development of the school.

(2) Teaching Management without Boundaries

The integration of teaching management without boundaries points out the key roles of curriculum innovation, resource sharing, assessment system and teacher training. Continuous updating of curriculum content and introduction of internationalized and interdisciplinary teaching elements can enhance the quality of teaching and students' international perspective. Establishing a platform for sharing teaching resources promotes knowledge exchange and cooperation among teachers. A comprehensive assessment system can ensure the continuous improvement of teaching quality. Professional development and pedagogy training can help teachers adapt to the needs of internationalization of education and improve teaching effectiveness.

(3) Faculty Management without Boundaries

The integration of faculty management without boundaries by teaching staff focuses on career development, participation in decision-making, performance management and benefits. Providing faculty members with clear career development paths and training opportunities enhances their sense of professional fulfillment. Encouraging faculty members to participate in decision-making increases their commitment to and satisfaction with their work. A fair and transparent performance appraisal system can ensure that faculty members' efforts are recognized. Improving

welfare benefits and enhancing job satisfaction and loyalty can help build a stable and efficient faculty and staff.

(4) Student Management without Boundaries

The integration of student management without boundaries emphasizes student participation, personalized development, satisfaction enhancement and student support. Encouraging students to participate in school management and activity planning enhances their sense of responsibility and belonging. Focus on the individual needs of each student and provide customized learning and development plans. Regularly collect student feedback and make timely adjustments to management strategies to improve student satisfaction. Establish a comprehensive student support system, including mental health, career planning and academic counseling, to support students' overall development.

(5) Educational Resource Management without Boundaries

The integration of education resource management without boundaries highlights the importance of resource updating, resource integration, technology integration and sharing mechanism. Regular updating of teaching resources to ensure that they are modern and relevant. Integrate resources on and off campus, including those from the library, online programs, and international partners. Utilize educational technology to integrate teaching resources and improve their accessibility and interactivity. Establish a sharing mechanism for teaching resources and encourage teachers and students to make full use of the resources to support teaching and learning activities.

(6) Educational Concepts without Boundaries

The integration of educational concepts without boundaries focuses on the advocacy of openness, innovation-driven, lifelong learning and international perspective. Foster an open and inclusive educational concept that encourages multicultural exchange and learning. Promote educational innovation and encourage experimentation with new teaching methods and learning modes. To promote the concept of lifelong learning and provide continuous learning opportunities for students and staff. To foster an educational concept with an international perspective and provide students with learning experiences in a global perspective to meet the challenges and opportunities of globalization.

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Appendix

Questionnaire survey

The borderless cultivation model of international education in Chinese Border
Secondary Schools

Dear Teachers, Greetings! With the rapid development of globalized education, China's border secondary schools are also actively exploring education models that are in line with international standards. In order to have an in-depth understanding of the implementation of border secondary schools on the borderless cultivation model of international education, we have developed this questionnaire. Your valuable opinions will be of great significance to us in optimizing the education model and improving the quality of education. The questionnaire adopts a five-point scale, from “strongly disagree” to “strongly agree”, corresponding to a score of 1 to 5. Please take a few minutes to fill in the following questionnaire. Thank you for your support and cooperation!

I. Basic information

1. Your gender: male female.
2. Your age: under 22 years old 22-25 years old 26-30 years old 30 years old or above.
3. Your Educational background: Junior college and below Bachelor degree Master degree or above
4. Your inaugural time: Less than 2 years 3-5 years 6-8 years More than 8 years.

II. The Survey Scale

According to the actual situation of the hotel, please use Likert five-point scale to evaluate the following statements about fine management. Among them, 1 means "strongly disagree" and 5 means "strongly agree".

Primary index	Secondary Index	Option				
		1	2	3	4	5
Administrati on without Boundaries	I believe that administration is sufficiently open and that information sharing is efficient.					
	I believe that administrative decisions and processes are highly adaptable and					

	responsive to change.					
	I consider the level of engagement of all stakeholders in the administrative decision-making process to be sufficiently high.					
Teaching Management without Boundaries	I believe that teaching content and methods are highly innovative and keep pace with the times.					
	I consider teaching resources to be diverse and well integrated across disciplines.					
	I think the quantitative and qualitative evaluation system of teaching and learning outcomes is very well developed.					
Faculty Management without Boundaries	I think the university provides good career planning and growth opportunities for faculty and staff.					
	I believe faculty and staff are highly satisfied with their work environment and conditions.					
	I believe the faculty and staff performance evaluation system is fair and motivating.					
Student Management without Boundaries	I believe that students demonstrate a high level of engagement in campus and learning activities.					
	I believe the school provides ample opportunities for students' personal growth and development.					
	I believe that student satisfaction with school administration and services is high.					
Educational Resource	I think that the richness of teaching and learning resources is high and that					

Management without Boundaries	they are easily accessible to students and staff.					
	I think the integration of teaching and learning resources with modern educational technology is very effective.					
	I think the efficiency and rationalization of the allocation and use of teaching and learning resources is high.					
Educational Concepts without Boundaries	I think the educational concept is highly inclusive of different cultures and backgrounds.					
	I think the educational concept is highly influential in promoting educational innovation and reform.					
	I believe that the educational concept contributes significantly to the long-term development of the school and the sustainability of the quality of education.					