Research Article

Evaluation Model of Student Satisfaction in International Student Education Based on Neural Networks

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Artificial neural network (ANN) theory is a rapidly developing information science around the world. The Back Propagation (BP) network is one of many artificial neural network types. It is a multilayer feedforward network with sophisticated nonlinear mapping capabilities. It is actually a relatively complex and nonlinear comprehensive decision-making problem when taking into account the comprehensive evaluation of test scores based on evaluation indicators that reflect the quality of the test papers. The five major factors of education service quality are tentatively proposed in this paper, which uses a neural network to model and analyze it. This paper examines the five factors of the education service quality evaluation model one by one and analyzes the issues that exist in the education service quality of international students in China. According to empirical research, overall satisfaction with the quality of education service in Guangxi among foreign students in China is low, and subindicators of education service quality are unbalanced. This paper analyzes the reasons for this situation from the three levels of service consciousness, emotional investment, and professional quality and proposes that the main task of improving education service quality is to optimize the entire service process, in order to narrow the gap between foreign students’ expectations and actual perceptions of educational services.

1. Introduction

Since the reform and opening up, with the all-round development of China’s economy and society, the education of foreign students in China has developed rapidly [1]. Therefore, Chinese government departments have focused on the macrocontrol function, highlighting the legal person status of colleges and universities, expanding their autonomy, and reforming the foreign student education management system in China [2]. It pioneered the legalization, scientific, and standardization of foreign student education in China, as well as the creation of necessary internal conditions for the development of foreign student education in China [3], as a large country with a rapidly developing economy and enormous market potential [4]. This series of events and changes has created favorable external conditions for the development of foreign student education in China [5]. Studying in China presents unique development opportunities in the context of economic globalization and the international financial crisis [6]. The strength of China’s economic development situation is a big draw for international students who want to study there. The international community is interested in learning more about China, the world’s largest market, and the potential value of studying in China is becoming more widely recognized [7]. The work of studying in China has received unprecedented attention in this context. In China, the structure of international students is constantly optimized and adjusted [8].

With the development of China’s socialist market economy and China’s entry into WTO, Chinese scholars have gradually begun to pay attention to the process quality of higher education, that is, the whole service process of higher education, from the past, only focusing on the result quality of higher education, that is, the quality of personnel training. Students are consumers of educational services, and students get explicit or implicit benefits by purchasing and consuming higher education service products. The quality of higher education service is the degree to which the inherent
characteristics of higher education service products meet the explicit or implicit needs of educational demand subjects [9]. The analysis of the component dimensions or influencing factors of higher education service quality is an empirical study based on the survey of students’ satisfaction, which mainly adopts model analysis, combining qualitative analysis with quantitative analysis [10], and the research results obtained are highly reliable, providing a reference for further research [11, 12].

Today, as educational exchanges and cooperation between our country and other countries around the world continue to grow, on the one hand, previous research primarily focused on scattered studies on the formulation of educational policies for international students, teaching activities and curriculum arrangements, and administrative management. They mostly consisted of theoretical debates and qualitative analysis, with no systematic empirical research. On the other hand, there is a scarcity of comprehensive research on the quality of educational services provided by various types and levels of colleges and universities, as well as targeted research from the perspective of foreign students of various nationalities [13]. As a result, using Vietnamese students as our test subjects, we will absorb and learn from higher education economics, education management, education internationalization theory, service quality management theory, and other related fields, with the goal of improving higher education service quality and broadening the education of international students using a combination of empirical and standardized research methods. The practical research on the theory of service quality management provides new ideas for the improvement of educational service quality in colleges and universities and improves the internationalization level of college education in our country [14]. Artificial neural networks (ANNs) are a new type of information science that learns from the human brain. It is an artificial intelligence method based on simulating the transmission of information by human brain nerves. It is a current artificial intelligence research hotspot. Because an artificial neural network is a distributed parallel processing system, it can simulate and realize any nonlinear input-output mapping relationship and has high adaptability, learning ability, robustness, and fault tolerance, and information processing is similar to people’s normal thinking activities. As a result, artificial neural networks are widely used in the fields of nonlinear system simulation, comprehensive system evaluation, prediction and analysis of unknown models, and so on. Many educational evaluation problems can be viewed as a complex nonlinear and multi-index comprehensive evaluation problem. As a result, it can theoretically be studied using neural network technology.

2. Related Work

The motivation of international students in Chongqing to study in China was quantitatively examined in reference [15]. Foreign students’ motivation in Chongqing can be broken down into three categories in the future. Literature [16] found a link between the number of Confucius Institutes and the number of foreign students in China, based on empirical studies in 40 countries. Because of One Belt, One Road, according to reference [17], Turkey’s diplomatic relationship is a significant factor influencing students’ desire to study abroad. In addition, the scope of enrollment at colleges and universities, preferential policies for studying abroad, and language communication barriers are all factors that influence foreign students’ decision to come to China. Chinese scholarships, domestic competitiveness, foreign incentive policies, learning costs, and other external factors all have a significant impact, according to reference [18]. This method is easily affected by the difference in subjective judgment of evaluation experts in practical application, and it is difficult to overcome the randomness, subjective uncertainty, and cognitive fuzziness of evaluation experts. Reference [19] has effectively realized the multiobjective comprehensive evaluation of the education system by using the grade standard combined with qualitative and quantitative and the evaluation method of fuzzy judgment; however, this method is easily affected by the difference of subjective judgment of evaluation experts. Customer satisfaction was first introduced in reference [20], with the belief that it is an important outcome of marketing activities. Following that, a number of academics attempted to come up with a consensus definition of the term. Customer satisfaction has long been thought to be a cognitive structure, but some scholars believe it is linked to the emotional responses of customers. When discussing the construction of livable cities, document [21] proposed a living environment index system. The system is divided into two parts: objective evaluation and subjective evaluation. It mainly evaluates the residents’ subjective satisfaction with the living environment. Reference [22] emphasizes that service quality perception is an important leading factor affecting customer satisfaction, and service quality perception will have a direct impact on customer satisfaction. At the same time, customers’ effective perception of service quality is an important basis to help customers form a good value perception. Reference [23] mentioned that education is a practical activity with the nature of service, and educational service is the product of educational activities. Literature [24] points out that the output of higher education is higher education service. The main body of higher education service evaluation is students. Higher education quality is the degree to which higher education meets students’ clear or potential needs. It depends on the comparison between students’ expectations of higher education service quality and their actual perceived education and teaching level. Reference [25] holds that the main output of colleges and universities is higher education services rather than talents. Higher education services include teaching hardware and teaching software composed of teaching quality assurance system and educational service process, which are invisible, inseparable, and dual.

According to the discussion and summary of the theory of customer perceived value in the literature, the author regards the customer perceived service value of international students’ education as an assessment of the full applicability of education services by students after comparing their gains from education services with all perceived contributions.
Some gains and contributions from the perceived service value of international students’ education customers can be directly quantified, such as the salary income of students after graduation, tuition fees, and time spent by students. However, it is difficult to quantify the energy cost and opportunity cost of students.

3. Study on the Evaluation Model of Overseas Students’ Satisfaction with Studying Abroad Education

3.1. Definition of Student Satisfaction. Satisfaction is a hazy and abstract concept whose meaning varies depending on the objects and environments in which it is used. The Xinhua dictionary defines satisfaction as “a feeling in the heart after motivation and needs are met.” The dictionary of behavioral sciences defines satisfaction as “a feeling in the heart after motivation and needs are met.” In the field of psychology, satisfaction is an emotional state induced by achieving a specific goal; in the field of education, there are two definitions of satisfaction. The first is that satisfaction is a state or sensation; the second is that satisfaction refers to the fulfillment of desires or needs. Total quality management theory and customer satisfaction are the main theoretical foundations for student satisfaction. Total quality management is a set of standards and methods used by all departments and members of an organization to continuously improve its products or services and maintain long-term market competitiveness in order to meet customers’ expectations and needs. Many countries have created national customer satisfaction index models in recent years. Analyze customer satisfaction at a high level. Most academics believe that, in the past, people were more concerned with the quantity of products and services available rather than the quality of those products and services. From the perspective of customers, customer satisfaction index provides a new index to measure the quality of products and services, changes the neglect of quality in the past, and helps enterprises continuously improve the quality of products and services. The evaluation model of overseas students’ education customer satisfaction is shown in Figure 1.

Education customer satisfaction among foreign students is a nebulous psychological state in which students are satisfied or dissatisfied with their effectiveness following the receipt of educational services. Rational satisfaction and perceptual satisfaction are two types of satisfaction among students. Students’ perceived service value has a strong influence on rational satisfaction; the higher the perceived value, the higher the satisfaction. Perceptual judgment is frequently based on emotion rather than rational thinking. Students and schools often form a psychological tacit understanding through communication or special experiences and events as a result of the long process of foreign students’ education service. Even if foreign students have differing opinions about some of the school’s service links, their satisfaction will not be affected as a result of this tacit understanding.

3.2. Quality of Educational Service for International Students. The nature of education consumption of international students includes two parts; one is consumption expenditure, and the other is investment expenditure. Regardless of the nature, international students have the right to ask colleges and universities to provide them with educational products that can maximize the consumption and investment utility and meet certain quality standards, as well as corresponding conditions and guarantees. The quality of educational service products is more difficult to measure and evaluate than that of tangible products. On the one hand, education service is nonsubstantive, which is different from substantive product quality, and its quality cannot be measured by clear quality standards. On the other hand, the production and consumption processes of educational service products are simultaneous, and the differences between products are large, so it is difficult to ensure that educational service products meet the specified quality standards by accurately controlling the production process. Furthermore, unlike tangible products, the quality of educational services lacks very clear and unified quality indicators to measure and control. The evaluation of the quality of educational service products is a process of perception, which is determined by the difference between the expected service quality and perceived service quality of customers. If the customer’s actual perception level of educational services meets or exceeds the expected level, they will think that educational services are of high quality; on the contrary, they will think that the quality of educational services is low. Therefore, we define the quality of education service for international students as follows: the quality of education service for international students is the subjective evaluation of the satisfaction brought by the consumers of education for international students when they meet their consumption needs.

There are obvious differences between the services provided by the education of foreign students and the products and services provided by enterprises. In summary, the education services for foreign students mainly have the following characteristics. Feature 1: imperceptibility: imperceptibility refers to the fact that the education service for international students is not a physical product. Judging from the actual process, the main producers of education services for international students are educators, who consume intellectual and physical energy to produce service products that meet the diverse needs of different educated persons. Such products are invisible and intangible; and international students consume educational services through learning, understanding, and digestion, and the whole process is also intangible, which is also imperceptible and difficult to measure. Feature 2: process: educational services are interactive and are a process. For tangible products, the core value of the product is formed before consumption, while for education service products the core value of the product is created in the process of consumption. The basic feature of international student education services, like other educational services, is process. Foreign students’ educational services are both produced and consumed at the same time. The foreign students are part of the input and part of the service system. They are both buyers and sellers. International
students assess the quality of educational services not only in terms of the end result but also in terms of the process. The third feature is that it is not storable. Nonstorability, also known as perishability, refers to the fact that international students’ education services cannot be stored after production or after purchase. It exists in both time and space because it is a nonphysical product. It is not possible to store it. If the education service product is not used right away, it will be lost or disappear. This loss or disappearance is distinct from the loss of tangible goods in that it refers to the loss of a chance. Long-term efficacy is the fourth feature. Consumer utility for tangible products disappears with product consumption, whereas consumer utility for education services is continuous and long-lasting. Long-term effectiveness refers to the outcome of international students’ use of educational services, which not only allows educational consumers, i.e., foreign students, to obtain immediate benefits such as knowledge acquisition and skill development. This type of benefit will also be long term, rather than being terminated after a short period of time, with delayed-income characteristics.

3.3. Setting of International Student Satisfaction Index Model. Teaching and education are basically interrelated. Although different from each other, neither of them can be separated from each other. Teaching is a part of education, and teaching is a basic way to carry out comprehensive school education. Besides teaching, education is to educate students to do it through extracurricular activities, productive labor, and social practice. Teaching is an important part of school education and the primary task of school education. The learning process is the process of understanding and reforming the curriculum and students’ values and learning in school through interaction. The technological learning process is an active interaction between teachers and students. This teacher manages the students who have learned resources and provided learning experience. The learning process is an operation process that includes a series of educational situations of teachers and students to achieve certain goals and mutual benefit or the interaction between teachers and students, which is the main condition for the continuity of the learning process. In a broader sense, teaching interaction and learning activities are not only the relationship between teachers and students but also in the form of educational interaction. In this case, it is not only the news of the delivery of the subject matter but also the cultivation of students’ learning attitude and values. Quality perception is the performance of products or services that consumers actually feel after purchasing and enjoying them. In the field of international student education, quality perception mainly refers to the performance of higher education services provided by colleges and universities that international students actually feel during their study abroad after registering for school. Excellent educational service quality is an important factor to attract international students. At the same time, customers’ effective perception of service quality is an important foundation to help customers form good value perception. In the field of education service for international students, the quality of education service is a broad concept, covering a wide range, involving many aspects of study and life of international students, which makes it vague and abstract to use only a single latent variable to reflect the perception of education service quality of international students. Therefore, this paper subdivides quality perception into several potential variables to represent each part of international students’ education quality perception. The secondary dimensions of perceived service quality of international students are shown in Figure 2.

According to the research, for service recipients, the importance of the five dimensions of evaluating service
quality is different. When evaluating the service quality gap, it is necessary to give the weight corresponding to the gap value under each dimension for analysis and calculation. Therefore, when evaluating the service quality, the SERVQUAL score can be weighted average. Combined with the formula \( Q = P - E \) for measuring the service quality gap in the gap analysis theory mentioned above, the following formula can be derived by using the evaluation dimension to statistically analyze the customer perceived service quality:

\[
SQ = \sum_{i=1}^{5} w_i \sum_{j=1}^{n} (P_i - E_j),
\]

where \( SQ \) refers to perceived service quality, \( w_j \) refers to the weight of each dimension, \( n \) refers to the number of problems in each dimension, \( P_i \) refers to the score of the \( i \) th item in terms of customer feeling, and \( E_j \) refers to the score of the \( j \)th item in terms of customer expectation.

According to the service quality evaluation formula (1), combined with the measurement of 23 indicators in five dimensions of the education service quality of international students in China, we can deduce formula (2) as follows:

\[
SQ = w_1 i - \sum_{i=1}^{8} (P_i - E_i) + w_2 \sum_{i=9}^{13} (P_i - E_i) + w_3 \sum_{i=14}^{16} (P_i - E_i) + w_4 \sum_{i=17}^{19} (P_i - E_i) + w_5 \sum_{i=20}^{23} (P_i - E_i),
\]

where \( P_i \) represents the perceived value of the measurement index, \( E_i \) represents the expected value of the measurement index, and \( QI, QII, QIII, QIV, QV \) represents the sum of the average values of each index under each dimension, which is substituted into formula (2) to obtain:

\[
SQ = w_1 QI + w_2 QII + w_3 QIII + w_4 QIV + w_5 QV.
\]

The results of the data analysis show that the quality of education services provided by domestic colleges and universities has fallen short of expectations, with a negative total gap value. Based on the gap analysis theory and its service quality evaluation results, it can be concluded that the quality of education services provided by Chinese universities to foreign students is relatively low. As a result, based on the findings of the analysis and the educational service concept of improving international student satisfaction, closing relevant gaps, and improving the quality of educational services for international students in China, colleges and universities should improve and adjust the various educational services that affect evaluation results.

Loyalty is the final variable in the satisfaction model, which refers to the willingness of customers to repeatedly buy a specific product or service. Loyal customers usually have the characteristics of continuous repeat purchase and low price sensitivity. It can reflect the retention degree of actual customers and the benefits it brings. It is an index for enterprises to obtain income. In the field of higher education, considering the particularity that foreign students belong to foreign citizens, the preference of foreign students can be used to reflect customer loyalty. In this paper, the preference of foreign students is divided into two types: positive recommendation and continuous selection. Positive recommendation indicates that foreign students are extremely satisfied with the educational services provided by colleges and universities and that they actively encourage others to study in China, publicize Chinese culture, and become disseminators of Chinese culture. The educational service provided by satisfactory colleges and universities is continuing choice. This paper presents a path map of foreign students’ satisfaction model composed of five latent variables: quality perception, value perception, foreign students’ expectation, foreign students’ satisfaction, and foreign students’ love, as well as six hypothetical relationships between each latent variable, based on interviews with relevant experts and foreign students. International student satisfaction is the target variable in the path map of the international student satisfaction model, and it corresponds to three leading variables: international student expectation, quality perception, and value perception. The perception of quality has a direct positive impact on the perception of value and the satisfaction of foreign students. Students’ satisfaction is directly influenced by their value perception. Foreign students’ satisfaction has a direct positive effect on liking, which is the outcome variable of satisfaction. The path map of the preliminary model of foreign student satisfaction is shown in Figure 3.

4. Result Analysis and Discussion

Chinese colleges and universities need to constantly examine their education services for international students in application and arrival of international students, cultural and social integration, and school life and professional study and adhere to the concept of “scale expansion” and “quality improvement” to promote high-quality and sustainable development of education services for international students in Chinese colleges and universities. Teaching is the core of the educational service provided by colleges and universities.
for international students in China. According to different teaching languages, international students in Chinese universities study in two kinds of programs: one is Chinese teaching program, which is the traditional curriculum program in Chinese universities. Language and professional teaching materials are Chinese, and international students and Chinese students are taught in the same class and tested in the same volume. The other is English teaching program, which is a new course program set up by Chinese universities to expand the international scale. The teaching language and professional teaching materials are English, and all the students enrolled in the program are international students or a small number of Chinese students with good English proficiency. During the interview, the author learned that a small number of international students were dissatisfied with the quality of teachers because they felt that the teachers had not paid attention to the special difficulties they faced in the classroom, nor had they received academic support from the teachers. The number of international students enrolled in Chinese teaching programs is small, and they are spread across many colleges’ majors. They frequently become unique individuals or groups in Chinese classes, which teachers easily overlook. A small number of international students have participated in Chinese university classrooms, but most university teachers are unaware of the change in teaching environment, and they are unaware that the teaching object has shifted from “Chinese students” to “multinational students” and that the teaching culture has shifted from a single “Chinese culture” to “multiculturalism.” To begin, the KMO and Bartlett sphere tests are performed, with the results demonstrating that factor analysis can be used for analysis. According to the total variance matrix and the smoothness and density uniformity of curves in each gravel map, the corresponding factors can be selected for research. The satisfaction of international students with classroom teaching is shown in Figure 4.

The recursive comparison of these five majors reveals that students from various disciplines share a basic understanding of the factors that influence the classroom teaching effect, and they believe that many factors influence the satisfactory classroom teaching effect, including teaching methods, methods, contents, professional titles, educational background, appearance, language, students’ choice of majors, and their perception of their own school. Among the many factors that influence the classroom teaching effect, the ways and methods used by teachers in class, classroom content, teachers’ professional titles, and educational background are the main factors that have a strong influence and can be improved through teacher efforts. The resources and level of scientific research are important factors that have a direct impact on the quality of postgraduate education. The international students in humanities departments and science and engineering departments have very different reactions to this item. The satisfaction of international students with scientific research resources provided by departments and departments is shown in Figure 5.

After effectively answering this question, graduate students can see that the degree of satisfaction of international students in science and engineering departments with the scientific research resources provided by the departments is higher than that in liberal arts departments. The interaction between international students and students at school includes both Chinese students and Chinese students, including communication with students from other countries and their own countries. In order to promote the exchanges between international students and Chinese students, universities have set up activities such as “English Corner” and “Chinese Corner.” At the same time, they have also carried out “one-to-one” pairing activities to help international students and Chinese students establish mutual assistance relations. When international students encounter difficulties, they can rely on the Chinese friends they make through these activities to solve the problems. The author designed three items in the questionnaire: “make friends with Chinese students,” “make friends with domestic students,” and “make friends with foreign students,” and conduct statistics from two levels of “importance” and “satisfaction.” From the “importance” data, we can see how much international students attach importance to interacting with different types of students. Figure 6 shows how much foreign students attach importance to making friends on campus.

From the above data, we can understand that on the whole, foreign students pay more attention to the communication with the three types of students: Chinese students > other students > domestic students. In terms of education, foreign students in China can hasten the transformation of domestic educational knowledge, promote the combination of invisible knowledge background and explicit knowledge of foreign students, and hasten the spread of Chinese and Western cultures. To do so, it is necessary to continuously improve the domestic education mechanism, establish a reasonable degree awarding mechanism, stabilize the teacher-student ratio, and establish a reasonable campus funding mechanism. In terms of economic development, it is the future development trend of enterprises to promote the proportion of foreign students’ entrepreneurship and employment in China, to attract foreign students to stay in Chinese enterprises or to establish their own Chinese-registered companies, so that they can develop in suitable jobs and promote the internationalization of Chinese enterprises. Foreign students have a high level of consumption, which can help to promote the development of tourism.
and other industries, as well as our country’s corporate image. Based on the number of overseas students from 2012 to 2020, the corrected data are used as training samples. After training the samples to get a better weight structure, the samples are tested. The data fitting effect is shown in Figure 7.

By providing education services for international students, colleges and universities can develop education for international students, which not only meets the development needs of internationalization of higher education in China. A comparison of the five dimensions of service quality of international students is shown in Figure 8.

![Figure 4: Foreign students’ satisfaction with classroom teaching.](image1)

![Figure 5: Satisfaction of foreign students with scientific research resources provided by colleges and departments.](image2)

Education service involves various service contents. Different service objects have different understandings and requirements for services, and their preferences for the importance of various items involved in services will also be different. This study evaluates the quality of college education service from five evaluation dimensions. For the weight measurement of the five evaluation dimensions, this paper analyzes the mean value of the scores of each dimension, so as to obtain the proportion of each dimension, that is, the weight survey results. The weight statistics of the five dimensions of college education service quality are shown in Figure 9.
"Reliability" represents the ability of universities to provide promised services and the accuracy and timeliness of their services, while "assurance" represents that the knowledge, ability, and service attitude of service providers, teachers, and related managers can enhance the personal security and confidence of international students. The education service for international students in colleges and universities should focus on these two aspects, so as to enhance the satisfaction of international students to the education service in colleges and universities and further improve the quality of education service.

The surveys related to classroom and teacher teaching, such as "teachers teach students according to their aptitude and carry out targeted teaching" and "teachers have rich knowledge and good teaching ability," also reflect the low perceived service quality of foreign students on this content. There are two main reasons for this, with the largest proportion of foreign students aiming to improve their language and culture. Foreign students with varying educational needs will have different requirements for studying abroad. Students studying abroad whose main goal is to learn and master skills pay more attention to the practicability of teaching.
content; students studying abroad whose main goal is to learn and master skills pay more attention to the practicability of teaching content. They prefer to improve their oral skills over Chinese character learning, writing, and reading when learning a language; some students who come to study abroad for interest and leisure have more haphazard learning goals. They are more concerned with the selection of a hobby. They will listen if they are interested in learning monotonous courses, and they will not participate if they are not. Teachers, especially those teaching Chinese as a foreign language, usually make teaching plans with the goal of completing the course. The objective is for international students to pass the Chinese proficiency test. The teaching content focuses on improving foreign students’ ability to understand Chinese characters as well as their reading and writing skills. This one-size-fits-all teaching approach clashes with the diverse learning goals of international students. Second, the school only occasionally invites international students to participate in learning activities and after-school activities. Practical activities must be used to improve language ability and understanding of national culture. For foreign students to learn Chinese or professional skills, practical instruction is required. The survey found that in the education and teaching of foreign students in colleges and universities, in addition to less practical courses, foreign students are rarely organized to go out of the classroom or
out of the campus to visit and investigate. Teaching is mainly based on the teaching of book knowledge, and foreign students have less opportunities to practice and master the language through practice, rigidly adhering to classroom learning and lack of in-depth understanding of the reality. Naturally, the understanding of Chinese culture is limited to the study of cultural history and lack of understanding of the current cultural situation. In addition, foreign students receiving academic education in China can study with Chinese students in professional courses, but most foreign students have less communication with Chinese students in the process of learning together due to the limitations of Chinese level and differences in cultural background, and language learning students basically have no opportunity to study with Chinese students. The lack of communication hinders the improvement of foreign students’ Chinese level, which increases the difficulty of foreign students’ education and teaching. Due to the lack of communication, foreign students in China are limited to a small life circle and scope of activities, which makes them lack a sense of belonging and satisfaction to the school.

5. Conclusions

The weights and thresholds held by the neural network are the correct internal representation obtained by the network through adaptive learning. The trained neural network can be used as an effective tool combining qualitative and quantitative methods to make comprehensive evaluation on the object systems other than the sample model. Through data analysis and interview results, the author finds that the current educational service quality of international students in China is low. Teachers are the producers of educational services for international students, designers, implementers, and reformers of educational and teaching activities. Colleges and universities should strengthen the management and construction of human resources. On the one hand, they should scientifically manage the recruitment, assessment, and training of teaching staff; introduce and train outstanding educators; and enhance the enthusiasm, consciousness, and sense of responsibility of teaching staff in implementing educational services. On the other hand, colleges and universities should actively serve the faculty and staff and, at the same time, use incentive mechanism to enhance the satisfaction and sense of belonging of faculty and staff and encourage faculty and staff to establish service consciousness, achieve fine service, and implement high-quality education. Due to the lack of research samples, the paper did not carry out a comparative analysis of the problems of various colleges and universities, but could only comprehensively reflect the general problems. Due to the reasons of theory and practice, this study can only make a relatively preliminary and basic investigation and analysis on the educational service quality level of international students, without further discussion and complete construction of the monitoring and evaluation system of educational service quality of international students in colleges and universities. In the future research, we can start from these two aspects and continue to deepen.

Data Availability

The data used to support the findings of this study are included within the article.

Conflicts of Interest

The authors do not have any possible conflicts of interest.

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