1. Introduction

In recent years, Hallu, Korean wave, is rapidly spreading across the world. All the peoples in Asian countries including China and many people in the countries in the world like K-Pop music. With the advanced IT industry and electronic goods, they perceive Korea as an advanced country, and view Korea very positively. Furthermore, favors of Korea among younger generations have risen, and, consequently, increasing number of foreign students comes to Korea to study.

According to a data provided by the Statistics Korea¹, the number of foreign students in Korea was only 1,879 in 1994. Partly due to foreign students inducing policy of the Korean government, the number has continued to increase every year from 11,646 in 2001, to 56,006 in 2007, to 87,480 in 2010, to 90,119 in 2012. They can be classified into their nationalities in descending order: The number of Chinese students is 64,399; the number of those from Mongolia is 5,030; the number of those from Vietnam is 3,160, the number of Japanese students is 2,586; the number of American students is 1,124. We can recognize that the number of Chinese students is much larger than those from other countries.

The reason why the number of Chinese students is so large is that China, after it adopted the open-door policy, has grown rapidly in economic and cultural senses, and the people embrace globalization. Another reason can be found in the facts that China is geographically close to Korea, and, the two countries have shared many aspects of the history. Thus, they share many things culturally and in the world views. After the Korean War in 1950, the two
countries had no relationships for decades. But, in recent years, as China joined globalization, it has increasingly expanded human and material exchanges with Korea. Considering such trends, it is no wonder that the number of Chinese students is over 50% of all the foreign students in Korea.

Given the fact that an increasing number of Chinese students are studying in Korea, Koreans do not understand them enough. There have been a number of studies on stresses the Chinese students suffer and entertainments they enjoy in Korea\(^2\)-\(^5\), there have not been studies on mental characteristics of them.

Particularly, given the fact that what affects the characteristics of a person most is his or her parents, we can say that parents’ parenting attitudes on their offspring and affecting how they relate with others in the society. Furthermore, college years are the very important time when youngsters become independent from protection of their parents, and face new challenges such as adjustment to changes, expanded relationship with friends, love with the opposite sex, future career, and value formation, etc. Chinese students are not the exception in experiencing such challenges. They are exposed to many various problems such as language obstacle, cultural conflicts with Korean students, learning difficulty, problems in class presentation of the projects.

Thus, this study will examine their parents’ parenting attitudes, and the influence of those attitudes and their school records, and compare them with those of Korean students. This study will contribute to better understanding between Chinese and Korean students. It will also widen the understanding on various problems increasing foreign students, especially Chinese students. It will serve as the basic resource to help solve such problems.

### 2. Research Method

#### 2.1 Research Subjects and Procedure

For two weeks from October 21 to November 2, 2013, the questionnaire survey was conducted to Chinese and Korean students in colleges in Daegu and Gyeongbuk regions. 260 Korean students responded to the questionnaire, and 247 copies were used for analysis excluding 13 copies which were found to be answered not sincerely or had other problems. 208 copies of Chinese students were used in the analysis.

#### 2.2 Research Hypotheses

- There will be significant differences in parents’ parenting attitudes of Chinese and Korean students depending on gender, school year, religion and parents’ educational level.
- There will be significant differences in parents’ parenting attitudes of Chinese and Korean students.
- Parents’ parenting attitudes of Chinese and Korean students will have significant effects on their children’s school records.

#### 2.3 Analytical Method

First, this study performed frequency analysis for the variables. The hypotheses were tested by the analyses of relationships between parents’ parenting attitudes of Chinese and Korean students and basic demographic data. And, to examine the differences in parents’ parenting attitudes of Chinese and Korean students, this study did t-test. To examine the influence parents’ parenting attitudes and school records, this study made regression analyses.

#### 2.4 Measurement Tools

##### 2.4.1 Test of Parents’ Parenting Attitudes

To measure parents’ parenting attitudes, this study used the questionnaire constructed by Seong-Sim Oh and Jong-Seung Lee\(^6\). In addition of parenting dimension constructed by Schaefer, Oh and Lee, based on previous researches, categorized two additional dimensions and classified them into four dimensions- affection-orientation, autonomy-orientation, achievement-orientation and rationality-orientation and polarized those dimensions into positive and negative aspects - affection, autonomy, achievement, rationality. It is shown in Table 1.

| Parents’ parenting attitudes | Categories | No of questions | Cronbach’s α |
|-----------------------------|------------|-----------------|--------------|
| Father’s parenting attitudes | affection  | 15              | .89          |
|                             | autonomy   | 15              | .85          |
|                             | achievement | 15             | .85          |
|                             | rationality | 15              | .77          |
| Total                       | 60         |                 | .95          |
| Mother’s parenting attitudes | affection  | 15              | .88          |
|                             | autonomy   | 15              | .84          |
|                             | achievement | 15             | .85          |
|                             | rationality | 15              | .95          |
| Total                       | 60         |                 | .97          |
3. Analytical Findings

3.1 Basic Demographic Data

The frequency distributions of the basic demographic data for Chinese and Korean students are shown in Table 2.

| Category | Division | Korean students (N=247) | Chinese students (N=208) |
|----------|----------|-------------------------|--------------------------|
| Gender   | male     | 102                     | 41.3%                    | 84                       | 40.4%                    |
|          | female   | 145                     | 58.7%                    | 124                      | 59.6%                    |
| School year | 1       | 63                      | 25.5%                    | 140                      | 67.3%                    |
|          | 2       | 51                      | 20.6%                    | 0                        | 0                        |
|          | 3       | 74                      | 30.0%                    | 4                        | 1.9%                     |
|          | 4       | 59                      | 23.9%                    | 64                       | 30.8%                    |
| Age      | M=21.26  | 80                      | 38.5%                    | 128                      | 61.5%                    |
| Religion | yes     | 119                     | 48.2%                    | 80                       | 38.5%                    |
|          | no      | 128                     | 51.8%                    | 128                      | 61.5%                    |
| Father’s educational level | 1       | 8                       | 3.2%                     | 4                        | 1.9%                     |
|          | 2       | 17                      | 6.9%                     | 16                       | 7.7%                     |
|          | 3       | 122                     | 49.4%                    | 120                      | 57.7%                    |
|          | 4       | 86                      | 34.8%                    | 60                       | 28.8%                    |
|          | 5       | 14                      | 5.7%                     | 8                        | 3.8%                     |
| Mother’s educational level | 1       | 5                       | 2.0%                     | 4                        | 1.9%                     |
|          | 2       | 16                      | 6.5%                     | 20                       | 9.6%                     |
|          | 3       | 155                     | 62.8%                    | 112                      | 53.8%                    |
|          | 4       | 61                      | 24.7%                    | 64                       | 30.8%                    |
|          | 5       | 10                      | 4.0%                     | 8                        | 3.8%                     |

*Educational level 1 = Elementary school, 2 = Middle school, 3 = High School, 4 = University, 5 = Graduate School.

3.2 The Relationship between Parents’ Parenting Attitudes and Some Demographic Variables such as Gender, Age, Religion and Parents’ Educational Levels among Chinese and Korean Students

First, Gender was found to be related with achievement attitude and rationality attitude in the category of mother’s parenting, on the one hand, and general attitude, autonomy attitude, achievement attitude and rationality attitude in the category of father’s parenting, on the other hand. And, age was found to be related with the general attitude and affection attitude in the category of mother’s parenting, and the general attitude and affection attitude in the category of father’s parenting. Educational levels of father and mother were found not to be related with parenting attitudes.

This study examined whether there is any significant relationship between parents’ parenting attitudes and some demographic variables such as gender, age, religion, and parents’ educational levels among Korean students. Gender was found to be not related with parenting attitudes. Age was found to be related with the general attitude in the category of mother’s parenting, and the general attitude and autonomy attitude in the category of father’s parenting. And, there was no relationship between religion and parenting attitudes, and between father’s educational level and parenting attitudes. On the other hand, mother’s educational level was found to be related with the general attitude, rationality attitude in the category of mother’s parenting, and autonomy attitude and rationality attitude in the category of father’s parenting.

3.3 Comparison of Parents’ Parenting Attitudes of Chinese and Korean Students

This study compared the parenting attitudes of two groups of students, and found out that there are no-perceivable differences in parents’ parenting attitudes among Chinese and Koreans students, except for autonomy attitude in the category of mother’s parenting attitude. The results are shown in Table 3.

| Category         | Chinese students (N=208) | Korean students (N=247) | t value | p value |
|------------------|--------------------------|-------------------------|---------|---------|
| Mother’s         |                          |                         |         |         |
| Affection        | 3.11                     | 3.10                    | -21     | .82     |
| Autonomy         | 1.81                     | 1.91                    | .44     | .29     |
| Achievement      | 2.79                     | 2.80                    | .31     | .19     |
| Rationality      | 2.03                     | 2.01                    | .42     | .35     |
| General          | 2.43                     | 2.45                    | .18     | 1.16    |
| Father’s         |                          |                         |         |         |
| Affection        | 3.11                     | 3.10                    | -21     | .82     |
| Autonomy         | 2.01                     | 2.07                    | .35     | .06     |
| Achievement      | 2.79                     | 2.79                    | .31     | .19     |
| Rationality      | 2.53                     | 2.52                    | .52     | .35     |
| General          | 2.45                     | 2.44                    | .20     | 1.16    |

p.<.05, ”p.<.01, ”p.<.001
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3.4 Influences Parents’ Parenting Attitudes and their Children’s School Records among Korean Students

This study also examined relationship parents’ parenting attitudes and their children’s school records among Chinese and Korean students. The results are shown in Table 4 and 5.

According to Table 4, father’s parenting attitudes has significant regression relationship with school records \([F(4,242) = 2.609, p<.05]\), and autonomy parenting attitudes has also significant relationship. Father's parenting attitudes has explanation power of 4.1%.

According to Table 5, mother’s parenting attitudes has significant regression relationship with school records \([F(4,242) = 2.884, p<.05]\), and autonomy parenting attitudes has also significant relationship. Mother's parenting attitudes has explanation power of 4.6%.

3.5 Influences Parents’ Parenting Attitudes and their Children’s School Records among Chinese Students

This study also examined relationship parents’ parenting attitudes and their children’s school records among Chinese and Korean students. The results are shown in Table 6 and 7.

According to Table 6, father’s parenting attitudes has not significant regression relationship with school records \([F(4,203) = 1.706, p>.05]\).

According to Table 7, mother’s parenting attitudes has significant regression relationship with school records \([F(4,203) = 8.572, p<.001]\). Also autonomy parenting attitudes \((\beta = -.513)\), affection parenting attitudes \((\beta = -.506)\), rationality parenting attitudes \((\beta = .340)\) significant relationship. Mother’s parenting attitudes has explanation power of 14.5%.

| Table 4. Relationship father’s parenting attitudes on children’s school records |
|---------------------|-------------|-------------|----------|------|---|-----|---|-----|
| Factor             | B           | Std. Error  | \(\beta\) | t     | p  | \(R^2\) | F    | p    |
| (Constant)         | 4.552       | .939        | -4.846   | .000 |
| Affection          | .239        | .173        | .115     | 1.376 | .170 |
| Autonomy           | -.541       | .237        | -.184    | -2.286| .023 | .041 | 2.609| .036 |
| Achievement        | -.097       | .282        | -.029    | -.345 | .731 |
| Rationality        | .188        | .157        | .094     | 1.193 | .234 |

| Table 5. Relationship mother’s parenting attitudes on children’s school records |
|---------------------|-------------|-------------|----------|------|---|-----|---|-----|
| Factor             | B           | Std. Error  | \(\beta\) | t     | P  | \(R^2\) | F    | P    |
| (Constant)         | 4.577       | .925        | 4.948    | .000 |
| Affection          | .091        | .193        | .044     | .472  | .637 |
| Autonomy           | -.574       | .229        | -.240    | -2.510| .013 | .046 | 2.884| .023 |
| Achievement        | -.013       | .283        | -.004    | -.046 | .963 |
| Rationality        | .318        | .210        | .128     | 1.516 | .131 |

| Table 6. Relationship father’s parenting attitudes on children’s school records |
|---------------------|-------------|-------------|----------|------|---|-----|---|-----|
| Factor             | B           | Std. Error  | \(\beta\) | t     | P  | \(R^2\) | F    | P    |
| (Constant)         | 3.806       | 1.028       | -3.701   | .000 |
| Affection          | -.468       | .221        | -.181    | -2.118| .035 |
| Autonomy           | -.204       | .277        | -.059    | -.737 | .462 | .033 | 1.706| .150 |
| Achievement        | .394        | .317        | .109     | 1.245 | .214 |
| Rationality        | .371        | .198        | .152     | 1.872 | .063 |

| Table 7. Relationship mother’s parenting attitudes on children’s school records |
|---------------------|-------------|-------------|----------|------|---|-----|---|-----|
| Factor             | B           | Std. Error  | \(\beta\) | t     | P  | \(R^2\) | F    | P    |
| (Constant)         | 7.019       | 1.133       | 6.197    | .000 | .145 | 8.572| .000 |
| Autonomy           | -1.403      | .269        | -.513    | -5.214| .000 |
| Achievement        | .530        | .288        | .147     | 1.840 | .067 |
| Rationality        | 1.039       | .244        | .340     | 4.253 | .000 |
4. Discussion and Conclusion

This study examined parents’ parenting attitudes as Chinese and Korean students perceive, and the relationship between those parenting attitudes and the students’ school records. The aims of this study was to increase mutual understanding between Chinese and Korean students and, by understanding the characteristics of Chinese students, to widen the understanding on various problems foreign students, especially Chinese students, can face, and help those foreign students solve them.

The research findings are as follows. First, this study examined whether there is any significant relationship between parents’ parenting attitudes and some demographic variables such as gender, age, religion and parents’ educational levels among Chinese and Korean students. For Chinese students, gender was found to be related with achievement attitude and rationality attitude in the category of mother’s parenting, on the one hand, and general attitude, autonomy attitude, achievement attitude and rationality attitude in the category of father’s parenting on the other hand. Meanwhile, there was no such relationship between gender and parents’ parenting attitudes among Korean students. It seems to display the phenomenon in china where one-child policy in China makes parents prefer son, leading them to have different attitudes in rearing sons and daughters. However, in Korea, nowadays son and daughter are treated equally, there seems to be no differences in parenting son or daughter. And, for Chinese students, age was found to be related with the general attitude and affection attitude in the category of mother’s parenting, on the one hand, and affection attitude in the category of father’s parenting, on the other hand. For Korean students, age was found to be related with the general attitude in the category of mother’s parenting, and the general attitude and autonomy attitude in the category of father’s parenting. It shows that perceptions on parents’ parenting attitudes per age are similar in two groups of students. And, for Chinese students, religion was found to be related with affection attitude and autonomy attitude in the category of mother’s parenting, and the general attitude and affection attitude in the category of father’s parenting. But, there was no such relationship between religion and parenting attitudes for Korean students, which shows that Korean students are more autonomous and enjoy tolerance from their parents. Finally, for Chinese students, educational levels of father and mother were found not to be related with parenting attitudes. But, for Korean students, even if there was no relationship between father’s educational levels and parenting attitudes, mother’s educational level was found to be related with the general attitude, rationality attitude in the category of mother’s parenting, and autonomy attitude and rationality attitude in the category of father’s parenting. The difference between the two countries in this aspect can be interpreted as the followings: Unlike the case of China, mother’s influence is stronger than that of father in children’s education in Korea, leading to significant relationship between mother’s educational levels and parenting attitudes.

Second, this study checked whether there are any significant differences in parenting attitudes between Chinese and Korean students. It was found that there are no significant differences in parents’ parenting attitudes among two groups of students. But, in the autonomy attitude in the category of mother’s parenting attitudes, the average of Korean students was significantly higher than that of Chinese students, which means that the Korean students are influenced more by mother’s parenting attitudes than the case of Chinese counterparts.

Third, this study examined the influence parenting attitudes and school records among Chinese and Korean students, and found out that there is no significant relationship in both groups of students. The results seem to show that scholastic achievement in Korea and China is more influenced by social atmosphere emphasizing scholastic achievement and school records than by parents’ parenting attitudes. So, parental attitudes do not have significant effects on them.

Combining the analyses of two groups of students, we can conclude that there is no significant difference in parenting attitudes in both countries. There was no relationship between parenting attitudes and school records, which is interpreted as the followings: The Confucian culture and the culture emphasizing scholastic achievement led to no relationships. Gender, religion, mother’s educational level are mutually related with one another, which shows the cultural differences between the two countries and the difference between democracy and communism. Consequently, this study will contribute to higher understanding between cultural differences of the two countries and better understanding of Chinese students in Korea.
However, the survey was only conducted in the G city, which limits the argument of generalization of the findings of the analyses of this study.

5. Acknowledgment

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