THE INFLUENCE OF TRADITIONAL CULTURE ON THE DEVELOPMENT OF EDUCATION IN CHINA

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THE INFLUENCE OF TRADITIONAL CULTURE ON THE DEVELOPMENT OF EDUCATION IN CHINA

Thematic Certificate

To

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This Independent Study has been Approved as a Partial Fulfillment of the Requirement of International Master of Business Administration in International Business Management

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ABSTRACT

Education plays an increasingly important role in the rapid development of China. Traditional cultures are the foundation for many countries and have an irreplaceable role in education worldwide. This paper conducted detailed reviews and interviews on Chinese traditional culture to explain the relationship between culture and education. The primary purpose was to view cultural influence on education. Based on the research on the literature on the development of culture in education, this article will dissect the evolution of the relationship between culture and education, which was referenced through books, articles, magazines, and other sources from the Internet.

The research found that Chinese families pay close attention to education and how the education market in China has maintained a high growth rate in recent years. Since the nature of culture plays a vital role in the education of an individual, this paper analyzed the changes that occur in a culture that are positive and effective and found a one-to-one relationship between education and culture. The culture of modern Chinese society determines the educational model of modern China, where education is a microcosm of culture for the individual.

The purpose of this study was to describe the relationship between traditional Chinese culture and the development of education in contemporary China. The study also revealed that sustained educational profitability is a prerequisite for academic development. An increasing proportion of Chinese household consumption maintains the entire Chinese education and training market in a good and fast development trend. This suggests that traditional values, beliefs, learning, teaching practices, educational development stages, and economic returns to society are the influencing factors for the future market of education development in the new era.

Keywords: traditional culture, teaching, Chinese culture, educational development

ACKNOWLEDGEMENT

Declaration

I, Yao Xinyifeng, hereby certify that the work embodied in this independent study entitled "The influence of traditional culture on the development of education in China" is result of original research and has not been submitted for a higher degree to any other university or institution.
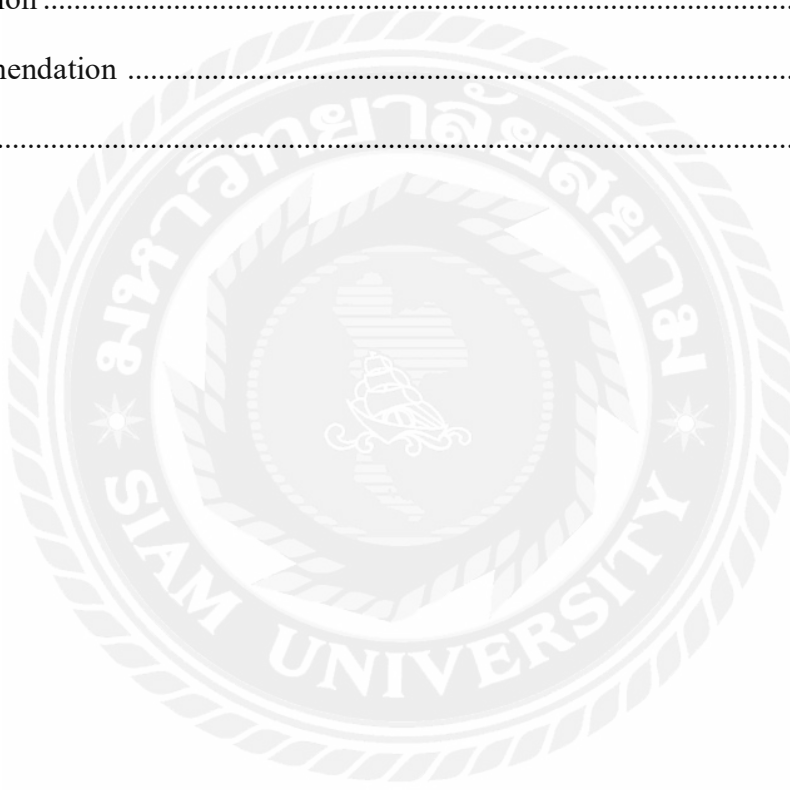
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(YAO XINYIFENG)

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CONTENTS

FIGURE CONTENTS

Chapter 1 Introduction

1.1 Research Background

The goal of this paper is concerned with finding the bond between education and culture by studying the influence of traditional culture on the development of education. The increasing proportion of Chinese household consumption has allowed the whole Chinese education and training market to maintain a good and rapid development. At the same time, as society changes, the future of China's education market in the new era of new opportunities and challenges will be determined by influencing factors such as national policy, capital investment, economic development, educational philosophy, scientific innovation, talent development, educational management and educational operations." China's traditional culture will have a great influence on the development of education. With the rapid economic development of China in recent years, education development has been accompanied by a lack of ideological introduction. This has led to a conflict between traditional culture and social issues that cannot be further integrated to guide education, in the form of a decline in the moral quality of students and the fact that some of the requirements of traditional culture are not understood by most young people. Traditional culture is becoming less and less influential in education, and it is also impacting young people under our higher education. Therefore, the time has come when it is imperative to pass on and promote traditional Chinese culture in colleges and universities（Yang, & Zhang, 2003).

However, in today's current society, education in China presents a different phenomenon with greater disparities. Typically, students from better-off families will have more access to quality education than students from lower-income families. Studies have shown that urban residents in China currently enjoy an income advantage almost three times greater than rural residents, while even within the same city, there is a large income gap between urban residents. The Chinese Ministry of Education has attempted to change this existing contradiction by introducing several reforms in 2021, such as: educational reform guidelines that include new standards for Chinese language proficiency and physical and health education. In addition, China currently produces more PhD students than the U.S. According to statistics, in 2018, Chinese scholars published The number of scientific, technical, and medical research articles exceeded the number of articles by U.S. scholars for the first time. The amount invested in R&D currently exceeds that of the entire European Union countries and will exceed that of the United States in the future. According to the data, China's total spending on education in 2019 was about 5.01 trillion yuan, an increase of 8.74% year over year from 2018. In addition, Chinese education emphasizes standardized testing, along with a teaching style that values learning through memorization. For example, students who do better in math

do so because education allows children to memorize more and more difficult and complex formulas so that they can complete solutions to math problems.

The traditional culture of each country is created by the real life and labor of that country, and it is also accumulated over time. Traditional culture usually holds the values and social views that these countries have always faced nature and society, and is the spiritual support of countless bands of people." It is the result of the tremendous efforts of the nation to live in harmony with its natural and historical environment over a long period of history" (Tao & Yin, 2017). Each nation is steeped in its own unique traditional culture, and culture is a symbol of the nation and the basis for its survival. Culture also has an irreplaceable role in national unity and national cohesion. As traditional cultures vary widely in the world, with the development of economy and technology, some of them are replaced by many things in the process, and some are in danger of extinction (Ding, 2009).

We assessed the value of traditional culture by refining the criteria, (Yang & Zhang, 2003) six-dimensional model.

interpreting the relationship between humans and nature. It is now found that there are major cultural differences between the West and the East, with the West viewing mastery as first nature and the East taking harmony as a core value (Xu, Wang, & Yang, 2019). Harmony, in the Chinese tradition, occupies a very important place. The Chinese revere "the unity of heaven and man" or "the great harmony between nature and man" (Ding, 2012).

Interpersonal relationships. Western values focus on the individual, while Chinese values are collectivist. The Chinese believe that in a society based on collectivism, the collective interest is more important than the individual interest.

People interact with society and people interact with nature in different ways. This is mainly reflected in the order of priorities." Western culture prioritizes thinking followed by action, while traditional Chinese culture focuses on presence and action" (Ding, 2012).

Ethical norms require different things. A country's cultural values influence its national psyche and identity. Citizens' public values and opinions are transmitted to national leaders through the media and other information channels, directly and indirectly influencing foreign policy decisions. Traditional cultural values that influence the Chinese include harmony, benevolence, integrity, courtesy, wisdom, honesty, loyalty, and filial piety, among others.

The following words are defined in traditional Chinese culture: "harmony, benevolence, righteousness, propriety, wisdom, honesty, loyalty, and filial piety". These words, which summarize the relevant traditional Chinese culture, have been spread through traditional culture and entered thousands of households of the Chinese people. Through the cultural dots that permeate every part of Chinese society, education is also influenced by these words, highlighting the importance of culture.

Culture is a set of guidelines and normative system that has been gradually precipitated by a country and a society over the years based on various factors such as local geography, humanities, and economy, and the existence of culture will also profoundly affect every person in this time and space. Culture includes knowledge, beliefs, customs, arts, morals, laws, and other aspects of the whole society, allowing everyone to find their own boundaries and guidelines for behavior in this social life.

Culture also provides subtle changes to education, and they complement and iterate on each other, allowing each different person in the same culture to be regulated to a similar standard code through education (Zhu, 2009).

In addition, in 2021, the Chinese government has adopted a series of policies to reform education. Specifically, the existence of for-profit tutoring was no longer allowed to reduce the financial pressure on families. The private tutoring industry essentially faced a devastating blow after this regulation was released, and rumors of the policy made big waves when it was exposed on the Internet on July 26. In the capital markets, a stock market shakeup of nearly $120 billion in market capitalization triggered a massive sell-off of shares in companies including U.S.-listed TAL Education Group and Gaotu Techedu.

Since July, China's Ministry of Education has embarked on a series of sweeping reforms. And new tutoring companies have been banned from registering and foreign investment in the Chinese education industry has been prohibited. Existing private educational institutions are required to operate on a non-profit basis and are not allowed to conduct classes on weekends and holidays .

As stated by Qun, Haoran, & Yanxin, 2021, there have been complaints from Chinese parents that the Chinese education system overemphasizes grades. The test score-only theory has put too much pressure on students resulting in many students having "high test scores but poor actual ability".

This reform has also reduced the amount of time spent learning English, which has caused many Chinese parents to worry about their children losing the opportunity to

learn English, and anxiety has begun to increase and actively seek alternative ways and means of learning English in order for their children to be better connected to the world in the future .

1.2   Research Problems

Expert Kennedy (2002) writes in his paper, some reflections on Confucianism. Traditional Chinese culture, as a rule, emphasizes the need for individualism to be subordinated to collectivism. But, in fact, the individual is also emphasized in Confucian education by Confucius, who said, "Learning should serve one's own interests. This is the best way to do things well," and ultimately the purpose of learning is: to develop oneself through education into an intelligent, creative, independent, self-reliant and authentic person. Confucius also advocates that learning and learning at the same time is not also pleasing, hoping that students will continue to consolidate and improve through learning. "The author points out that "learning" consists of two words." One is xue (to learn) and the other is wen (to ask). In other words, the process of learning consists of both objective teaching and, more importantly, some inner questioning and questioning after learning, repeated several times before finally reaching the final answer, and Biggs (1991) also sees the Confucian method of learning as a gradual and in-depth method of learning.

Culture and education are things that have always complemented each other; education is based on teaching materials, and teaching materials are an extension of education and are also based on the culture of the society to be written; culture guides education and teaching materials, which is ultimately what the ruling class and society needs (Li, 2021).

At the same time, there is a close relationship between culture and pedagogy. Changing cultural patterns in society have an impact on teaching methods. Teaching used to be teacher-centered, and teachers had the habit of imparting knowledge to children. Now, it has become student-centered. Active learning is a way of learning in which learners take self-control of the learning process and content in order to achieve more efficient, personalized, and in-depth learning. Here are a few advantages of active learning: Improved learning efficiency: Active learners are able to choose their own content and methods of learning and can tailor their learning plans to their interests and needs, thus improving learning efficiency. Improving learning interest: Active learning can stimulate learners' interest and initiative, making them more willing to explore and learn new knowledge, thus improving learning motivation and learning satisfaction. Strengthen learning memory: Active learning can deepen the understanding and memory of what is learned through active thinking, self-reflection and summarization, thus improving learning effectiveness.

Increased creativity: Active learners are freer to think, explore and practice, thus contributing to the development and enhancement of their creativity. Enhanced self-directed learning: Active learning develops learners' self-directed learning skills, enabling them to better adapt to rapidly changing knowledge and skill needs, thus enhancing their competitiveness for future learning and career development.

Confucianism emphasizes respect for teachers and elders and considers respect for teachers and elders as one of the basic guidelines for dealing with people in the world. In Confucian education, it has a high status and is also a role model and guide for students. At the same time, Confucianism believes that manners are the cornerstone of social civilization and an important means of maintaining social order and moral norms. Therefore, Confucian education focuses on cultivating students' etiquette awareness and etiquette behavior so that they can become cultivated, classy, and moral people.

In addition, cultural values influence the conception of the discipline. Social practice and practical courses are an important part of the curriculum in a cultural context. Through social practice and practical courses, students can better understand their cultural background and social reality, and enhance their sense of social responsibility and practical skills. At the same time, practice is also an important part of traditional culture, which can be passed on and promoted through the setting of practice courses.

Teachers should establish good communication and interaction mechanisms with students, parents and colleagues to jointly focus on the growth and development of students and to promote the smooth implementation of education and teaching. (Zha, 2016).

1.3 Objective of the Study

The main purpose of this study was to investigate the influence of traditional Chinese culture on the development of education in China. The purpose of this study is to find the impact of traditional Chinese culture on the education system and how it helps the development of the country's education system. This is important because secondary education contributes to economic development and improves the nation's ability to think. The second goal is to assess how the lack of ideological education affects the development of the education system.

This study demonstrates finding an understanding of the traditional youth culture of the country and its impact on the educational system. Therefore, the specific objective

of this study was to describe the relationship between traditional culture and educational development.

1.4 Scope of the study

This paper examines the relationship between education and culture, the relationship between education and economic returns, and ultimately reveals the relationship between culture, education, and economic returns. By collecting the influence of traditional Chinese culture on the development of education in China, a survey of existing Chinese policies and the current state of education, and then reviewing the literature, we assess the impact of education on returns in different areas for analysis, and a literacy map to find the key factors between culture and education and to guide the development and formulation of these factors.

1.5 Research Significance

Humans are born with an instinct to learn, and learning in the right way enables people to release this instinct and enjoy the joy of learning. In addition, human beings are born with a desire to compete, and competition in learning helps people to demonstrate their strength and skills and compete for victory and honor. Learning requires continuous learning and improvement, and requires participants to have the determination and effort to constantly surpass themselves.

Through the above-mentioned issues, we find the bridge between culture and education to better serve everyone through this research.

1.6 Theoretical framework
The framework of our study is illustrated below.
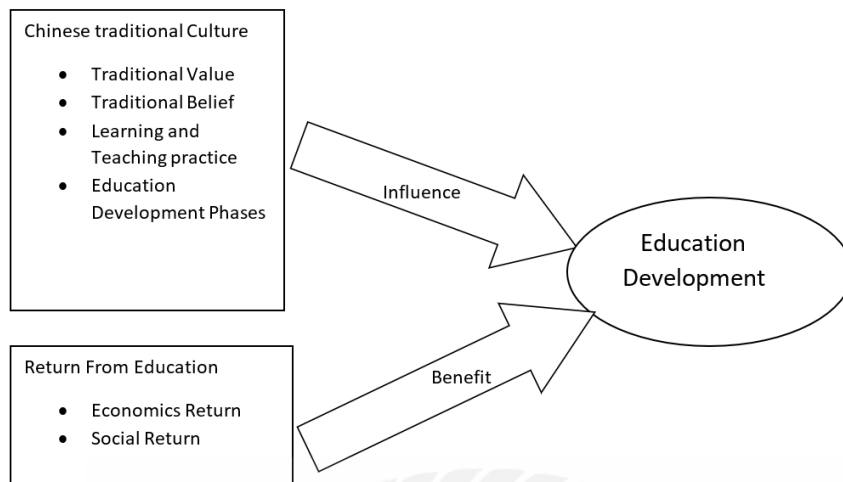
Fig1-1:Graph of the relationship between culture and education

The figure reflects the effects of Chinese traditional culture and rewards on the sustainable development of education. Under the influence of the above two major factors, we need to adjust these major factors well, in order to make the healthy development of education.

1.7 Limitation of Research

There are several limitations the researcher faces while researching on this topic. First, the research has limited or inexperience in the educational field influence the out of the research. Due to the limitation in time and budget and the current situation of COVID-19, the research selects the secondary research approach to answer the research questions. The secondary approach limits the researchers to obtain their primary data and depends on the finding of the other research, which does not cover a specific area the researcher likes to explore. Lastly, there is limited literature available and knowledge of the traditional culture is not very well explored in the available research.

Chapter 2 Literatures Review

The present-day influence of Chinese traditional culture on Chinese education is elaborated in Yang's (2001) study to and proposes the introduction of a conceptual framework of international cross-cultural influences on education systems and learning. And with a new framework, it further explains the influence of educational teaching, learning styles and concepts with local traditional culture and society.

Yang assesses traditional Chinese culture, contrasting the differences between Western and Eastern cultures and the corresponding educational systems. The assessment is done by way of a major catalog of: traditional Chinese culture and traditional values, traditional Chinese beliefs and concepts of learning and teaching practices, Chinese education and related returns, personal economic returns and national returns on inputs.

Yang (2021) argues that contemporary Chinese traditional culture has a great influence on Chinese education.Yang, (2021) proposes a novel framework to analyze the relationship between culture and education. The relationship between traditional Chinese culture on the practice and philosophy of learning and teaching is detailed in comparison to the concepts proposed by other scholars (Akhar, & Pratt, 2015; Ding, 2016, & Wang, & Lin, 2018). The changes in Chinese traditional culture on educational traditions (Kang, & Chang, 2016).

The word culture, from the Latin word, literally means to cultivate or inhabit (Antwi, 2020) the word "culture". The way people feel, think and act can be attributed to culture and can also distinguish different groups. Indicators of personal values and beliefs can also measure a person's cultural attributes. A balance between people and society is sought, a cultural balance that develops mutually. At the same time, culture is broadly defined as an institution who helps to reverse the transformation and shaping of a person's outlook on life. Because the overall norms and values of society may interact in a systematic way.

2.1 Traditional Chinese Culture

The traditional Chinese Culture influence in education research of the 21st century become by Yang (2001) research. Yang (2006) presents the conceptual framework of cross-cultural influence on the education system and learning. It was the knowledge that educational teaching, learning style, and philosophy are influenced by the local culture and society.

The culture was originated from a word from Latin which literary means to cultivate or inhabit (Antwi, 2020). Culture could be classified collectively as feelings, thinking, and acting on people's minds which could differentiate members of a group of people from the other. Culture is measured by indicators of individual values and beliefs, such as trust and respect for others, and confidence in individual self-determination. Culture, like institutions, is a vague concept. Culture corresponds to the social norms and individual beliefs that sustain equilibria as focal points in repeated social interactions. In this interpretation, culture is one aspect of broadly defined institutions and contributes to shaping individual incentives. A more radical view is that culture directly influences individual behavior through values and preferences. It is also pointed out that social norms and individual values could interact in systematic fashions (Benabou, & Tirole, 2016).

According to this definition, it is undeniable fact that individuals in group values and beliefs are portrayed through the culture such individuals share. Behaviors of such individuals will surely be common according to this definition given. However, there is prominent culture and history made by the country Ghana which sees culture and its importance to the daily lives and its development in the future. Traditional cultures are mostly multimedia presentations of course knowledge content or activities, and the quality of content is uneven. Especially the value of excellent traditional culture content in pre-school education needs to be excavated. Therefore, the cultural factor influencing the education system is based on three interactive cultural factors, which are value, belief, and social norm. Those elements of the cultural factors influence the educational system of a nation.

2.2 Teaching Practice

Higher education is the end of a country's educational training for young people and the higher order of a country's cultural attributes definition. Therefore, it is a global consensus that higher level education, must be embedded in its cultural and social system. Today, what is recommended in Western social education/teaching is the generation of knowledge to solve relevant problems and matters through an analytical approach. This quantitative research method finds the final common conclusion through the collection and evaluation of experimental data. Learners continue to learn and improve as they experiment and collect data, shaping their personal character in the process, and creating and generating social knowledge, which accumulates on a rolling basis.

The study found that traditional culture is also highly relevant to teaching and learning practices. Since educational research, analysis and evaluation are research methods based on qualitative research. The traditional Chinese culture has an innate advantage of experience from the ancestors to the descendants, and this advantage is

embedded in Chinese education through the test as a way for the descendants to learn their counterparts through the test, placing all their energy into the test and through the oppression of the test, which is why the modern test system in China and other societies in the region still relies heavily on memory.

2.3 Major constraints to culture and education and a developmental perspective

"Education in its broadest sense refers to the acquisition of knowledge and the ability to use it, as well as the development of skills". Higher education in contemporary society is an important component in both the direction of skills and knowledge, and the effectiveness of education is limited by only developing skills and neglecting the ability to innovate.Giorgetti, Campbell, & Arslan further argue that society and culture must be brought together through individual reflection to help further the value of education. They use the term "evocation," where skills and innovations evoke each other, interacting non-stop in the process of learning and education.

Yiming also points out details in the functioning of the school system, where he argues that individuals are in customs, values and beliefs that have been formed over time, thus preventing them from making meaningful changes. Also, the disparity in education funding and uneven teaching materials in different regions has contributed to the lag in the development of children's education and the uneven quality of teachers. The improvement of information technology, in the traditional culture of Chinese students is expected to enhance and balance this learning resource with digital changes and change the traditional teaching model and learning style, fully changing the personality and diversity of preschool education.

Culture and education are in some ways essentially "chicken or egg" in terms of who comes first and who comes second. We should also bring in a historical perspective when discussing the impact of culture on education. Historical change can have a powerful impact on cultural development, including the impact of educational activities that can be clearly considered purposeful and accidental. This process involves the construction of individuals, communities of all kinds, states and collectives, and communities beyond the state.
China's social development, economic development, educational development, and development of national culture cannot be separated from national cultural traditions. Therefore, the Chinese government has a relatively strong theoretical need for education to rule traditional culture and contemporary society, enacting a series of regulations, policies, and laws to guarantee the emergence of new theoretical frameworks.

It is thus clear that the constraints between traditional culture and education are

based on three interacting cultural factors, namely values, beliefs, and social norms. The grasp of these factors can effectively transform a country's educational system.

2.4 Concept of Education

The concept of education is described by different scholars such as "education in its broadest sense means the acquisition of knowledge and the ability to use the knowledge and develop skills". Skills and knowledge are important elements in this definition but without understanding and being able to develop such skills as innovation, an individual would be ineffective.

Giorgetti, Campbell, & Arslan further argue that education should enable an individual to link concepts to gain an understanding of the world. Thus, education should involve the mind, reasoning, and mental processes. Clifford described education as "the deliberate, systematic and sustained effort to transmit or evoke knowledge, attitudes, values, skills, and sensibilities". The term 'evoke' is of particular interest here because it seems to indicate the process of arousing existing knowledge in the learner to cause them to reason critically and generate independent ideas.

2.4.1 Education Development Phases

In ancient times, Chinese society was mainly based on small-scale agricultural businesses, labor and the social structure was highly hierarchical. Similarly, the education system during the ancient time was adapted to the social structure, the purpose of the education system was to cultivate rulers, officials, and education system to promote religion, history, politics, philosophy, and literature. In the Chinese ancient period, the teaching was often based individually. At the time the teachers were not trained and they taught according to their own experience and instinct. During that period, the nation offers many different sorts of schools and was not cohesively related.

Same as ancient times, traditional education in the modern era adapts to the modern industrial society, modern education is based on scientific and cultural knowledge education. In the modern era, the teachers are professionalized, teachers become an organizational form for teaching, and schools of various levels are clearly classified and closely linked. "Thus, ancient and modern education have significant differences on the various aspect, including their education objectives, target group, curriculum, pedagogy and education administration and management". Moreover, the modern education system in China was adapted or origin for nations. The 17th and 18th centuries saw the rise and establishment of the modern educational system. The educational system introduces the national curriculum, universal compulsory education, the method of

teaching, a subject-based curriculum system, and promotes science in the educational system. Hence, the modern educational system was introduced in China much later than in the west. At the beginning of the 20th-century government of the Qing Dynasty issues regulations for the school system, marking the transition period of China's educational system to move from ancient to the modern educational system. The Chinses government updated the educational system at school, providing training for curriculum, training for the teachers to teach in modern educational system and pedagogy (Wang, 2019, & An, Wang, & Lv, 2017).

2.4.2 Higher Education and Culture

The educational system in China underwent a tempestuous transformation from ancient society to modern society since the starting of the 20th century. The modern educational find a way to reconstruct the social, belief, value, cultural, economic, and political system. Education plays an important in advancing humans and helping in social development. Moreover, the Chinese society learned from Germany and Japan's educational structure and drew the curriculum, lesson plan from the educational system of the USA and USSR. Actively analyzing the educational system of other nations was important for the modern educational system in China. Moreover, the Chinese traditional culture, values, and beliefs were combined with the modern educational system the nation develop from the influence of the nations (Kajawo, 2019).

Since the beginning of the late Qing dynasty, "to the founding of the People's Republic of China in 1949, to the reform and opening-up in 1978, still today", the nations modern education reform and development have lasted for 100 years (10) and has made a lot of change in the educational system. The traditional culture plays an important role in modern education, as the elements of the traditional Chinese culture are present in the educational system.

According to Cheng, national education development in China is also among the early systems to introduce comprehensive reform in secondary education with learning as the central theme. It is part of the national curriculum reform under the concept of "Learning to Learn". The national reform is an echo of the nationwide concern about "quality education", with the prime target goal of improving student lives against examination cramming. In this way, the national system has been undergoing continuous reforms in all aspects.

2.5 The Traditional Culture influence on the Education Development

There is prominent culture and history made by the country Ghana which sees culture and its importance to the daily lives and its development in the future. According

to Kang, & Chang, culture comprises worldview, philosophy, behaviors patterns, institutions, and arts. Definitions for culture varies, broadly it shows the prestigious reflections in association with social status and civilization, its regulations with behaviors and attitudes, global growth, and arguments concerning issues on tradition, postmodernity, and modernity (Kang, & Chang, 2016).

The methodical process noted by Yiming brings in the function of the school system which deliberately informs and shapes learners through its designated curriculum. Nejabat insists that education should promote the development of the individual. Culture could influence individuals in several ways, restricting them to their own long-held established customs, values, and beliefs hence preventing them from meaningful changes.

In addition, the shortage of education funds and the uneven education hardware cause the lagging children's education developments and uneven teachers' qualities. And there is a lack of effective communications and cooperation between kindergartens. With the improvement of information technology, the digital learning resources in Chinese students' traditional culture are emerging gradually, which enriches the teaching mode and learning mode and embodies the individuality and diversity of preschool teaching.

Culture and education are complex phenomena and their causal relationship is of a "chicken or the egg" character. There is of course a great debate over what constitutes both "education" and "culture", let alone their relationship with one another. That inconsistency is a virtue because it points to the extraordinary range of historical phenomena that may be included in discussions of the impact of culture on education. One way or another social transformation is powerfully affected by cultural developments, some of which may be thought about in terms of the impacts of deliberate and incidental educational activity. In the process individuals, communities of various kinds, the state, and collectivities, and communities beyond the state are constructed.

Moreover, China's social development, economic development, education development, and national culture development are inseparable from the national cultural tradition. However, with the development of the social economy, many people have neglected the inheritance and development of Chinese traditional culture. With a strong commitment to education, the Chinese government has issued a series of regulations, policies, and laws to foster an institutional environment to safeguard China's educational development.

2.6 Return from Education

It has been proven that after recent decades Chinese education has provided many positive returns and economic gains for the country. Many economists, sociologists and educationalists have studied the returns and benefits of education to society. For each individual, education determines the development of the individual and the course of his or her life from childhood to adulthood. Through education, they can achieve better returns in terms of, for example, income, employment opportunities, health and self-worth realization. For society, education can contribute to economic growth and enhance the social environment.

2.6.1 Economics Return to Educational system

The rewards of education to the country are gradually becoming apparent. There are already multiple economists, sociologists and educators who are getting dividends in it. At the individual level, the education of each individual through effective education is important for the development and process, from childhood to adulthood, due to the interaction of education that affects each individual, for example, earned income, employment opportunities, health and satisfaction with one's life. Consistent with the social dimension, education helps society by promoting economic growth and improving the social environment.

2.6.2 Social Return to Education

China has had about 40 years since the reform and opening up, and education has grown with it and has appropriately served the related economy. Adam Smith, The Wealth of Nations, suggests that quality and appropriate education will promote economic productivity throughout society. Gary Becker's Human Capital further illustrates this by showing that kind of guidance and policy development can further advance the intersection of education and culture (Dearden, Machin, & Vignoles, 2009). Expand your opportunities by investing in education, personally. Often the Chinese are saying things like: invest in yourself, invest in education, etc. Ultimately, the top structure and personal development are effectively combined in this way through personal and sociocultural and educational bonding, In this way the intersection of economy, education, and socio-culture can form a closed loop that completes the interplay between the state and the individual.

Chapter 3 Research Methodology

We used qualitative research, quantitative research through questionnaire collection and mixed methods to study. With the help of some theories developed by others to guide the qualitative research; the details and data of our own research are

collected through questionnaires and other methods. It is combined through mixed methods to further return to the conclusion. Theoretical search for qualitative research methods is also an important perspective, and there is a certain consistency and contradiction in different theories. In this study is based only through the research theory of the relationship between culture and education and does not involve other areas of the field (Akbar, 2015).

3.1 Research Method

We have a high demand for literature and the author has gone through research papers such as books, articles, magazines, and other sources on the Internet about the influence of traditional culture on the development of education. This information shows the degree of involvement of culture in education.

3.2 Primary Research

The primary research was conducted with the participation of some students and peers, and the data collected through the literature was categorized as first-hand information. We further processed the collected data according to a standardized requirement through a fixed format. In contrast to secondary research, primary research's are collected primarily through manual collection and are labor-intensive and costly in the process of manual data collection. Primary studies begin with the researcher identifying the relevant target population, sample units and narrowing down the study parameters according to the purpose of the investigation. The study can be conducted by identifying a sample unit identified in an interview study, collecting data from focus groups, using an observational follow-up model, using a survey to collect data from a broader range of respondents, and designing a questionnaire on them.

3.3 Secondary Data

Interpretation of secondary data: not directly collected, but through secondary processing of others' data "analysis of data collected by others". Secondary data includes the objectivity of primary data, processed to meet the corresponding study (Vartanian, 2010).

For example, "the researcher wanted to understand the attendance of soccer games and how to improve communication with spectators in the stadium and defined a theoretical problem". The advantage of secondary research over primary research is that research is conducted based on someone else's primary data, so, it is fast, inexpensive, and relatively simple to query data.

Secondary Research Methods

Due to the agrarian civilization, Chinese people groups are more adapted to the middle and empirical. The related cultural analysis and assessment is based on a qualitative approach, which facilitates the standardization of the research space rather than a diffuse expansion. The cultural manifestations thus born are visible in education: the test as the core of education, the ability to compel students to complete their personal memory through the race of the test, in reverse. The civilization of agriculture and farming, which requires countless experiences throughout history, repeatedly draws conclusions that require quality indicators of the learner's ability to repeat information to be applied, not quantified. So, this also limits the learner's ability to research quantitatively and innovate. In also allows many Chinese education to see more of the same thing: a heavy reliance on memory.

Secondary research uses primary data from existing studies and does not require the creation of a primary database. The secondary database is effectively constructed by querying online data, data from governmental and non-governmental archives, and data from libraries.

Online data is an easy platform to collect data through internet queries, but care must be taken when collecting data to ensure that the data collected is authentic.

Data from government and non-government archives

This type of data is more formal and has a higher level of trust, but is often difficult to obtain.

Data from libraries Public and private libraries are good sources of secondary data. Through business catalogs, annual reports, newsletters, documents that can be used as research data, these are collected and stored in hard and soft copies in libraries.

Data from learning institutions.

3.4 The Research Approach for this Study

The structure of the research questions is limited by the open-ended nature of them, and the literature in the earlier chapters uses a qualitative approach.

At the same time, this paper explores the documentary research method (DSM) in social research, aiming to provide a general understanding of DSM as well as specific tools for its successful implementation. Due to the time constraints of this study, information from literature studies related to the influence of culture on educational development described by other authors in the earlier chapters, such as books, articles, magazines, and other sources from the Internet related to the influence of traditional culture on educational development, were combed during the data collection process. Relevant data were collected with different insights on cultural values and educational influences.

Chapter 4 Finding and Conclusion

In this chapter of research, the research questions formed in the chapter is a highlighted and some new literature finding is identified to support the literature find in chapter 2. This chapter is structured and based on the finding of the research.

4.1 Introduction

The identified research questions are presented as follows; how does traditional Chinese culture influence the development of education in China and what are the educational rewards of state driven education? We this here, conducted state the findings of the study and provide some corresponding relevant literature in an attempt to answer the relevant questions.

4.2 Finding

Through our research, we found that the purpose of education is to bring civilization into society. Through education, we will have for the individual should have the development and happiness of life, behind which lurks the genes of civilization, the roots of the traditional culture of the society, which determines its educational model. The cultural pattern of any society, region or country strongly influences its educational model.

There is also an important role in the politics of the cultural state. In education and culture, the relevant education is extended through schools. Education and culture are in a complementary cycle through the following ways: individuals, because of their existence in society, also need to acquire some of the competencies and educational background to survive and get the corresponding economic benefits through these skills; the influence of culture can be effectively embedded in many skills, and through the direction of the state, culture is embedded in it so that bachelors can better learn the corresponding quality skills to enhance their personal development.

In the literature on the cultural integration of children's education, we find that it includes emotional, cognitive and other domains. We found that the education received during the critical childhood period will affect each individual throughout their lives.

The Rewards of Education in China

In the context of China's rapid economic development, Wang (2015) studied and measured the returns to higher education, looking for relevant answers based on the relationship between the change in wages of enterprise workers and the proportion of university graduates from 1991 to 2009. There is a large variability between different

groups, in cities, where the direct returns to education are insignificant, but in rural areas, men and workers with low education show a positive relationship between wages and educational attainment. This suggests that education is highly correlated economically and people believe that education changes destiny.

The Chinese trust education to enhance social competitiveness and are willing to spend significant time, effort, and economy on education.Giorgetti, Campbell, & Arslan, (2017) studied the educational expansion of non-immigrants in schools in urban China in the capital market, where their valuation premium increased by about 2% to 3%. These results suggest that the demand for skilled workers is growing in China, which has moved up the value-added chain. zhong (2011) found that the upper study of the quality of schools and educational institutions found the impact of college quality on performance excellence, which concluded that the quality of education is a crucial role in the economic advancement of individuals.
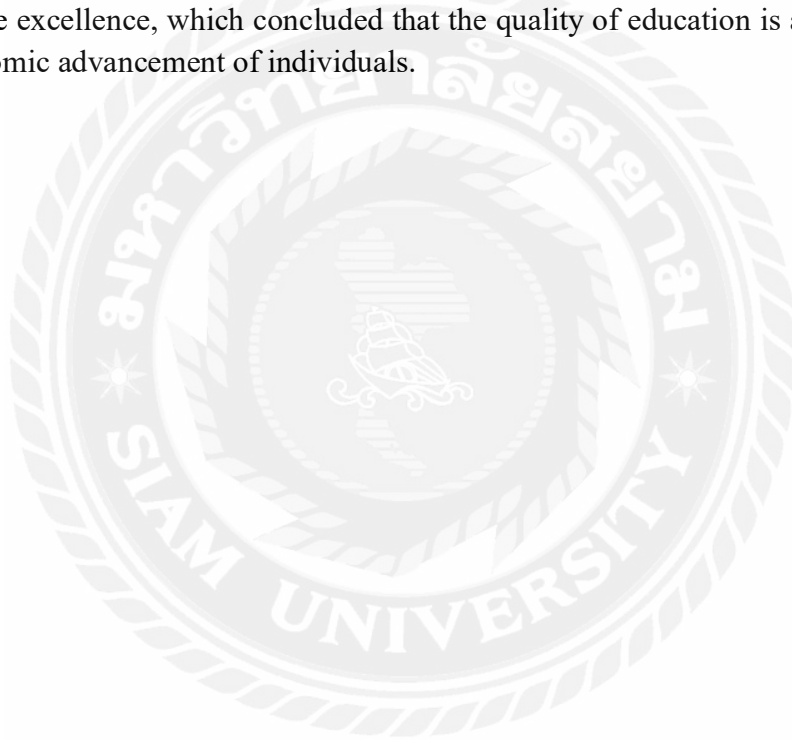
Chapter 5 Conclusion and Recommendation

In this chapter, the researcher summarizes the study and gives recommendations in relation to this study. The chapter is structured as a conclusion and recommendations. .

5.1 Conclusion

The research presented in this paper shows that traditional culture is clearly important to national educational development. Culture is a dynamic process in which individuals determine who they are, what they want, and how they seek to achieve their goals. Whether by casual experience or formal analysis, culture clearly has a real impact on development outcomes and development projects. Ignoring culture can have a measurable impact. Considering culture requires that information about culture be integrated into the economic analysis of development in an informed way.

Cultural values are of decisive importance in economic development. As seen in this paper, there has been some debate about what values help countries achieve sustained growth and important social achievements. When dominant values focus on individualism, indifference to the plight of others, lack of collective responsibility, lack of concern for the general good, the pursuit of self-fulfillment as a central value, consumerism and similar goals, the resulting forms of behavior can be expected to wreak havoc on the social fabric and lead to a variety of regressive effects, including severe economic inequality. This creates a serious impediment to sustained economic growth.

Education brings many benefits and rewards to the country. Because of its importance, many economists, sociologists and educationalists are studying the returns and benefits of education to society. Education at the individual level is important to the development and process of the individual, from childhood to adulthood, and affects different parts of human life in many ways, such as earned income, employment opportunities, health and satisfaction with one's life. Consistent with the social level, education helps society by promoting economic growth and improving the social environment.

5.2 Recommendation

Chinese universities in the current form need to develop together with the times, especially to make good use of the new functions of media and technology development in the new era, to integrate Chinese traditional culture into the Internet efficiently, so that students can get in touch with the essence of traditional culture in the most familiar way as soon as possible.

Colleges and universities should also provide some guidance on academics so that students can learn about the profundity of Chinese traditional culture in a subtle way. Build mobile internet applications with Chinese traditional national characteristics and traditional culture related.

Thirdly, we also transform Chinese traditional culture by using network technology, information technology and multimedia technology, for example, by making it more visual and intuitive through VR and AR, so that Chinese traditional culture becomes vivid and interesting in the process of inheritance, and greatly stimulate Chinese university students' interest in Chinese traditional culture through an interactive way.

In terms of educational management, we also have the following issues that need attention.

First, Chinese colleges and universities must fully recognize the importance of the Chinese traditional culture curriculum and the difficulty of working with it.

Secondly, educators in Chinese universities need to deepen their analysis of Chinese traditional culture and explain the subtle parts of traditional culture in layman's terms.

Third, Chinese universities must also cultivate the dedication and responsibility of the teachers involved.

Fourth, to establish the open concept of relevant educators and improve the efficiency of ideological and political educators.

Finally, Chinese universities should pay attention to the awareness and cultivation of Chinese traditional culture for the training of their teacher groups. Traditional culture plays an important role in the development of China, and it has changed every Chinese person in every aspect. From food, clothing, housing and transportation to working life. However, at the same time, traditional culture also has some things that are not suitable for the development of today's society. We should make the best use of the quality parts of Chinese traditional culture to help China's economic development and education.

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