

Impact of Confucian Culture on the Education System of China

Jiepei Chen*

Macau University Of Science And Technology, China
chenchenq2023@163.com

Yaping Hu

Jiangxi Tellhow Animation College, China
15579170775@163.com

Abstract: China possesses an extensive culture of continuous educational pursuits, which can be traced back to the Confucian principle of learning for everyone. The Confucian concept of continuous learning emerged in historical China the way it influenced contemporary ways of learning in the current process of educational modernization. This study examines, via historical and present perspectives, the impact of Confucian culture on China's educational system. This study examines how the Confucian idea of continuous learning originated in historical China and the way it affected modern learning practices in the context of the ongoing modernization of education. The discussion includes the various ways that the Chinese people have understood and applied these age-old ideas over time. This study also evaluates the persistent qualities of Confucian cultural methodologies of learning that are yet present in contemporary teaching methods. Additionally, this study examines how Confucian teachings have been resolved and incorporated into the modern world, addressing the challenge of amalgamating Chinese as well as modern ways of learning, worldwide. The in-depth investigation not only emphasizes the historical significance of the Confucian educational perspective, as well as its ever-changing influence on contemporary Chinese ways of learning in the context of worldwide educational developments.

Keywords: Confucian Culture, Educational System, Chinese Culture, Modernization, Ways Of Learning

1. INTRODUCTION

The education systems have been greatly influenced by Confucian culture, which has shaped attitudes, procedures and objectives. Placing value on schooling as a tool of ethical development and societal peace is fundamental to Confucian ideals. The concept emphasizes the value of training as a basis for enhancing society in addition to a method of supporting non-public growth (Huang, 2024). Filial devotion, deference to authority and the improvement of characteristics such as kindness, justice, propriety, know-how and faithfulness are all particularly valued in

Confucianism. Education structures motivated by Confucianism place several emphases on memorization and rote mastery (Xiao et al., 2023). The method stems from the Confucian veneration of classical writings and the conviction that spiritual and highbrow improvement depends on studying these texts. Studying classics just like the analogies, the Book of Mencius and the Great Learning which are regarded as shops of moral perception and social conventions is a part of the traditional Confucian curriculum. The importance of an instructor as a moral function model and mentor is likewise emphasized in Confucian society. In addition to coaching, instructors must act as role models for their college students, modeling honesty, humility and hard work via their very own conduct (Ge et al., 2023). Healthy instructor-scholar relationships marked by way of reverence and appreciation are fostered through this interconnection. An additional characteristic of training systems that are affected by Confucianism is a strongly competitive instructional environment (Wang, 2022). Students are under incredible strain to perform academically because success in school is frequently associated with honor in the home and community. The idea that getting to know is the main path to success in lifestyles and development in society exacerbates this strain (Ho, 2020).

The layout of establishments of higher mastering and authority is also prompted using Confucian principles. Conventional Confucian educational frameworks are hierarchical, delineating wonderful duties and ranges of obedience (Vu & Yamada, 2024). Because of the Confucian emphasis on team spirit in society and the welfare of the group, faculties and colleges are regularly considered as variations of the network and the circle of relatives (Kim, 2024). It is critical, even though, that the influence of Confucian culture on academic structures has been modified for the duration of time, particularly in mild industrialization and globalization (Tian, 2023). The schools remain motivated through the Confucian device but there's currently a growing attention to the need to strike stability among historical values and present-day needs like creativity, essential thinking and competitiveness international. Confucian lifestyle has a considerable and long-lasting impact on different educational structures. It impacts gaining knowledge of institutions' organizational frameworks, values and desires similar to the concern of remembering and shipping techniques (Tian et al., 2022). Confucianism offers a robust intellectual and moral foundation for schooling, but it also poses difficulties in adjusting to the complexity of the current international.

2. CHINESE STUDENTS' EXPOSURE TO CONFUCIAN LEGACY CULTURAL LEARNING

The daily activities of adult learners in China at present are indeed impacted by Confucian customs. Chinese culture places a strong focus on education as a means of achieving both individual and community improvement, which inspires adults to seek perpetual learning (Tan & Wang, 2023). Adult learners' perspectives toward schooling are shaped using Confucian values like filial piety and appreciation for authority. These beliefs encourage an overwhelming feeling of discipline and dedication to academic endeavors. Figure 1 represents the common principles of Confucian culture. Additionally, adult learners are under pressure to succeed and continuously better themselves due to the competitive atmosphere of education systems influenced by Confucianism.

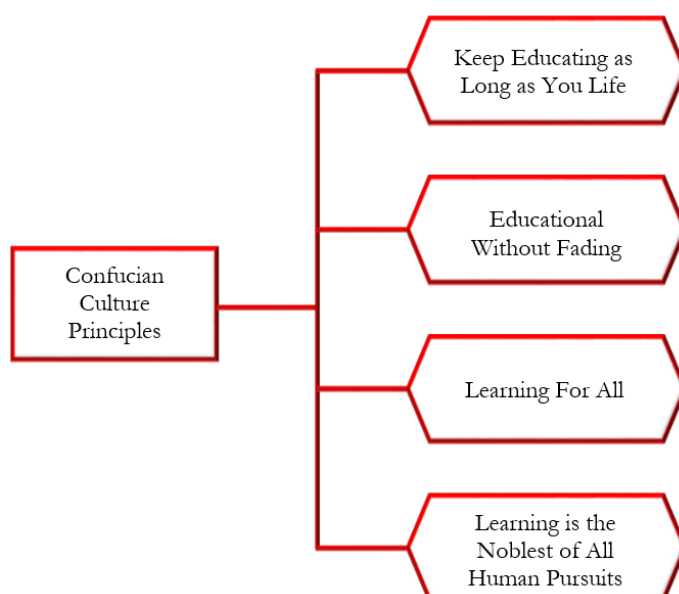


Figure 1: Common Principles of Confucian Culture

2.1 Pursuing Continuous Education

The continuing influence of Confucian customs on Chinese society is demonstrated by the people's dedication to lifelong learning and their profound regard for education. The age-old proverb keep educating as long as you live, attributed to the Confucian sage Mengzi, captures the idea that acquiring knowledge is a noble effort that is valued by people of all ages. Modern educational practices, where education is not limited to youth but continues into adulthood, mirror this cultural mindset (Jin et al., 2023). College and other educational establishments are so commonplace showing how interested Chinese adults are in maintaining their education.

The strong enrolment numbers of millions of people actively taking online learning courses or taking adult education courses showcase the continued popularity of education among a wide range of groups. Confucian principles are rather relevant in Chinese society, as seen by the data showing elderly persons' need for possibilities for education. The strong conviction of older persons in Confucian ideals like education without fading and learning for all, highlights the value's ongoing importance in promoting a culture of lifelong learning, even in the face of restricted access. Chinese social norms towards education are greatly influenced by Confucian traditions, which instill a deep value for lifelong learning (Chao et al., 2023). The concentration on acquiring information is part of Chinese culture, which not only improves people's lives but also keeps Chinese society growing and prospering.

2.2 Responsibility Among Teachers

Teachers were respected for their responsibilities as moral mentors and carriers of information in the Confucian culture. It stated that their responsibilities consisted of three primary tasks (Abbasi et al., 2023). First and foremost, their mission was to spread information with a focus on moral and intellectual growth. Second, educators were supposed to provide a good example by living out the values they taught. Last but not least, they created a respectful and cooperative learning atmosphere. Figure 2 displays the primary responsibilities of a teacher. This all-encompassing strategy embodies Confucian principles of education as the cultivation of both the mind and the soul.

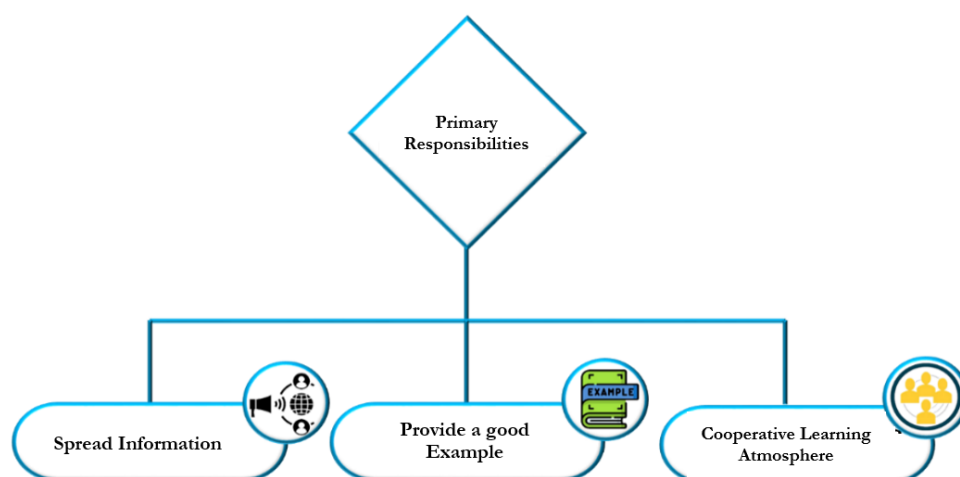


Figure 2: Teacher's Primary Responsibilities

Although the aim of spreading the theories of the great sage has been superseded with more contemporary significance, such as ethical

instruction and civic research, this piece on educators has been one of the required readings for the teaching profession in China. In Chinese society as a whole, education is a highly esteemed profession. Parents, students, and the broader public all view instructors as authoritative sources of information and abilities. The proverb once a teacher, always a father is common in Chinese culture. As a result, rather than being horizontal, the interaction between educators and learners is level. As virtual education has grown in popularity, Chinese people find it challenging to embrace it in the context of the Confucian tradition (Wang, 2023). According to investigation data, adults who attend school in Chinese locations prefer face-to-face instruction and learning. A large number of learners yet believe that lectures where teachers impart knowledge to students are the most efficient way to teach.

2.3 Education in Collaboration

Confucianism's comprehensive strategy for societal structure and personal growth reflects its focus on balance and harmony. Confucius believed that moral development at every level is necessary to create a harmonious society, which in turn creates tranquility within families, efficient governance by governments and pleasant social connections. Because of this interdependence, which highlights the value of group well-being over one's interests, Chinese society is inherently collectivist. The idea that people should see themselves as both independent beings and essential components of the community, society and family as a whole is fundamental to Confucian ideas (Zhao et al., 2024). This viewpoint encourages people to feel connected to one another and responsible for one another, which promotes teamwork and cooperation for the common good. The culture of China provides one chopstick is gladly shattered, but a single set of parts won't be shattered. This embodies the faith in the force of group effort and emphasizes the ability to last and the effectiveness of cooperation over personal weakness. This kind of thinking is established in society in many spheres, including education. In Chinese regions, organizations gaining knowledge turns into a not unusual approach, because of the cultural awareness of cooperation and mutual help. In contrast to different choices, people value collaborative knowledge of patterns above individualistic techniques, according to investigations employing the learner Style Scale (Bahtilla & Xu, 2021). This predilection for institutions gaining knowledge highlights the cultural propensity for collaboration and shared success and is regular with Confucian thoughts of a harmonious society. Educational strategies in Chinese areas are prompted

using the Confucian subculture focus on integrating, balancing and communal well-being. This result in cooperative tactics for mastering that prioritizes cooperation, mutual help and the improvement of healthy social interactions.

2.4 Applying Efforts

The Confucian school of thought, which stresses the value of one's effort and dedication in the search for knowledge, is largely responsible for the widespread view in China that everyone has the potential to learn. The extensively time-honored adage, trying can also make up for a loss of capacity, thoroughness can pay for foolishness, captures this mentality and expresses the cultural belief that fulfillment can be attained through endurance and difficult attempts. In Chinese culture, the most important quality for academic success especially for adult learners is diligence. In contrast to the idea of disinterest, adult learners typically report a lack of time as their main obstacle. According to research carried out in places, lack of time is the main reason why over 60% of adults discontinue their education. This emphasizes how important time management is in striking a balance between other obligations and academic goals. Adult learners face various obstacles, including expense, proficiency with technological learning techniques and writing skills, however, time restrictions are the most common one (Xiong & Wei, 2020). The discussion of one's hobbies as an impediment to studying, however, is conspicuously absent from these polls, reinforcing the dominant cultural mentality that commitment and perseverance are crucial in conquering learning hurdles. Chinese opinions on learning are influenced by the Confucian virtue of perseverance and meticulousness, which encourages people to persist in their quest for knowledge in the face of obstacles. The belief in the transforming potential of learning and its significance for personal and communal development is reinforced by that cultural focus on hard labor.

3. THE CONFUCIAN PHILOSOPHY AND APPLICATION OF CONTINUOUS DEVELOPMENT

Confucius's philosophy, which dates back more than 2500 years, established the foundation for lifelong learning principles and practices in China. The Analects, which is a compilation of his lectures that his pupils wrote down, bear witness to his focus on the importance of growing intellectually and morally through one's life. Figure 3 represents the lifelong

learning of Confucius.

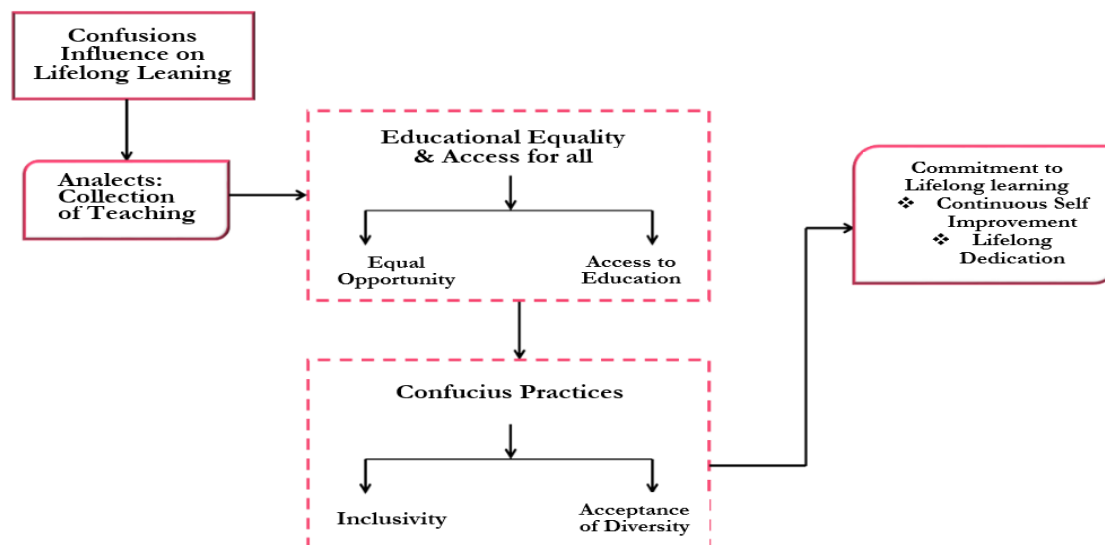


Figure 3: Process of Lifelong Learning of Confucius

3.1 Confidence in Natural Ability

The fundamental tenet of the Confucian educational theory was that everyone has the intrinsic capacity to seek knowledge and personal development, regardless of background or social standing. Confucius believed that all people possess the capacity to acquire virtues and contribute positively to society through self-improvement and education.

3.2 Fighting for Equal Access to Education

Confucius argued that men from all backgrounds need to have a similar threat to schooling and promoted the same possibility in education. The personal approach to education, which changed primarily based on this equitable guideline, advocated various communities of students from one-of-a-kind socioeconomic, geographic and cultural origins (Zha, 2022). His idea was that everyone who was willing to take a look had access to education rather than it being reserved for the wealthy and properly off.

3.3 Dedication to Perpetuating Education

Confucius's dedication to chronic learning is similarly verified through the Analects, which detail his lifelong quest for expertise. His journey from a young man with a robust choice to learn how to an elder man with sage-like knowledge presents an instance to pursue lifelong instruction and cognizance. Confucius highlighted the significance of essential thinking, enhancing oneself, and mirrored image as crucial additives of continuous development.

3.4 Maintaining with Members

Confucius's students endured his ideas based small educational establishments that embraced students of every age and background, further promoting a focus on non-stop schooling. The dissemination of Confucius's educational concepts and the development of studying and morally cultivating lifestyle in historic China have been substantially aided his students. By passing on his instructions to imminent generations and helping to set up institutions of gaining knowledge, they carried on what was left behind.

3.5 Growth of Academic Establishments

The Confucian perfection of popular training became cemented the later creation of establishments for gaining knowledge, such as the emperor academies and personal establishments of getting to know. These establishments supplied individuals from many backgrounds with structured preparation and prospects for moral and cognitive increase (Wang & Billioud, 2022). Confucian principles had been broadly disseminated due to the founding in establishments of studying, which became a momentous event in Chinese records of training.

3.6 Democracy in the Field of Learning

This period noticed the creation of the civil evaluation system, which promoted research and intellectual fulfillment using democratizing access to authorities provided through potential rather than the beginning. The testing manner gave people the risk to apply for jobs in authority businesses based on their information and abilities in place of their social function or relationships, irrespective of their social degree. In addition to revolutionizing the technique of selecting applicants for public office, this meritocratic system in China elevated the significance of schooling and non-stop learning at some stage in one's life.

3.7 Growth of Intellectual Civilization

A dynamic intellectual society that cut across socioeconomic divisions was fostered in the later dynasty together with the northern dynasties to increase schools and scholarly establishments that supported academic independence and interdisciplinary conversation. These academies offered forums wherein teachers should talk about theories, proportion ideas and paintings collectively on studies projects (Wang, 2024). The thriving educational scene of this century aided in the advancement of numerous

educational disciplines, particularly technological advances, literary research and psychology.

3.8 History and Significance

The other society adopted this Confucian-inspired determination to non-stop schooling and equitable education as a pillar, impacting educational systems in China and different nearby nations. The educational establishments and ideals are nevertheless formed through Confucian concepts, which region a strong emphasis on moral getting to know, growth in the individual and the purchase of expertise for the advantage of the individual and the community.

3.9 Dependable Foundation

A vibrant system related to training that reduces social, monetary and geographic barriers turned into the viable with the aid of Confucian tradition's commitment to educational justice, non-stop schooling, and highbrow improvement. This lasting legacy underscores the transformational power of education in each man or woman's life and social increase using continuing to influence educational practices and beliefs throughout others.

4. INTERACTION OF CHINESE AND OTHER CULTURES OF LEARNING IN AN EXPANDING THE WORLD

The constantly converting interaction between current instructional developments and conventional beliefs is meditated inside the battle amongst Chinese and others getting to know cultures in more and more globalized international. Chinese studying traditions, which can be based on Confucian values and emphasize tough paintings, deference to legitimacy and rote retention, come into touch with occidental educational cultures, which can be described by using independence, analytical wondering, and getting to know through enjoy (Yang, 2024). This negotiation is visible in instructional adjustments that combine elements of pedagogy to strike a balance between traditional ideals and modern-day competitiveness. Furthermore, initiatives like bilingualism and foreign exchange programs promote intercultural awareness and flexibility, creating a learning atmosphere that values variety while aiming for greatness in a world that is changing quickly.

4.1 Creating an Environment of Continuous Education Worldwide

The development of perpetually learning environments has become a global priority for schools as a reaction to the benefits and difficulties by the information economy. Confucius is a very old system that has been around for more than 2500 years and has encouraged people in Chinese regions to pursue lifelong learning. This makes distinguish among the wide variety of different cultural styles. To optimize the benefits of Confucian philosophy for fostering lifelong learning, a thorough examination of its cultural background is essential. Through an examination of the Confucian tradition's basic ideas and educational precepts, we can gain important insights that benefit Chinese learning communities as well as advance the development of an international learning culture. Confucian philosophy is centered on the idea that moral development and improving yourself are essential elements of learning. Confucianism places a strong emphasis on developing virtue and ethical behavior in addition to intellectual gain. These are the cornerstones of continuous learning and human growth (Li et al., 2023). By incorporating these ideas into education structures, environments for learning that support ethical conduct as well as intellectual development can be created. Confucian philosophy, having its rich cultural legacy, offers priceless insights and concepts that can improve civilizations all over the world and promote continuous education. The Confucian ageless knowledge may be used in modern educational methods to create learning societies where people are empowered to reach their full potential and make significant contributions to the advancement of society. Therefore, the Confucian heritage facilitates the realization of a global society that is based on knowledge, inclusively, and equally.

4.2 Change from Being Dependent on Teachers to be the Facilitators

Across Chinese areas, combined and converged learning methodologies have experienced substantial expansion and success in educational institutions. The conventional position of instructors as the exclusive distributors of knowledge is changing in the age of knowledge and information inquiry. Learners can acquire knowledge from a varied array of sources that include researchers from all over the world who are available through the web, because of the growth of internet-based resources and knowledge access. Teachers are no longer with the ability to transmit information because students can do their own. Teachers are essential as mentors and educational organizers even though students may have more access to knowledge. Teachers are seen as intermediaries who help pupils to make sense of the deluge of data available, as opposed to

their previous role as the main source of knowledge. Teachers are essential in helping students identify reliable sources, conduct critical information analysis, and apply material appropriately because of their extensive knowledge and ability. The function of adults in education is contemporary society changing from figures of authority to that educators and enhancers in this dynamic educational environment. Educators are no longer that who impart knowledge; rather, they are mentors, who enable students to explore and make sense of the abundance of available data. By adopting this facilitation-focused approach, educators may foster self-directed, lifelong learners who can adjust to the constantly shifting needs of the information economy.

4.3 Integrating both Autonomous and Group Instruction

In contrast to the other's focus on one-on-one instruction, collaborative learning is highly valued in Chinese academic culture. The practice of designating high-achieving pupils to help low-achieving ones, which fosters a collaborative atmosphere for learning, reflects this emphasis on collectivism. The collaborative celebration of low-achieving pupils' accomplishments strengthens the collectivist mentality that permeates Chinese educational culture. Figure 4 displays the different types of group learning online. Students used the method to develop a collaborative educational habit fosters cooperation and support amongst individuals.

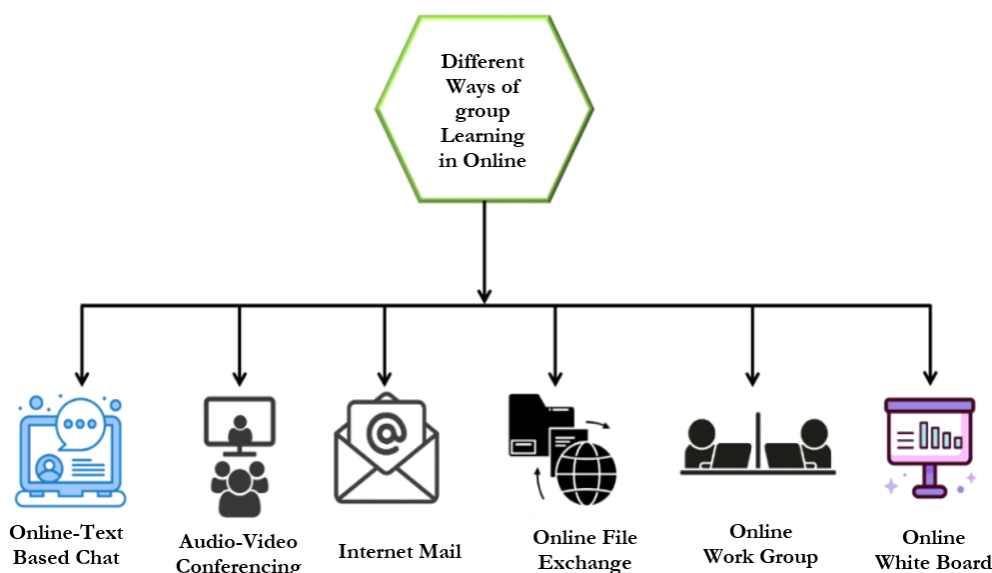


Figure 4: Different ways of group learning online

Overcoming solitude is a major difficulty for older students, who usually concentrate during their free time. Online tools that help adult learners collaborate across boundaries of geography and build a feeling of belonging

include chat rooms, corporate mail, discussion boards, and virtual meetings. Although Chinese collaborative education is not same as other social constructivism, its integration could improve the efficacy of learning (Wang, 2021). Through the amalgamation of the advantages of both methodologies, instructors can establish a vibrant and comprehensive educational setting. Combining other ideas of autonomous and communal constructivist learning with Chinese methods of collaboration can yield a complete framework that accommodates a range of learning tastes and patterns. Investigating the combination offers a chance to take advantage of the best methods from both traditions, promoting an innovative and constantly improving educational culture. By adopting a comprehensive strategy that prioritizes individuality, teamwork and social engagement, teachers can equip students to succeed in the interconnected and changing world of today.

4.4 Combining Fun and Work in the Classroom

Chinese culture is strongly rooted in the idea that everyone can achieve in their studies with hard work and multiple case studies have validated this viewpoint. However, studies show that rather than internal motivation, adult students in China are predominantly motivated by external stimuli. As a result, many adult learners would find the educational process difficult and unsatisfying, which would make them reluctant to continue their studies past the point which they are required. It is critical to reconcile the gap between learning work and pleasure in an environment that values continuous education and views learning as a continuous process rather than a one-time event. Acquiring information ought to provide people with a sense of satisfaction and happiness, inspiring them to keep learning throughout their lives (Du et al., 2022). Investigating methods for fusing learning effort and enjoyment is crucial to fostering a culture of perpetual learning. Assisting adult learners in choosing guides that align with their interests and areas of interest is vital. When targets for learning in line with an individual's passions, students are more willing to be engaged with the content and find fulfillment in what they are mastering. Furthermore, growing dynamic, important, and fun educational resources can enhance the learning process and increase its enjoyment and significance for learners. To further enhance the process of learning, a range of energetic and engaging teaching techniques can be used. Diverse coaching strategies accommodate varying learning options and inspire active participation. These methods range from interactive seminars and collaborative debates to interactive obligations and shows with multimedia. To ensure adult

learners' continued development and advancement throughout their lifetimes, educators can domesticate an everlasting appreciation of getting to know them by presenting an attractive and exquisite getting-to-know environment. A coordinated effort by educators, legislators and adult learning partners is needed to address these issues. It can create a dynamic and long-lasting environment centered on lifelong learning that encourages people to search for understanding and satisfaction throughout their entire lives by placing a high priority on combining elements of academic effort and putting creative ideas into practice to improve the learning experience.

5. CONCLUSION

Examining the complex interrelationship between continuous education and the Confucian tradition, the paper shows how the discipline's dedication to justice and continuous growth in oneself has influenced teaching in Chinese society. Through a critical analysis of recent research, the author discerns four key aspects that are shaped by Confucian tradition: the persistent dedication to lifelong learning, the changing nature of an instructor's authority, the popularity of learning together and the importance of dedication to the process of learning. A multidimensional discussion of learning styles between China and other countries is proposed by the author as a response to the dynamic difficulties presented by globalization and the changing environment of education. It is considered for the debate procedure to include several significant aspects. Firstly, it entails weaving together the diverse array of Chinese educational traditions with contemporary developments in continuous instruction to promote a comprehensive and integrated method of education. Second, the conversion from control by educators to facilitators signifies a fundamental change in instructional approaches by enabling teachers to take a student-focused approach that emphasizes support and direction rather than providing instruction. Thirdly, for the reason to deal with several academic interests and strategies, Chinese collaborative academic strategies are being combined with autonomous and socially constructivist tactics which will maximize the advantages of every technique. The negotiating process also recognizes that sustained participation in lifelong learning requires both devotion and fulfillment, underscoring the significance of achieving a balance between studying effort and enjoyment. The fact that the article may primarily depend on theoretical assessment and historical research of Confucian standards without supplying enough

empirical information or modern case studies to back up its claims regarding the impact of Confucian thoughts on modern-day continuing schooling practices in China is certainly one of its limitations. Further studies could explore the historic foundations of Confucian principles of perpetual training their impact on cutting-edge times of lifelong gaining knowledge and their assimilation into digital getting-to-know environments inside a worldwide context.

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