

22.7.2024

**Author**

WANG, Junju (LIN, Jia)

**Title**

Traditional Chinese Views on Education as Perceived by International Students in China:  
International Student Attitudes and Understandings / Junju Wang ; Jia Lin

**Publication year**

2019

**Source/Footnote**

In: Journal of studies in international education : a publication of the Association for Studies in  
International Education (ASIE). - 23 (2019) 2, S. 195 - 216

**Inventory number**

48302

**Keywords**

Ausland : China : Auslandsbeziehungen ; Ausland : China : Hochschulwesen allgemein ; Austausch  
von Wissenschaftlern und Studenten

**Abstract**

For decades, the Confucian heritage culture (CHC) learner phenomenon has aroused the interest of researchers in different areas. However, few studies have focused on the attitudes of international students who study in the Chinese context. This article, therefore, explores how international students perceive traditional Chinese views on education, which are mostly embedded in Confucianism. Using questionnaires and semistructured interviews, the study investigated student attitudes and their recognition of specific educational viewpoints and factors, which act to produce such perceptions. Results show that international students studying in China had positive responses to most traditional Chinese views on education and that the traditional concepts of learning were respected and understood. However, it was the role of teachers within CHC that was the least favorably received. In addition, student attitudes and understandings were in response to individual, contextual, and cultural

**22.7.2024**

factors, and positively correlated with their home country, major, and level of education. This article concludes that positive attitudes and perceptions of traditional Chinese views on education by international students occur when the core values of educational philosophies from different cultures are shared also by CHC and that there is a strong influence from the source culture on views of the target culture. By implication, a good knowledge of Chinese learning culture and mutual communication are significant factors for both teachers and students. (HRK / Abstract übernommen)