

**CHINESE AND AMERICANS COLLEGE
STUDENTS QUESTIONING APPRECIATION IN
HIGHER EDUCATION**

Dr. Riaz Ahmad¹

Abstract

The current study focuses on the comparative questioning styles of American and Chinese college students in addition to other international students in American universities. This study involves questions of 150 Chinese and American students, using Harrison and Bramson's Inquiry Model of Inquiry. The appraisal revealed that Chinese college students were more rational than the American group, and that Chinese men and American women were more idealistic than Chinese women and American men. The results also reveal that university students from social sciences or humanities and herbal sciences ranked higher than students in engineering. Herbal and engineering students were found to be more analytical than the students belonged to social sciences or humanities, and university students in engineering were more realistic than those from various major degrees. This specific group of students desired rational reasoning more while empirical interviewing process least. This study is of high importance for the researchers of the subject area and thus provides a basis for prospective research study.

Keywords: Chinese and Americans College Students, Higher Education, Questioning Styles.

¹ **Assistant Professor**, School of Public Policy and Administration, Xi'an Jiaotong University, China.

Introduction:

As a matter of fact, China's increasing involvement and significance in the globalization and integration in the international education, a steadily increasing proportion of Chinese students have moved overseas to international colleges and universities for further study. Investigators seem to have greater concern in gaining awareness of the questions underlying academic mobility in latest times including how foreign learners encounter the overseas community from a micro viewpoint. Against such a context, the transition, integration or assimilation of foreign learners having studied internationally has been studied by a vast volume of researchers. Recently, the number of Chinese learners overseas was the widest community of foreign students in America and soon it will become the greatest number of student group in the world in the next decade. In recent years, scholarship into several fields has added greatly to the advancement of adaptation and cross-cultural contact. Adaptation analysis, on the one hand, has traditionally been distinguished by scientific inclusiveness; on the other hand, scientists and academics have used a number of words synonymously, such as adaptation, assimilation, modification, and integration, to relate to the phase that expatriates go through it in a foreign society. The periodization of university reactions to the rising multitude of foreign students by Ryan (2011)¹ is expressed in the manner in which Chinese foreign students in the process of globalised education system have been identified as a population distribution. The burgeoning impact of China in a globally connected world has given rise to an immense concern in the material, composition and teaching of Education system. The excellence of Asian educational standards in impact evaluation, education and accomplishment monitoring is due partly to this global concern. In the north American universities, immigration and increasing enrolment of foreign students have greatly impacted the ethno-diversity and learning behaviors in higher education. Foreign students from all over the world bring different cultures, etiquettes, learning behaviors, social norms and many other things to the host institutions. These institutions

are most of the times ready to accept all these new experiences from different foreign students. However, such differences bring opportunities and challenges to local and international students as well in addition to new insights to the researchers of the subject area. Many studies have been conducted to analyze the comparative opportunities and challenges of foreign students in American universities but no study so far has researched the questioning styles of Chinese or other international students in American universities. Some scholars (Tsunoda, 1978; Torrance & Sato, 1979)² have reported that particular cultures and academic systems have an impact on the knowledge management strategies of individuals. Tsunoda (1978) examined Japanese interviewing habits and noticed that the way of asking is exceptional from that of Western citizens. He identified the difference as the "Japanese Mind" as an opponent of the "Western Mind." Chappelle and Roberts (1986)³ examined the conceptual habits of English as a secondary language of Spanish, Japanese, and Arabic novice people. They also mentioned that in their conceptual types, the Japanese group had become substantially unique from the different groups Soliman and Torrance (1986) studied the expertise and asking habits of Japanese, American, and Kuwaiti university students and found that Japanese college students favoured an intuitive solution, that Kuwaiti college students wanted a pragmatic approach, and that American college students favoured a constructed method to solve problems. The questioning element of reasoning appeared to be Harrison and Bramson (1977, 1982)⁴. They recognised five probing styles of investigation that they called synthesist, egoist, constitutionalist, observer, and practical styles of questioning (Harrison & Bramson, 1982). In comparison, Kagan and Vigil (1987)⁵ distinguish the asking habits of learners and their performance ratings of their instructors. The assessment confirmed that rationalist and synthesistic subjects appeared to provide educators with decreased grades, whereas socially engaging and idealistic patterns were correlated with high academic ranks. Kagan and Vigil (1987)⁶ indicated that university students appear to evaluate the average success of their professors based

solely on their specific habits and character examined framework asking habits and empirical college students whose scores were substantially unique. The college students of the framework supported the optimist questioning trend while the students of the clinical college favoured the practical questioning type. Some international college students have migrated to American universities in recent years to graduate. This college students are mainly adults. They now not only come from outstanding foreign regions and traditions, but also bring a multitude of backgrounds and probing types with them. Today, among the foreign college students who seek advanced education in American Chinese college students have emerged to be the largest group. However, in comparison to the American colleagues no research has been identified on the questioning habits of Chinese college students, so this finding was once conducted to investigate the questioning behaviors of Chinese and American graduate college students focused mainly on the 5 modes of thought of Harrison and Bramson (1977, 1982)⁷. Another reason so far has been to analyze the viable representatives of the community between probing habits and gender, age, and large social measures selected. Therefore, the current study focuses on the questioning styles of American and Chinese students studying in an American College.

Methodology

Subjects

One hundred and fifty graduate Chinese and American college students (25 years of age or older) studying at a community college in the Rocky Mountain location were the surveyed (50% Chinese and 50% American). Ninety-six of them were males and fifty-four were females. The American concerns were chosen arbitrarily.

Given the fact that the diversity of Chinese college students joining this college was once SMD, the Chinese subjects were not arbitrarily selected. In the United States, Chinese themes have been researched for even fewer than 10 years. Among the subjects of the research, the length of time varied from 25 to 46 years while 32 years appeared to be the normal ailment. The

trend used to be split into three companies mainly focused on natural exploration of areas. There were (1) 12 Chinese and 12 American engineering college students (2) 45 Chinese and 45 American herbal research college students, and (3) 18 Chinese and 18 American social science students. The subjects all held at least undergraduate degree.

The topics have been a hundred- and fifty-person graduate college students (25 years of age or older than 25) enrolled at a country college in the Rocky Mountain place. Among them, 96 had been male students (64% of the sample) and 54 had been female students (36% of the sample). The American topics had been randomly selected.

Instrument

The Inquiry Mode of Questionnaire from Harrison & Bramson (1977)⁸ was applied to test the inquiry types of the participants, which are rational, logical, pragmatist, idealistic and synthesistic modes of thought. For the sub scales of rationalist, observer, pragmatist, idealist, and synthesist questioning trends, recorded test-retest accuracy ranges from .61 to .75 (Bruvold, Parlette, Bramson, & Bramson, 1983)⁹.

This survey aims to define the favorite methods of individuals to answering queries addressing challenges, and forming choices 18 appliances contain special circumstances in the survey. Each subject has a notification witnessed by five options, each of which reflects one of the five types of curiosity. The expectations should be rated by a man or woman centered solely on repeated expectations. The wish that is more like the human must be rated 5 and that which is least identical to the man or woman must be rated 1. The full viable ranking is 270, (Harrison & Bramson, 1977)¹⁰.

As educators, advisors, and teachers in behavioural studies Harrison and Bramson (1982)¹¹ researched and worked with people from all aspects of lives on challenging forms. As per their reports, synthesist people encounter disagreements, discrepancies, and changes. They prefer to pursue solutions by mixing conflicting opinions, rather than with the help of a compromise or consensus. They want to challenge popular

ideas and are intrigued by new ones that are growing. People of idealism prefer to see matters in a large and future-oriented manner. They no longer like disputes and accept that disagreements and disputes should be resolved by finding a compromise on a shared goal (Harrison & Bramson, 1982)¹².

Pragmatist individuals are interested in the durability and fast reward of their endeavor, "whatever works," Analytical people rejoice in reasonable, realistic, and predictable scenarios on the other hand, and they pay interest to deeds. Realistic people agree with what they see and hear at the same time. They want to see clear implications (Harrison & Bramson, 1982)¹³.

Procedure

The participants were reached by cellphone or in person prior to collecting the data. Each participant was once provided a short overview of the query as focused on group characteristics sooner than agreement to join. They had been assured their identities will be kept classified. In compliance with their commitments, the respondents delivered the survey either separately or in smaller groups. The survey answered each query for about 15 to 20 minutes. Multivariate variance measurement was once used for the ratings, and once.05 was the appropriate significance level.

Results

The multivariate variance measurement verified a big disparity across Chinese and American students exclusively on the rationalist probing of style (Table 1). The Chinese participants ranked more optimistic than their American colleagues. An association between the two of a business and sex on the optimist issue of style used to be listened to (Table I). The Chinese male students were more pragmatic than the Chinese female students, while the American female students were found to be more pragmatic than the American male students.

TABLE 1

MULTIVARIATE ANALYSIS OF VARIANCE:
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CHINESE AND AMERICANS COLLEGE STUDENTS QUESTIONING APPRECIATION	
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BY COUNTRY (ns = 75) AND GENDER (96 MEN, 54 WOMEN

Comparison	M	SD	MS	F	P
Difference Between Chinese and American Students on Pragmatist Thinking Style					
Chinese	54.6	7.1	49.03	5.70	.02
American	51.1	6.8			
Country by Gender Interaction on the Idealist Thinking Style					
Chinese Men	57.4	5.9	40.50	6.10	.02
Woman	54.7	5.6			
American Men	56.8	7.1			
Woman	61.3	7.1			

Variations were noticed among the three subject areas on some of the probing trends (Table 2). Students in social science or humanities and in herbal science were more pragmatic than students in engineering areas. The herbal science and the engineering college students have been better intellectual than the social science or humanities students. Furthermore, the engineering students have been extra wise than these from social science or humanities and herbal sciences. All in all, the researcher needed these subjects to challenge fashion more (M = 60.4, SD = 8.1). The second preferred style used to be the idealistic probing style (M= 57.7, SD= 6.8), and then the synthesist probing style (M= 48.6, SD= 6.8) was the lowest preferred style.

TABLE 2
MULTIVAF~TE ANALYSIS OF VAF~NCE: STYLE BY MAJOR

Thinking Style	N	M	SD	MS	F	P
Idealist						
Engineering	24	54.5	501	40.50	4.30	.02
Social Science/Humanities	36	59.0	6.5			
Natural Science	90	58.0	701			

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Analyst						
Engineering	24	60.2	6.4	62.30	4.10	.02
Social Science/Humanities	36	56.7	9.1			
Natural Science	90	61.6	7.7			
Realist						
Engineering	24	53.9	4.5	43.99	3.40	0.4
Social Science/Humanities	36	50.9	8.9			
Natural Science	90	49.3	5.9			

Discussions

The first claim had been that these Chinese students were more rational than the American students at this college in America. As suggested by an anonymous observer, the more attractive realistic intention of these Chinese college students may have represented the influence of the western style in searching for "whatever works" in China 's economic transformation. The Chinese male students ranked as more optimistic at the same time than the Chinese female students, while the American male students were far less pragmatic than the American female students. This result indicates that the same curious style was preferred by the Chinese male students and the American woman. This is an interesting discovery, and furthermore, studies into one of a kind societal perception of men and women reflected in their probing practices may also offer a better reason for this trend. On the other hand, analysis may also be taken out to validate whether or not the difference between the Chinese male and female students is peculiar to the college students researching in or at this university in America. This study reported that the students in social science or humanities and herbal science needed more than these from engineering the ideologue questioning style. The researcher wanted the students in herbal science and engineering to think about style above those of social science or humanities. Engineering college students have preferred a practical probing fashion stronger than that of the various areas. These effects are not surprising anymore. As these students have been in their

areas to figure out about for a long time, they may be able to presume strategies that go along with their degrees or they may have subsequently selected these degrees because their interviewing approaches were balanced by the degrees. These students needed the researcher most to think about style and secondly preferred the ideologue probing of style. This result is different from that of study by Harrison and Bramson (1982)¹⁴ which reported that even the very popular probing style among their samples of American subjects used to be the ideologue style and the second most popular probing style used to be the style of the analyst. With the support of the facts, the difference can also be established that the discussions of this study have been extremely educated-individuals who practice intellectual questioning in their day-to-day studies, whereas the themes of Harrison and Bramson (1982)¹⁵ have been from different contexts. This knowledge verified that the synthesist type, a frequent discovery of Harrison and Bramson's (1982)¹⁶ studies, was the least preferred curious style in this sample group. This observation indicates that these students from both of the Chinese and American cultures rejoice in consensus, unity, and collaboration as a substitute to discord, dispute, and divergence, because the synthesistic mode is conflict-oriented. This query marks the beginning of a comparison between the asking habits of Chinese and American students at the American university. To validate the current findings, testing on comparative sample is needed. In fact, investigators may also know about the cultural effects of differences and interactions between Chinese and American students. Also, it will be possible to investigate how fantastic interviewing skills and methods can be learned and prepared for lessons and working environments. The results should be used by educators and student counselors in counseling global learners.

Conclusion

In this paper, we surveyed 150 Chinese and American students, using Harrison and Bramson's Inquiry Model of Inquiry. The appraisal revealed that Chinese college students were more rational than the American students, and that Chinese male students and American female students were more idealistic

than Chinese female and American male. The results also reveal that university students from social sciences or humanities and herbal sciences ranked higher than students in engineering. Herbal and engineering students were found to be more analytical than those from social sciences or humanities, and university students in engineering were more realistic than those from various major degrees. This specific group of students desired rational reasoning more while empirical interviewing process least.

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