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# Study Abroad Departures: A Case Study of the Influence of Chinese Families in Location Decision Making of Study Abroad

**Abstract.** This paper explores the decision making process of Chinese students when choosing to study abroad, focusing on an under-represented group in the literature: students' families. The paper has three objectives: 1) To explore the relationship between Chinese parents and their children in the context of a decision to study abroad; 2) To discover the rationale offered by parents for influencing their child's decision; and 3) To investigate the role of the macro environment on the family decision-making process in the context of international education. Primary qualitative evidence is presented, drawing on semi-structured data collected in China with families between 2022–2023. During this period of time strict control of China's borders remained in the context of pandemic management. The findings of the study reveal that parents in China exhibit high levels of involvement and interest in their children's international education decisions. Financial capability empowers parents to have a stronger voice than their children concerning the decision-making process. Social capital is one of the motivations for parents to support the study abroad for their children. Destination managers, university management, recruitment agents and policymakers need to pay deeper attention to the role of parents in international education decision-making. A deeper understanding of parental ambitions, concerns and wishes would facilitate more targeted marketing and an improved student experience.

**Keywords:** study abroad, global education, student mobility, Chinese families

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## 1. Introduction

Universities have a long and storied history of attracting international students, with foreign teachers and students in European universities dating back to the mid-sixteenth century” (Kerr, 2001). This trend has continued to grow exponentially, with the number of students studying overseas skyrocketing from 150,000 in 1955

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to a record number of 1,061,511 Chinese students looking for a degree abroad in 2021 (ICEF Monitor, 2023), reflecting the increasing global mobility of students seeking higher education opportunities (Naidoo, 2009; UNESCO, 2019).

In recent years, China has emerged as a significant contributor to the growth of international students, with 2.51 million Chinese students studying abroad from 2016 to 2019 and over 703,500 students venturing abroad in 2019 alone, marking a notable increase of 6.25% from the previous year (Ministry of Education of China, 2020; Yu, 2020). Since 1978, the total number of Chinese students who have pursued education overseas has reached a staggering 6.56 million, with a significant proportion of 4.23 million of them returning to China after graduation, indicating the growing impact of Chinese students on the global higher education landscape (Ministry of Education of China, 2020). The number of outbound students from China since 2016 can be seen in Figure 1.

In line with the dramatic expansion of higher education and the devaluing of domestic degrees in China (Mok, 2020), young people are increasingly choosing international universities to secure good jobs and achieve upward social mobility or maintain their social position (Tsang, 2013). Middle- and upper-class families have more options for their offspring and believe that studying abroad may create new opportunities for differentiation based on the current social reproduction, which is uneven in terms of education options (Perkins & Neumayer, 2014).

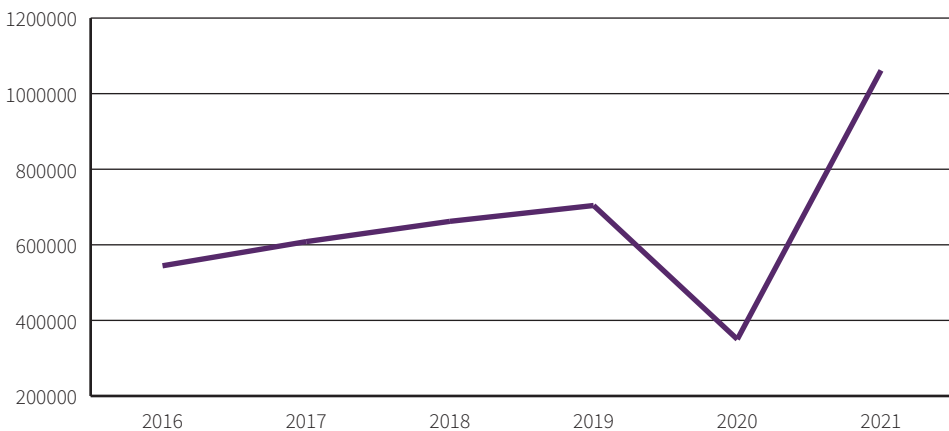


Figure 1. International outbound student numbers from China

Source: ICEF Monitor, 2023; MOE China, 2020

Chen et al. (2013) believe that in the context of Chinese society, parent-child relationships prioritise interdependence, with parents often assuming a guiding and even intrusive role in their children's private lives. Chinese youth experience

autonomy described as “relating” or “inclusive,” in which they feel autonomous even when acting independently. Adolescents’ well-being is not based on whether they make decisions themselves or leave them to their parents but whether they do so willingly (Chen et al., 2013). Chinese adolescents who make independent decisions out of personal conviction experience more psychological need satisfaction and higher well-being (Chen et al., 2013).

## 2. Literature Review

From the supply perspective on international education and destination marketing, previous research has argued for the inclusion of international students as tourists in the tourism studies literature, given international students’ cross-border movement, their economic impact, the socio-cultural consequences of host-guest interactions, and their potential for destinations (Gullace & Griffin, 2021). Our cross-sectional study considers one of the world’s largest study abroad markets, Chinese university students, as international tourists, and argues that destination and education marketers need to pay deeper attention to both the potential of the market and the influence of students’ families in attracting economically significant students to their regions.

From the demand perspective, numerous studies have shown that parental involvement strongly predicts students’ academic achievement and positive school behaviours (Anderson & Minke, 2007; Flouri & Buchanan, 2004). In China, it is uncommon for parents to share power with their children in decision-making, and obedience and conformity are highly valued virtues in Chinese culture (Yang & Laroche, 2011). Therefore, after parents say “no”, negotiating is usually not an option, which could impact students’ decisions on whether to study abroad and where to study.

Family influence has been reported as a key factor affecting the choices of international education (Lawley, 1993; Mazzarol & Soutar, 2002). However, most studies only mention two aspects of family influence: recommendation and financial support. Pimpa (2005) argues that the influence of family on students’ choices of international education extends beyond just these two aspects and could include expectation, persuasion, and competition. Additionally, Bodycott (2009) suggests that marketers need to pay greater attention to cultural values when recruiting students from Confucian societies like China. Despite China’s exponential financial and social development, traditional Confucian values are still largely upheld by parents, which can impact students’ social and academic well-being beyond the initial decision-making (Bodycott & Lai, 2012).

Chinese students are often raised in a culture rich in Confucian ideals, which emphasise the importance of education, respect for family traditions and authority, and the value of “filial piety” (Salili et al., 2001). Filial piety is a cornerstone of Confucian Chinese culture, and it involves devotion, love, respect, obedience to one’s parents, and the preservation of family honour and lineage (Leung et al., 2010). According to Chao (1994), filial piety, or “Xiao Shun,” is the key concept of Confucianism in Chinese family life. The term “Xiao” refers to the younger generation’s duty to respect their elders, while “Shun” means obedience and compliance. This set of cognitions, affects, intentions, and behaviours concerning being good or nice to one’s parents is a specific and complex syndrome (Yang, 2007). Kwan (2000) argues that filial piety is an indigenous construct essential to understanding Chinese psychology and social relations.

Filial piety has been further developed into two models: reciprocal filial piety and authoritarian filial piety Yeh (2003). Reciprocal filial piety involves respecting and loving parents and supporting and memorialising them Yeh (2003). This model emphasises emotional and spiritual attention to one’s parents and physical and financial support out of gratitude for raising one. Providing for parents’ material and non-material needs is an act of respect and responsibility that one should carry towards them (Kwan, 2000; Nainee et al., 2016). Authoritarian filial piety, on the other hand, emphasises obedience, indebtedness to parents, impulse control, proper conduct, and inhibition of self-expression (Ho, 1994). This model can be broken down into two aspects: oppressing oneself and glorifying one’s parents’ reputation for the force of role requirement (Yeh & Bedford, 2003).

Traditional parenting styles in China have been greatly influenced by Confucian cultural values, which have traditionally emphasised parental control over children’s decisions. However, there is evidence of a shift towards a more liberal parenting style (Bodycott & Lai, 2012). Regardless of these changes, children remain the centre of the family, and their upbringing is influenced by the importance placed on filial piety (Liu, 2018). This cultural value is particularly salient given China’s one-child policy, which has been in place for the past three decades.

Research has shown that filial piety beliefs tend to be negatively related to parent-child conflict among adolescents and positively related to happiness in adults (Liu et al., 2000; Yeh & Bedford, 2003). However, filial piety has also been shown to be positively correlated with authoritarian moralism and cognitive conservatism in children (Ho, 1994). Children who endorse filial piety values tend to demonstrate a passive, uncritical, and uncreative learning orientation and hold fatalistic, superstitious, and stereotypic beliefs (Ho, 1994). Kwan (2000) discovered that Chinese students may struggle with choosing an academic major

that meets their parents' expectations, which can lead to fear of disapproval and guilt for disappointing their parents.

International education can provide valuable outcomes, such as foreign language proficiency, cross-cultural awareness, cosmopolitan vision, and ideologies, that fall under the category of embodied cultural capital. Formal Western qualifications and degrees are considered institutionalised cultural capital that can be converted into economic capital in the labour market (Bourdieu & Richardson, 1986; Savicki, 2008). The experience of studying abroad, with its inherent exposure to diverse cultures, can also assist in accumulating social capital, which can benefit future careers and social development (Crossman & Clarke, 2010).

### 3. Methodology

This study aims to understand the role Chinese parents played in their child's selection of a foreign location and higher education institution (HEI). The project draws on the multidisciplinary theoretical framework, including sociology, tourism and geography, to understand if and how Chinese parents play a role in influencing a critical education decision. Understanding the decision-making process of the students and their parents regarding the study location can provide insights into the flow of Chinese students into different countries. This, in turn, can have implications for the tourism industry in those host countries. A higher number of Chinese students studying in a particular country may lead to increased tourism-related activities, such as visits by family members, future trade relationships, tourism by the students themselves during breaks, etc.

The key objectives of the study are:

1. To explore the relationship between Chinese parents and their children in the context of a decision to study abroad;
2. To discover the rationale offered by parents for influencing their child's decision;
3. To investigate the role of the macro environment on the family decision-making process in the context of international education.

This study is inductive, exploratory, and qualitative in nature. The data gathered is rich with an intention to explore motivations, relationships, and aspirations. There is no intention to quantify or model, given the scale and diversity of the

Chinese population. The research method tools are semi-structured interviews and focus groups with a variety of stakeholders, including parents, children, international recruitment agents, university and high school educators and other relevant influential people (see Table 1). Interviews were conducted between 2022 and 2023, both online and face-to-face in English where possible, and others were conducted in Mandarin and translated and transcribed into English.

Table 1. Key interview details

#	Type of Interview	Interviewee type	Language	Approx length
1	In-depth interview with a parent	A professional: A mother whose child is studying in abroad;	Chinese	One hour
2	In-depth interview with a parent	A teacher: A mother whose child has been studying abroad since very young age;	Chinese	One hour
3	In-depth interview with a parent	A businessman: A father whose daughter is in top level university in China but considering studying master course in abroad; His son is in middle school with weak academic background;	Chinese	One hour
4	In-depth interview with an education professional	A manager of an educational agent	Chinese	50 minutes
5	In-depth interview with an education professional	A university lecturer who looks after international cooperation program	English	50 minutes
6	In-depth interview with an education professional	A university staff working at the international office	Chinese	50 minutes
7	In-depth interview with an education professional	A manager of an international educational organization	Chinese	50 minutes
8	In-depth interview with an education professional	A consultant from an educational agency	Chinese	45 minutes
9	In-depth interview with an education professional	A recruitment office from a foreign university in China	Chinese	50 minutes
10	In-depth interview with an education professional	A foreign teacher working at the international school in China	English	45 minutes
11	In-depth interview with an education professional	A consultant from an educational agency	Chinese	50 minutes
12	In-depth interview with an education professional	A manager who has been working within the Irish higher education	Chinese	One hour

#	Type of Interview	Interviewee type	Language	Approx length
13	In-depth interview with a student	A university student who does not have plan to go abroad	Chinese	40 minutes
14-15	In-depth interview with a student	Two students who are from the international program	Chinese	One hour
16	In-depth interview with a graduate	A returnee student from abroad	Chinese	One hour
17	Focus group with students	A group of 6 students from international program	Chinese	One hour

Source: Authors

## 4. Findings

Three findings emerged from the interviews: 1) Evidence indicated that Chinese parents demonstrate high levels of involvement and interest in their child's international education decision-making, 2) Children showed a strong adherence to their parent's wishes in line with filial piety norms, 3) Pragmatic issues, such as the Covid19 pandemic, have increasingly overshadowed internal family discussions in recent years.

### 4.1. Chinese parents' level of involvement

High levels of involvement and interest in their child's international education emerged as a key finding from interviews. Parents want to be involved and strongly influence the discussion and the final decision about where the child will go for international study. The overall theme of autocratic decision-making came up repeatedly in interview responses, particularly in the context of economic influence; whoever has the money to pay for the fees and study abroad will yield the strongest influence. Thematic analysis of the interviews highlighted this issue repeatedly. For example, from the parental perspective, one participant stated that:

whoever has the right to speak at home will make the decision. Because a Chinese-style family is not a democratic-style family, it is generally not possible for people to sit down and discuss together. If grandparents are rich, grandparents decide. I see husband and wife; usually, whoever has more control makes the decision. (Respondent 2, parent)

Another participant emphasised the significance of economic status within the family and highlighted how the parenting style of the couple could affect their children's decision-making.

The first is the economy; the second is the ideological height between husband and wife. If one party has a high ideological height, it must be that he will have more right to speak, and he will be the master. Third, character. If you assume that your wife is a very impatient person, you are a very annoying person. You have to discuss with her before making this decision, and you have to think about your strategy before consulting. (Respondent 3, parent)

Interviews with the students illustrated that they shared the same perspective on the top-down decision-making process. Respondent 13, a prospective student, stated that it was clear there was little choice but to listen to parents and that their own views didn't matter if they didn't have individual financial capacity.

To be realistic, the money is still with my parents, so I think they should have more decision-making power. I have no choice if they don't want me to study abroad. Because I don't have the financial capacity. (Respondent 13, student)

This view was also evident among education professionals. However, they offered a more holistic perspective, noting that while some may be open to discussion on country and major, beyond money, the parents would also consider the child's character.

It's still parents because parents need to consider from a comprehensive perspective, not simply responding to their children's decisions or thoughts. He must consider it from a comprehensive perspective. The economy is an unavoidable topic. Economic conditions and the student's character, parents will think he is suitable for going out, which is also a very important link. (Respondent 9, education professional)

Generally speaking, parents have a stronger voice than students. Parents normally would say they would agree with their kids' thoughts. Those thoughts are mostly within the detail of country destination and perhaps which major. Parents would consider the abovementioned students' suggestions, but parents take the lead in making decisions for most other details. Most of the parents have the deciding power. (Respondent 12, education professional)



## 4.2. Filial piety norms and international education decision-making

While finding 1 illustrated the non-democratic decision-making in families regarding international education, finding two demonstrated that children either strongly adhere to their parents' wishes in line with filial piety norms or were encouraged to think this way. One interviewee, for example, stated that:

They don't have time to think. So, you must trust your parents. (Respondent 8, education professional)

While a similar view states that:

Since the parents have decided, they should obey the parents' arrangements. Such families and children account for a considerable part of the total number of people going abroad. (Respondent 9, education professional)

Interestingly, gender did not feature in many of the interviews in the context of filial piety. However, a student interviewee (14) said she was supported to go abroad because she was a woman.

They have higher expectations for my brother in the future and hope that he can take on more family responsibilities. My parents would prefer my brother to study in China. They feel that the family will need my brother's help in the future, that there will be a lot of decision-making matters, and they don't want him to go too far. (Respondent 14, prospective student)

Our generation may call this aspect of filial piety more important. They are relatively indifferent, but the indifference is because they do not understand, which does not mean they do not have this feeling. After I communicated with my daughter in this regard, she basically accepted it. (Respondent 3, parent)

The parents mentioned previously also ensure that their daughter behaves properly towards her grandparents. The father requires their daughter to call her grandparents at least 2–3 times a month and visit them in person at least once a month, despite her busy schedule.

Overall, the evidence suggests that children in Chinese families strongly adhere to their parents' wishes, aligning with the cultural norm of filial piety. This adherence often precedes independent decision-making and reflects the trust in parents' judgment. Filial piety is a cornerstone of Confucian Chinese culture (Bodycott &

Lai, 2012). It is the critical concept of Confucianism in the Chinese family (Chao, 1994). The parents' aspiration for their children's education is also crucial in shaping their educational decision-making (Davis-Kean, 2005). Filial piety plays a pivotal role in shaping children's attitudes and behaviours, reinforcing the influence of parents in the context of international education decision-making.

### 4.3. The influence of practical issues

Our third finding highlights the growing significance of pragmatic concerns in internal family discussions regarding decisions about international education. Proximity to China emerged as a crucial factor when families consider sending their children abroad, with Japan and Singapore being popular choices due to their relative closeness. This perspective demonstrates the influence of geographical convenience on decision-making. Safety concerns were prevalent among parents, particularly regarding the pandemic and security problems in certain countries like the United States. These considerations emerged as significant obstacles for some families contemplating international education. In one instance, an interviewee expressed their perspective, stating:

I believe the fundamental subjects taught in high school and college remain static while our society constantly progresses. What is the value of stagnancy? For instance, the chemistry, mathematics, and physics we learned in the past will be forgotten if we don't apply them in our work. Such knowledge doesn't contribute significantly to our professional endeavours; hence, it can be considered static. (Respondent 1, parent)

During In-depth interview 15, a student shared their father's perspective on the cost-effectiveness of studying abroad:

My father believed that given the current economic environment, the epidemic situation, and the fact that I am an only child, he hopes I can take over the family business as soon as possible. Consequently, he perceives the cost of studying abroad as relatively high in comparison. (Respondent 15, Prospective student)

In interview 12, an education professional shed light on the motivation behind the demand for studying abroad:

The middle school entrance examination admits only 50% of students into high school. Many families must find alternative solutions if their children fail to be admitted. Hence, studying abroad becomes an appealing option. (Respondent 12, Education Professional)

Additionally, during In-depth interview 8, another education professional highlighted families' reluctance to send their children too far from home:

When families consider sending their children abroad, the proximity of the destination country to China becomes a significant factor. For example, many parents are now choosing Japan as a destination due to its relative closeness. Another popular option is Singapore, owing to the prevalence of the Chinese language there. (Respondent 8, education professional)

Furthermore, In-depth Interview 11 uncovered other pragmatic issues:

Every family places great importance on the cost of studying abroad. However, cost doesn't solely refer to monetary aspects; the safety of their children is also a paramount concern. The United States' current security problems are particularly notable, causing many parents to worry even if they desire to send their children there. (Respondent 11, Education Professional)

A student participating in In-depth interview 13 expressed their parents' reservations about letting them go abroad, citing the ongoing pandemic, political factors, international relations, economic conditions, and the family's specific circumstances as reasons for their reluctance.

Similar sentiments were shared during in-depth interviews 14 and 15:

My parents still perceive going abroad as highly dangerous due to numerous online news reports highlighting the freedom in foreign countries, which compromises pandemic control. They believe it is not as safe as China, leading them to consider the pandemic a significant obstacle to my overseas plans. (Respondents 14–15, prospective students)

These and similar comments underscore the growing influence of pragmatic factors, including the COVID-19 pandemic and security concerns, in shaping internal family discussions concerning decisions about international education. Recognising and recording the growing significance of practical considerations in international education decision-making is crucial for ensuring well-informed, equitable, and beneficial educational choices for students and their families. It also has implications for policy, resource allocation, and cross-cultural understanding within international education.

## 5. Analysis & Discussion

Chinese students make up the largest international student population in the world, with their numbers continuing to grow. The decision to pursue international education opportunities is significant for Chinese families, and it is influenced by a range of cultural, social, economic, and practical factors. Understanding these factors is essential for destinations, university promoters, higher education institution leaders and government policymakers seeking to engage with Chinese students and their families.

In the context of Chinese parental influence on their children's international education decisions, the interviews consistently highlighted the manifestation of elevated levels of parental involvement and profound interest. Discernible factors encompassed within this phenomenon include economic leverage, ideological consonance and dissonance considerations, and personal attributes, such as the child's character, which synergistically bestow decision-making authority upon parents. It is noteworthy that notwithstanding students' possession of autonomous thoughts and desires, they frequently find themselves obligated to consent to their parents' preferences due to their financial dependency. Consequently, these insights bring to the fore the formidable agency parents exert in shaping their children's choices concerning international education.

In the context of Chinese familial dynamics, the interviews highlighted that children consistently demonstrate profound deference to their parent's wishes, dutifully aligning themselves with the deeply ingrained cultural precept of filial piety. This adherence frequently supersedes their capacity for independent decision-making, serving as a testament to the implicit trust vested in parental discernment. The salience of filial piety in shaping the attitudes and behaviours of children is undeniable, effectively bolstering the influence parents wield within the realm of international education decision-making.

One of the most prominent cultural values in Chinese society is the importance of the family unit. The high level of parental involvement and children's obedience to their parents' wishes reflect this value. In international education decision-making, this cultural value can have significant implications. Parents often play a central role in the decision-making process, and their concerns and preferences can influence their children's choices. However, external factors also play an increasingly prominent role in international education decision-making by Chinese families. Pragmatic concerns such as the quality of education, job prospects, and future career opportunities are becoming more critical in the decision-making process. This shift highlights the impact of globalisation and the changing nature of the global economy on international education decision-making. This is a crucial considera-

tion for those promoting international study destinations and Table 2 summarises the recommendations for destination management, university promoters, higher education institution leaders, and government policymakers.

Table 2. Recommendations for recruitment stakeholders

Stakeholder	Theme	Consideration
Destinations:	Understanding Market Dynamic	Destinations seeking to attract international students, particularly from China need to recognise the significant role that parents play in the decision-making process. They can then adapt their marketing strategies to appeal not only to students but also to parents who are influential in the choice of study location.
Destinations:	Building a Safe and Supportive Environment	Given the impact of the Covid-19 pandemic on decision-making, destinations need to prioritise safety and well-being, and perception of same, in their marketing efforts. Assurances regarding health measures, student support services, and crisis management are appealing to students but crucial for parents.
Destinations	Cultural Awareness	Cultural sensitivity is crucial. Understanding Chinese cultural values and expectations can help destinations create a welcoming environment for students and their families. Simple welcoming and promotional activities, such as recruitment videos with Chinese translations, will benefit here.
University Management	Family-Centric Approaches	Universities and colleges can develop family-centric marketing and engagement strategies. This may involve addressing the concerns and priorities of both students and parents, such as academic excellence, safety, and job prospects after graduation.
University Management	Supporting International Students	Educational institutions should provide comprehensive support services for international students, including those related to accommodation, health, and mental well-being. These services should be communicated to students to instil confidence and allay parental concerns.
University Management	Recruiting International Students	Collaborating with schools and education agents in China can help universities connect with parents and students effectively. These partners can act as intermediaries and provide valuable insights.
University Management	Program Flexibility	Post-covid, universities can consider offering flexible program options, such as online and hybrid courses, which may address concerns related to travel restrictions and health. This flexibility can be appealing to students and parents alike and could be used to promote the destination for future visitation/ recruitment. While covid may never resurface, it is likely parental anxieties will linger for a period.
University Management	Transparency and Communication	Clear information on program delivery, safety measures, and contingency plans is essential. Leaders should maintain transparent communication with both current and prospective international students and their families.
University Management	Transparency and Communication	Promote diversity and inclusion on campus. Highlight the international student community and the support structures in place to help them adapt to a new culture

Stakeholder	Theme	Consideration
Government and Policy	Promoting Soft Power:	Higher education is a means of projecting soft power for countries. Policymakers can support initiatives that promote their nation as a welcoming and attractive destination for international students, strengthening international relationships.
Government and Policy	Pragmatic Issues	Governments can review and adapt visa and immigration policies to address the changing needs of international students and their families, especially in times of crises like the Covid-19 pandemic.
Government and Policy	Crisis Response Plans	Policymakers should work with educational institutions to develop and communicate clear crisis response plans that address health, safety, and logistical issues during emergencies.

Source: Authors

Chinese students largely grow up in a culture rich in Confucian ideals, which place a high value on education, respect for family traditions and authority, and ideals of filial piety. Filial piety, or Xiao Shun, is a cornerstone of Confucian Chinese culture and an essential element of the Chinese family system. Understanding the concept of filial piety is crucial for education destination promoters, educators, and policymakers seeking to engage with Chinese students and their families in the context of international education. By recognising the importance of filial piety in Chinese culture, educators can work to create a more culturally sensitive and inclusive learning environment for Chinese students, and policymakers can develop policies that consider the cultural values and expectations of Chinese families.

China is the largest source of international students globally, with hundreds of thousands of Chinese students studying abroad each year. While the COVID-19 pandemic has significantly impacted the plans of Chinese students who wish to study abroad, this will likely be only temporary.

## 6. Limitations, Concluding Remarks and Directions for Future Research

This study provides valuable insights into the phenomenon of Chinese parental involvement in international education decision-making. However, it has several limitations that need to be considered. Firstly, the study is cross-sectional, providing a snapshot of the phenomenon at a specific time, which may differ from long-term trends or changes in parental involvement and decision-making processes.

Secondly, the study was conducted during the COVID-19 pandemic and amid shifting geopolitical issues, which may have disproportionately influenced the find-

ings. The impact of these external factors on parental decision-making may not be generalisable to more stable or typical periods.

Thirdly, the study's qualitative focus needs to provide quantitative data to measure the extent of parental involvement or the influence of various factors on decision-making. This may limit the generalizability of the findings and hinder comparisons with other populations or contexts.

Finally, the sample of interview participants may have needed to be more balanced towards those from large urban areas, potentially overlooking the perspectives of parents and students from rural or less-developed regions in China. This may limit the study's representativeness and generalizability across the diverse Chinese population.

Future research could employ longitudinal designs, consider the influence of external factors in a more specific context, incorporate quantitative measures, and ensure a more diverse sample to address these limitations and provide a more comprehensive understanding of the topic. While the scale of the Chinese market is vast, modelling the motives, locations of study and input factors would provide valuable evidence for destination managers, university promoters and policymakers.

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## Wyjazdy na studia zagraniczne: analiza wpływu chińskich rodzin na wybór miejsca studiów zagranicznych

**Streszczenie.** Artykuł analizuje czynniki wpływające na decyzje chińskich studentów co do wyboru miejsca studiów zagranicznych, koncentrując się na grupie dotychczas niedostatecznie uwzględnianej w literaturze przedmiotu, a mianowicie na rodzinach studentów. Autorzy postawili sobie trzy cele: 1) zbadanie relacji między rodzicami a dziećmi w odniesieniu do decyzji o podjęciu studiów zagranicznych; 2) identyfikację powodów, którymi rodzice kierują się, próbując wpływać na decyzję dziecka; oraz 3) zbadanie roli, jaką odgrywa szerszy kontekst społeczno-ekonomiczny w rodzinnych decyzjach na temat studiów zagranicznych. Analiza opiera się na danych jakościowych zebranych podczas wywiadów częściowo ustrukturyzowanych z rodzinami, przeprowadzonych w Chinach w latach 2022–2023, kiedy w kraju tym obowiązywały ścisłe kontrole graniczne w związku z pandemią COVID. Stwierdzono, że badani rodzice wykazują wysoki poziom zaangażowania i zainteresowania decyzjami swoich dzieci dotyczącymi studiów zagranicznych. Ze względu na możliwości finansowe rodzice posiadają silniejszy głos w procesie decyzyjnym niż ich dzieci. Jednym z powodów, dla których rodzice wspierają ambicje swoich dzieci dotyczące studiów za granicą, jest budowanie ich kapitału społecznego. Osoby zajmujące się zarządzaniem logistyką turystyczną w ośrodkach recepcji turystycznej, kierownictwo uczelni, urzędnicy odpowiedzialni za rekrutację, jak również decydenci powinni zwrócić większą uwagę na rolę rodziców w podejmowaniu decyzji dotyczących studiów zagranicznych. Głębsze zrozumienie ambicji, obaw i życzeń rodziców ułatwiłoby bardziej ukierunkowany marketing i poprawę doświadczeń studentów.

**Słowa kluczowe:** studia zagraniczne, edukacja globalna, mobilność studentów, rodziny chińskie



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