

Cultural Connections: Unveiling the Experiences of Chinese Graduate Students in Philippines Transnational Education (TNE) Programs

Zhou Ren^{1&2}, and Lilia C. De Jesus¹

^{1*} The Graduate School, University of Santo Tomas, Espana Boulevard, 1015, Manila, Philippines

² Yueyang University, Hunan Province, China.

¹ The Graduate School, University of Santo Tomas, Espana Boulevard, 1015, Manila, Philippines.

Abstract: This study investigates the dynamics of transnational education (TNE) in the Philippines, particularly emphasizing Chinese graduate students' experiences in a particular graduate program. The Student Evaluation of Educational Quality (SEEQ), a comprehensive tool for evaluating the effectiveness of teachers and the entire educational environment, is used in this study. Through a thorough analysis of Chinese students' experiences, this study explores the complex dynamics of transnational education in the Philippines. The study uses a mixed-methods approach, combining qualitative insights from interviews with quantitative analysis from the Student Evaluation of Educational Quality (SEEQ) survey. The objective of the study is to pinpoint areas that require enhancement, including cultural sensitivity, support services, and instructional procedures. This will help improve Chinese students' academic experiences and offer insightful information that will benefit other international student cohorts. What emerges is a recurring theme of curriculum freedom as opposed to the strict educational frameworks in their native country. The favorable learning environment in the Philippines is clearly important for fostering a well-balanced combination of autonomous knowledge acquisition and the development of learning. In spite of the fact that Chinese students voiced moderate concerns about time management, group dynamics, and acclimating to the educational system, the study highlights how controllable post-graduation anxieties and administrative obstacles are. Although the research praises the general quality of education, it suggests improving grading uniformity and providing more resources for career counseling in order to maximize Chinese students' learning experiences in the transnational setting of the Philippines.

Keywords: Transnational education, Chinese students, Learning Environment, Higher Education, SEEQ survey

Introduction

With an emphasis on Chinese students enrolled in Philippine colleges, this study explores the relationships between cultures in transnational graduate programs. The goal is to comprehend how cultural influences affect Chinese students' social and educational experiences and to offer suggestions for improving their educational settings. The study uses a mixed-methods approach to provide a thorough understanding of the difficulties and achievements faced by Chinese students in the Philippines. It gathers quantitative data from the Student Evaluation of Educational Quality (SEEQ) and qualitative insights from in-depth interviews. By emphasizing the value of inclusivity and cultural sensitivity for populations of international students, the study adds to the larger conversation on transnational education.

In a time of increased globalization and the internationalization of education, transnational graduate programs have become more popular, encouraging cross-cultural interactions and exchanges among students from various backgrounds. International students are increasingly choosing to study in the Philippines, with a growing number of Chinese students pursuing graduate degrees among them. In order to understand how certain cultural dynamics

affect Chinese students' academic and social experiences in Philippine universities, this study explores these dynamics in the context of transnational graduate education. The study acknowledges the importance of comprehending these cultural dynamics since they may have an effect on international students' overall satisfaction, social integration, and academic achievement.

The notable cultural distinctions between China and the Philippines make the experiences of Chinese students in Philippine colleges especially fascinating. The language barrier, the way that teachers educate, cultural customs, and social standards all have a significant impact on how well Chinese students adjust to and integrate into Philippine academia. Through an analysis of these processes, the project aims to improve the overall educational experience of foreign students in the Philippines by offering insightful information to educators, administrators, and policymakers involved in transnational education.

With its reputation for high-quality education and English-medium instruction, the Philippines has grown in popularity among Chinese students pursuing postgraduate degrees. This study recognizes that although international education might present new opportunities, it can also present particular difficulties because of cultural differences. In order to create inclusive and encouraging learning environments that meet the varied needs of international students, it is imperative that these obstacles be understood.

With its reputation for high-quality education and English-medium instruction, the Philippines has grown in popularity among Chinese students pursuing postgraduate degrees. This study recognizes that although international education might present new opportunities, it can also present particular difficulties because of cultural differences. These obstacles must be understood to create inclusive and encouraging learning environments that meet the varied needs of international students.

To contribute to a deeper comprehension of cultural interactions within transnational graduate programs, the research focuses on Chinese students attending Philippine universities, providing context-specific insights. Findings from this research will help academic institutions collaborate and guide regulations and procedures that encourage international students in the Philippines and elsewhere to create more inclusive and culturally conscious educational settings.

China and the Philippines' agreement to participate in a transnational education program may demonstrate a mutually beneficial alignment of interests and an understanding of the benefits to both countries. The factors that follow highlight the advantages and benefits for Chinese students as well as Philippine colleges in the development of such programs:

Excellent English-language Education: Chinese students looking for an English-speaking environment and an outstanding education find the Philippines an appealing destination because of its historical ties to the US and its well-established English-only education system. Chinese students find adjusting and interacting better with the curriculum because of the language compatibility.

Various Academic Programs: Aware of the growing need for foreign education, Philippine universities have expanded the scope of their academic programs to include a broad range of subjects. Chinese students now have more possibilities to pursue specific disciplines of study that might not be as accessible or varied back home because of this diversity.

Collaboration in Culture and Economy: The transnational education program promotes cultural and economic exchanges between China and the Philippines. Educational partnerships strengthen interpersonal relationships among individuals, leading to a more profound comprehension of one another's customs, beliefs, and social standards. Furthermore, these relationships might lay the foundations for future collaborations and trade partnerships between the two countries.

Chinese education's globalization: As China's educational system gets increasingly globalized, there's a growing need to expose Chinese students to various cultures and the world. Through transnational education programs, Chinese students can gain exposure to many teaching styles, cultural contexts, and scholarly approaches, enriching their educational journey.

Workforce Development: Chinese students studying in the Philippines can learn new skills and get a taste of various sectors. On the other hand, overseas students' contributions to the academic community and, by extension, the workforce help the Philippines.

Internationalization of Philippine Universities: Having foreign students on campus, especially those from China, assists in accomplishing their internationalization objectives. It makes the student body more culturally diverse, introduces local students to people's opinions worldwide, and creates a more welcoming and international learning environment.

As a result of their shared goals of achieving academic excellence, cultural exchange, and economic cooperation, China and the Philippines have decided to launch transnational education initiatives. These partnerships help the larger internationalization objectives and mutual aid between the two countries and the individual students. These international projects are concrete examples of the global collaboration taking place in academia, a field that is still undergoing globalization.

Hence the researchers, in the context of transnational graduate programs at Philippine universities, want to explore how Chinese students perceive adjusting to different cultural norms, language barriers, and cultural practices.

Methodology

The research procedures and methods applied for the study's purposes are presented in this chapter. The design, research setting, sampling, participants, tools, data collection, data analysis, ethical considerations, and timetable are discussed. This study employed a mixed method of investigation (quantitative and qualitative) in a Sequential Explanatory Design. The quantitative approach explored the respondents' profile and the perception of the respondents on the TNE program using the standardized survey tool Student Evaluation of Educational Quality (SEEQ) followed by qualitative survey through interviews.

Through open-ended questions and in-depth talks with participants, a qualitative survey employing interviews gathered comprehensive data about a particular topic, issue, or occurrence. This approach involved conducting one-on-one interviews with participants to gather rich, in-depth information that can aid in comprehending complex problems, events, or phenomena.

Thematic analysis and grounded theory are two standard qualitative data analysis methods to examine the information obtained from the interviews. These methods entail spotting themes or patterns in the data and applying those themes to better comprehend the subject. Interviews are useful for gathering specific information on complicated problems or phenomena. They yield interesting insights that may not be obtained using other research techniques.

Subjects and Study Site

The sample HEIs are located in the National Capital Region (NCR) of the Philippines. They are all offering Transnational Education programs.

The five universities were chosen based on convenience sampling. From the list of universities in the CHED files, the top five with a sizeable foreign student population were selected for the study. From each HEI, 20 respondents were randomly selected to constitute 100 respondents.

The respondents are limited to Chinese Graduate students only currently enrolled in the targeted HEIs.

Student Evaluation of Educational Quality (SEEQ)

The researcher used the standardized Student Evaluation of Educational Quality (SEEQ) test. The SEEQ instrument is a validated, open-source survey instrument. It is used to rate the effectiveness of teaching and learning in higher education. Herbert W. Marsh and Richard Butler at the University of Oregon created it for the first time in the late 1960s with assistance from the US Department of Education (Marsh & Hocevar, 1991).

Student Evaluation of Educational Quality (SEEQ) test is a popular method for gauging students' opinions about the value of education. Below are the things to consider regarding its application to transnational education:

The Student Evaluation of Educational Quality, or SEEQ, is an invaluable instrument for evaluating the quality of instruction and the transnational education (TNE) experience as a whole. It provides crucial insights that are relevant to both traditional and international educational contexts. It focuses on students' perceptions of teachers' qualifications, organization, and responsiveness to student requirements. Furthermore, SEEQ allows for a comparison examination within the framework of global education by providing standardized measures for assessing different programs, instructors, or organizations. Its capacity to be customized to certain study objectives

and situations further increases its utility in online or hybrid learning environments, which are frequently employed in TNE.

Extensive study over a 13-year period, encompassing responses from over 50,000 courses and approximately 1 million students in a variety of undergraduate and graduate fields, has proved the validity and reliability of SEEQ (Marsh & Hocevar, 1991). Instructors can gain valuable insights into their teaching and communication abilities by utilizing SEEQ's emphasis on student perspectives, which is expressed through 32 standardized questions, 6 questions about student/course characteristics, and an open-ended question (Marsh & Hough Roche, 1997). Interviews with Chinese students in a chosen graduate school enhance the research findings in the context of a study on transnational education in the Philippines by providing a more thorough grasp of their experiences.

Ethical Considerations

Any research study must take data privacy protection into account ethically. The researcher is devoted to defending the tenets of the Data Privacy Act of 2012 in the Philippines. This law controls the gathering, using, and disseminating personal data while recognizing each person's right to privacy.

This study abided to the provisions of the Data Privacy Act of the Philippines. Participants shall be de-identified and all responses were kept private and confidential. Participants were treated with dignity and respect in their decision to participate as study subjects. As a result, informed consent was obtained right away. The protocol outlined the components of consent, including the time, place, and manner in which the interview will be conducted, protecting their privacy and confidentiality.

The study recognizes the value of taking into account the effects on the local community and those affected by the findings, taking into account cultural sensitivity, potential stigma, and community involvement. The study actively involved stakeholders and the community, cherishes their opinions, and involved them in decision-making. To prevent any stigmatization or cultural ramifications, dissemination of findings is done with cultural sensitivity. The study ensures a beneficial and pertinent impact on the community by emphasizing community involvement and addressing cultural sensitivities.

Theoretical Framework

Education should be learner-centered and experiential, (Dewey, J. (1988). This is the most influential principles of John Dewey, a well-known philosopher and educator who created some concepts and tenets that might serve as a theoretical foundation for study in education.

Dewey's principle is a theoretical framework highlighting the value of engagement with the world and learning via experience. This method of instruction is predicated on the notion that information is not merely transferred from instructor to pupil but is instead created via active engagement in purposeful activities.

Dewey's idea can be used to educational research to help educators create and implement lesson plans and learning activities that put students' needs and interests first. This framework can be used to investigate how students interact with the classroom and how their personal experiences affect how well they comprehend the material being taught. His principle highlights the value of meaningful and authentic learning experiences and serves as a foundation for a constructivist approach to education (Morgan, 2017).

Although it was created in the early 20th century, John Dewey's Theory of Learning can still be useful and practical in modern educational environments, including transnational education. In Dewey's theory, the value of problem-solving, active engagement, and experience learning are emphasized. It encourages a student-centered strategy that emphasizes the student's passions, encounters, and interactions with the environment.

There are various elements of Dewey's theory that can be used to transnational education, which is the process of providing education across international boundaries:

1. Experiential Learning: The experiential element of international education is consistent with Dewey's emphasis on learning by experience. Students typically come from different cultural backgrounds and have distinct experiences in international educational environments, which can enhance the learning process. Students' awareness of various cultures can be improved, and cross-cultural competence can be promoted, by incorporating experiential learning techniques including case studies, simulations, and real-world projects.

2. *Active Participation.* Dewey felt that involvement and active participation are essential for successful learning. Fostering active engagement through engaging online platforms, team projects, and conversations becomes even more crucial in international education when students may be geographically separated from their teachers and peers. The development of critical thinking abilities, mutual learning, and cross-cultural interchange can all be facilitated by this active participation.

3. *Critical Thinking and Problem-Solving:* Dewey's theory places a strong emphasis on the development of these skills. This is especially important in the context of international education because students are exposed to many viewpoints and cultural situations. Students' ability to think critically, adjust to new circumstances, and promote intercultural understanding can all be improved by encouraging them to examine and solve real-world problems in various cultural contexts.

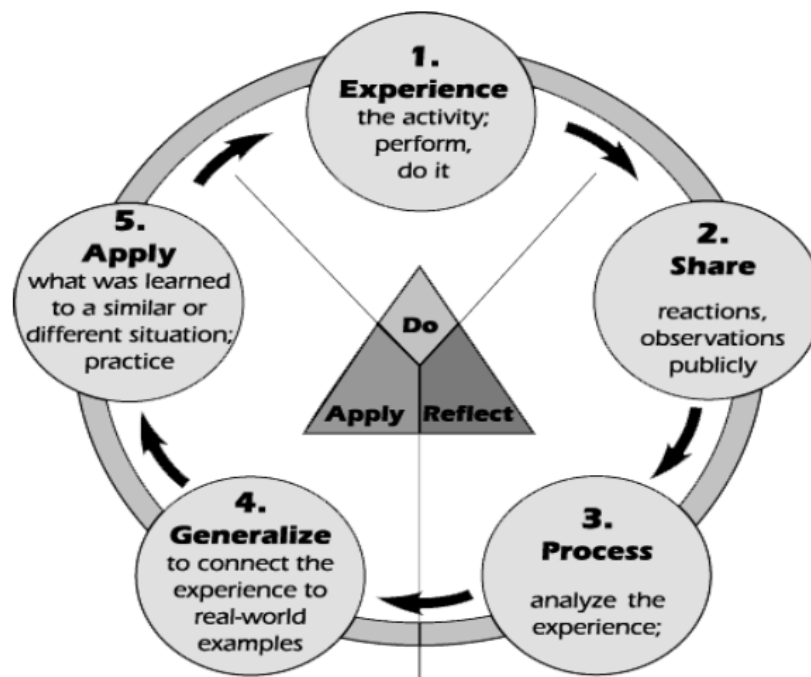


Fig. 1. John Dewey's Theory of Learning (Pedagogy for Change, (Williams, M. K, 2017)

The foundation of John Dewey's learning principle is the conviction that education should be an active, ongoing process of inquiry that incorporates the learner's engagement with their surroundings. According to Dewey, the learning process should be grounded in the learner's needs, interests, and experiences. To put it another way, learning ought to be person-centered and geared toward the whole growth of the learner.

The value of experiential learning, when students participate in hands-on activities to assist them in developing knowledge and understanding via their own experiences, is emphasized by Dewey's concept of learning. Dewey believed learning involved actively interacting with the environment to create knowledge and meaning rather than only receiving information.

According to Dewey's theory of learning, reflection and critical thinking are significant components of the learning process. He thought it was important to inspire students to reflect on their experiences, challenge preconceived notions, and draw connections between their learning and their own lives (Dewey, J., 1988) Dewey's concept of learning also emphasizes the value of social connection and teamwork in the learning process. He thought that because learning is a social activity, educators should encourage pupils to collaborate to deepen their understanding of the world. Collaboration and communication are crucial abilities for students to master, in Dewey's view, as they enable them to investigate and debate various points of view.

The concept of continuity and growth is a crucial component of Dewey's learning principle. Dewey believed that learning is a continual process, including growth and development throughout one's life. He believed

that education should be understood as a lifelong process of social and personal development rather than as a means to an end.

Dewey's concept of learning offers a thorough framework for comprehending the learning process and the function of education in human growth. It strongly emphasizes the value of reflective practice, critical thinking, social interaction, and lifelong learning. This conceptual framework has profoundly influenced education and continues to influence how educators today view teaching and learning (Morgan, 2017).

In summary, the following significant concepts are emphasized by Dewey's principle of learning:

- The needs and interests of the learner should be the core of the learning process.
- Students should actively interact with their surroundings as part of an experiential learning environment to build knowledge and meaning.
- Reflection and critical thinking should be a part of learning, and students should be encouraged to challenge presumptions and draw parallels between their learning and their own lives (Roberts, 2003).

The Philippines' TNE Program:

This stands in for the main subject of the study, which is the Transnational Education (TNE) initiative carried out in the Philippines. Under TNE programs, educational courses or programs are given to students living abroad in the nation where the awarding institution is headquartered.

Chinese Postgraduate Learners:

This element stands in for the study's intended audience, which consists of Chinese graduate students enrolled in the TNE program in the Philippines. The purpose of the study is to comprehend their viewpoints and experiences. The illustration above is founded on the idea that effective teaching and learning entail many different elements and that a thorough evaluation of these elements is required to comprehend the overall quality of education given to students.

Quantitative Instrument, SEEQ:

Student Evaluation of Educational Quality is referred to as SEEQ. It is a quantitative research tool for gathering information on how students view their learning environment. In this instance, Chinese graduate students' opinions are used to evaluate the TNE program's quality using the SEEQ tool.

Interviews:

Chinese graduate students were interviewed qualitatively for this component. The goal is to collect more detailed, qualitative information about their perspectives, difficulties, and experiences with the TNE program than can be obtained from quantitative assessments such as the SEEQ.

External Factors:

External factors are things that neither the TNE program nor the students can directly control. Cultural disparities, linguistic obstacles, and the accessibility of academic support resources are a few examples of this. These elements are thought to have the ability to affect how Chinese graduate students learn.

Outcomes:

The results show what the research is expected to find. This could involve a thorough comprehension of the TNE program experiences of Chinese graduate students, suggestions for program enhancements, and perceptions of cross-cultural teaching.

Many key elements affect the quality of teaching and learning in higher education settings, including course organization and design, instructional quality, interpersonal interactions, student motivation, and overall satisfaction. These aspects are considered interrelated and dependent on one another. Thus, improvements in one area may also benefit others.

For instance, a well-structured and intelligently designed course can support student motivation and encourage gratifying interactions between the teacher and the students. Students' motivation and overall course

satisfaction can both be improved by effective education. The research aims to evaluate each of these elements individually to give a complete picture of the quality of education offered to students. This information may be used to pinpoint problem areas and encourage ongoing quality improvement in higher education settings.

Overall, it shows the value of taking a holistic and all-encompassing approach to evaluate the quality of teaching and learning and emphasizes the interdependence of the numerous elements that go into providing high-quality education.

Results And Discussion

Based on the findings of the study, the demographic profile of the respondents with the highest number of responses is with the range of 25-34 years old, with 57 and the age group between 35-44 has 18%. On gender, the sample shows a relatively higher proportion of Male, with 70%, while Female has 30%. With regards, to educational level, the highest proportion is for Second year, with 41%. The lowest proportion is for Fourth year, with only 8 people.

Furthermore, the research extends the questions to know the duration of their stay in the Philippines, on one hand, the most common response is less than a year, with 41%. On the other hand, 2-3 years is the least common response, with only 8 people. Lastly, regarding source of funds to finance their education here in the Philippines, the most common response is support from family, with 54%. On the other hand, scholarship and loans have the lowest proportion with 15 people each. The results reflect the diversity of the respondents in which this dissertation aims to elucidate. The context of the paper is to significantly extract based on the results the intention of the lived experiences of selected Chinese students studying here in the Philippines.

Table 1. Factors used in SEEQ

Descriptive Analysis						
Items	N of samples	Min	Max	Mean	Std. Deviation	Median
Learning	100	1.750	5.000	3.917	0.713	4.000
Enthusiasm	100	1.000	5.000	3.795	0.792	4.000
Organization	100	2.000	5.000	3.908	0.685	4.000
Group Interaction	100	1.750	5.000	3.908	0.759	4.125
Individual Rapport	100	1.000	5.000	3.882	0.729	3.875
Breadth	100	1.500	5.000	3.888	0.709	4.000
Examinations	100	1.000	5.000	4.033	0.744	4.000
Assignments	100	1.500	5.000	4.105	0.756	4.500
Overall	100	1.670	5.000	3.950	0.723	4.000
Student and Course Characteristics	100	1.500	5.000	3.863	0.734	4.000

The table above shows the nine factors identified in the study, using descriptive statistics the researcher highlighted mean values for these dimensions are mostly between 3.85 and 4.0, indicating that respondents have positive perception towards their experience as a foreign student in their respective programs. Furthermore, the standard deviation indicates the dispersion of scores on these variables. Based on the interpretation the higher the standard deviation, the greater the score difference. Based on these data, the scores for these dimensions are relatively concentrated. The median is considered a more sensitive statistic for data distribution. If the data distribution is not skewed, the median may be a more accurate reflection of the scores of most samples than the mean. Based on these data, most samples scored close to 4 on these dimensions, which is a very positive score.

With the exemption of individual rapport, this elucidates that due to certain level of language difference, building a significant relationship with their respective academic programs is a challenge. However, this does not note that everything is a problem, considering that the response based on median results is still 3.87. This pertains to still strong indication of positive position. Furthermore, student and course characteristics (Student) dimension has relatively close minimum and average values, indicating that the sample size for this dimension is relatively balanced and there is no significant bias towards any group. The results of supports the findings generated by the

study done by Kim and Kim (2020), perceived social integration and the value of education were important variables influencing student satisfaction and loyalty.

Table 2. Correlation Between Factors

Pearson correlation										
Student and Course Character istics	1	Learning			Individual		Breadth	Examinations	Assignments	Overall
		Enthusiasm	Organization	Group Interaction	Rapport					
Learning	0.499**	1								
Enthusiasm	0.525**	0.551**	1							
Organization	0.568**	0.337**	0.464*	1						
Group Interaction	0.567**	0.503**	0.553*	0.499**	1					
Individual Rapport	0.443**	0.507**	0.575*	0.337**	0.326*	1				
Breadth	0.446**	0.504**	0.477*	0.533**	0.530*	0.432*	1			
Examinations	0.414**	0.379**	0.376*	0.404**	0.428*	0.234*	0.500**	1		
Assignments	0.290**	0.297**	0.378*	0.275**	0.305*	0.295*	0.243*	0.275**	1	
Overall	0.465**	0.414**	0.346*	0.426**	0.484*	0.435*	0.433**	0.283**	0.327**	1

The data above highlights the analysis on the correlation coefficient between factors. With regards, to students and course characteristics and learning 0.499, with a significance level of 0.01, indicating a significant positive correlation between students and course characteristics and learning. Similarly, the correlation coefficient between students and course characteristics and enthusiasm is 0.525, with a significance level of 0.01, indicating a significant positive correlation between the two. The correlation coefficient between students and course characteristics and organization is 0.568, with a significance level of 0.01, indicating a significant positive correlation between the two. The correlation coefficient between students and course characteristics and group interaction is 0.567, with a significance level of 0.01, indicating a significant positive correlation between the two. The correlation coefficient between students and course characteristics and individual rapport is 0.443, with a significance level of 0.01, indicating a significant positive correlation between the two. The correlation coefficient between students and course characteristics and breadth is 0.446, with a significance level of 0.01, indicating a significant positive correlation between the two. The correlation coefficient between students and course characteristics and examinations is 0.414, with a significance level of 0.01, indicating a significant positive correlation between the two. Finally, the correlation coefficient between students and course characteristics and assignments is 0.290, with a significance level of 0.01, indicating a significant positive correlation between the two. Similarly, the correlation coefficient between students and course characteristics and overall is 0.465, with a significance level of 0.01, indicating a significant positive correlation between the two.

With the aforementioned results, this significantly gave an in-dept understanding on the learning experiences of the Chinese students in the Philippines. The overall positive response, is an indication of their strong acceptance on the environment in which they are in. The nine factors which were used to evaluate the said

perception concentrates on the holistic experience and level of appreciation that selected students has on their learning experiences. One of the respondents during the interview did mention:

"I faced challenges in adapting to the local educational system and initial language barriers, which required extra effort to overcome."

And to support the result based on the interview another person interviewed said:

"I have noticed a strong emphasis on teamwork, allowing diverse perspectives to enrich our discussions and problem-solving approaches."

Wang and He (2019), which employed a narrative inquiry approach the results was very telling on the Chinese students who studied in the Philippines despite facing various difficulties and chances, the respondents concentrated more on the chances which they see namely improve their language abilities, gain knowledge of other cultures, and widen their horizons.

Table 3. Variable Path Coefficient

Path	Standard Coefficient	Path	Non-Standard Path Coefficient	S.E.	C.R.	P
Student and Course Characteristics→Learning	0.587		0.606	0.105	5.774	***
Student and Course Characteristics→Enthusiasm	0.652		0.68	0.106	6.398	***
Student and Course Characteristics→Organization	0.666		0.575	0.091	6.303	***
Student and Course Characteristics→GroupInteraction	0.701		0.722	0.107	6.771	***
Student and Course Characteristics→IndividualRapport	0.507		0.4	0.084	4.769	***
Student and Course Characteristics→Breadth	0.571		0.381	0.078	4.889	***
Student and Course Characteristics→Examinations	0.511		0.405	0.084	4.797	***
Student and Course Characteristics→Assignments	0.393		0.392	0.09	4.348	***
Student and Course Characteristics→Overall	0.591		0.346	0.071	4.868	***

The table above shows the statistical result on the direct effect of the factors used in the study, particularly the standard path coefficient. The researcher applied the statistical method in order to compare the relative magnitude of the effects of variables on selected Chinese students. For students and course and characteristics of learning is 0.587. Students and course and characteristics to enthusiasm is 0.652. Students and course characteristics and organization is 0.666. Students and course characteristics and group interaction is 0.701. The standard path coefficient in the path students and course characteristics to individual rapport is 0.507. Students and course characteristics to breadth is 0.571. Students and course characteristics to examinations is 0.511. The standard path coefficient in the path students and course characteristics and assignments is 0.393. The standard path coefficient in the path students and course characteristics to overall is 0.591. All the result reached the threshold ($P < 0.05$), indicating a significant positive impact. This was in support in the study of Wahlström (2020), the concept of standards-based curricula is underpinned by the transnational policy idea of "international standards," with a focus on the need to achieve specific knowledge standards and achieve equity in assessment.

Table 4. Chinese Students Learning Experienced

Aspect	Indicators	Interpretation
Educational Approach	Collaborative learning, Interdisciplinary curriculum, Practical applications, Active participation.	Transnational education in the Philippines emphasizes interactive, practical, and engaging learning experiences.
Curriculum Flexibility	Flexible curriculum, Tailored educational paths.	The flexibility in curriculum allows students to customize their learning, catering to individual interests and goals.
Learning Environment	Diverse cultural exposure, Support services, Modern facilities, Inclusive atmosphere.	The inclusive environment and modern facilities create a supportive atmosphere, fostering diversity and inclusivity.
Teaching Style	Interactive teaching, soft skills emphasis, Real-world challenges, Research-oriented.	The teaching style emphasizes interaction, practical skills, and research, preparing students for real-world scenarios.
Cultural Integration	Cultural appreciation, Community engagement, Language support, Global perspective.	Cultural integration is promoted through community engagement and language support, encouraging a global perspective.
Challenges and Concerns	Bureaucratic challenges, Grading inconsistencies.	Some bureaucratic challenges exist, and grading inconsistencies might pose confusion, but they are manageable for students.
Extracurricular Activities	Extracurricular opportunities, Student organizations.	Abundant extracurricular activities enhance the overall experience, promoting a holistic development beyond academics.
Soft Skills Development	Communication skills, Teamwork emphasis.	The emphasis on soft skills development enhances students' communication and teamwork abilities, valuable for the future.
Financial Accessibility	Scholarships, Financial aid options.	Financial accessibility is high due to the availability of scholarships and financial aid options for international students.
Independent Pursuits	Independent research, Pursuit of passions.	Students are encouraged to explore independent research and pursue their passions, fostering a sense of ownership in learning.

Based on the series of interview questions, the researcher digs deeper into the similarities and differences among the learning experience of selected international Chinese students. The themes which came up are flexibility on the curriculum. This was highlighted due to the rigidness on their learning experience in their homeland. This was reinforced on how a more conducive learning environment was being promoted in the Philippines where soft skill development is balanced with their independent pursuit to learning.

In addition, the study's conclusion emphasizes that Chinese students attending Philippine institutions have moderate concerns, mostly related to difficulties adjusting to the country's educational system, managing their time, and handling group dynamics. On a moderate note, post-graduation concerns are also mentioned. Even with their existence, bureaucratic obstacles and grade discrepancies are considered to be controllable. Although the results show that there is a moderate need for improved grading consistency, more resources for career counselling, and more open and transparent assessment procedures, the instructional quality is commended. These measures will help Chinese students in the Philippines have the best possible education.

Table 5. Chinese Students Experience of Classroom Dynamics and Environment

Aspect	Indicators	Interpretation
Classroom Dynamics	Interactive discussions, Student engagement, Critical thinking.	The classroom dynamics are highly interactive and engaging, promoting critical thinking and active student participation.
Learning Environment	Vibrant atmosphere, Collaborative projects, Inclusive environment.	The learning environment is vibrant and inclusive, encouraging collaboration and fostering a sense of intellectual curiosity.
Efficient Learning	Practical exercises, Time management, Peer-to-peer learning.	The program promotes efficient learning through practical exercises, effective time management, and peer-to-peer learning initiatives.
Cultural Disparities	Cultural understanding, Language exchange, Diverse faculty.	Cultural disparities are acknowledged and embraced, fostering cultural understanding and communication among students and faculty.

Overall, based on the interview, very favorable indicators are found in the evaluation of important elements of the learning environment. The intense interaction, student involvement, and encouragement of critical thinking make the classroom dynamics remarkable. Brightness, teamwork, and diversity define the learning environment, which fosters an environment that allows for the development of intellectual curiosity. Practical activities, time management, and peer-to-peer learning initiatives all demonstrate the program's emphasis on efficient learning. Language exchange programs and a diverse staff also help to accept and celebrate cultural differences, which add to the rich fabric of intercultural understanding and communication within the academic community. The collective power and efficacy of the educational experience across a range of dimensions is affirmed by these positive indications.

Conclusions And Recommendations

The study found that respondents had a generally positive attitude towards their experiences as international students in their programs. The mean values ranged between 3.85 and 4.0, with a median score of 3.87. The statistical analysis showed that course-related variables and student characteristics significantly influenced aspects of the academic experience, such as breadth, exams, assignments, group interaction, individual rapport, and excitement. This highlights the effectiveness of the current educational framework in fostering a fruitful learning environment while adhering to international standards.

The interviews revealed a recurring theme of curriculum flexibility, which is crucial for a balanced approach between the development of soft skills and the autonomous pursuit of knowledge. Although Chinese students expressed concerns about time management, group dynamics, and transitioning to the educational system, the report highlights the manageability of post-graduation worries and bureaucratic barriers. The research praises the quality of education while recognizing the need for increased career counseling tools and better grading uniformity.

To improve the overall educational experience, educational institutions should continue investigating flexible learning environments that meet the needs and preferences of Chinese students. Proactive steps include offering thorough orientation programs, developing efficient time management techniques, and implementing support services for group dynamics and post-graduation issues. Better grading uniformity and career counseling tools can help Chinese students successfully navigate their post-graduate courses. Working together, educational institutions and support services can not only resolve issues raised but also create richer, more welcoming environments for foreign Chinese students studying in the Philippines.

The recommendations for improving the educational experience of Chinese graduate students in Philippine Transnational Education (TNE) programs include a flexible curriculum, comprehensive orientation programs, time management workshops, and resources for managing group dynamics. Post-graduation support is crucial, including career guidance, employment placement assistance, and recommendations for further education. Simplifying assessment procedures and ensuring clear communication on grading guidelines enhance consistency.

Investing in comprehensive career counseling services aids Chinese students in making informed decisions about their future occupations. Establishing a welcoming and inclusive learning environment promotes diversity and cultural understanding. Continuous improvement mechanisms and collaboration between educational establishments and assistance programs further support the intellectual, cultural, and individual welfare of Chinese international students in the Philippines.

References:

- [1] El-Ansari, M. (2020). Exploring Challenges and Sustainability in Transnational Higher Education Programmes. *International Journal of Management Cases*, 22(1), 24–34.
- [2] Li, X., Haupt, J., & Lee, J. (2021). Student mobility choices in transnational education: impact of macro-, meso- and micro-level factors. *Journal of Higher Education Policy & Management*, 43(6), 639–653. <https://doi.org/10.1080/1360080X.2021.1905496>
- [3] Schueller, J. (2023). Transnational education, labor market outcomes and graduate employability: a scoping review. *Career Development International*, 28(2), 196–216. <https://doi.org/10.1108/CDI-05-2022-0121>
- [4] Stafford, S., & Taylor, J. (2016). Transnational education as an internationalisation strategy: meeting the institutional management challenges. *Journal of Higher Education Policy & Management*, 38(6), 625–636. <https://doi.org/10.1080/1360080X.2016.1202811>
- [5] British Council. (2013). The Shape to Come: The evolution of transnational education: data, definitions, opportunities and impacts analysis. United Kingdom. https://www.britishcouncil.org/sites/default/files/the_shape_of_things_to_come_2.pdf
- [7] British Council. (2022). The Value of Transnational Education Partnerships: Executive Summary. United Kingdom. https://www.britishcouncil.org/sites/default/files/value_tne_executivesummary.pdf
- [8] Tiu Laurel, H. (2022, September 26). Philippine-China Watch: A Short Review of Philippines-China Educational Cooperation. Philippine News Agency.
- [9] Yang, Shimin. (2014). Several Thoughts on Current Chinese Education in the Philippines. Conference on Education Technology and Social Science, China.
- [10] Punongbayan, M., & Marcelo, E. (2023, September 10). Philippines, Chinese universities sign 10 partnership agreements. *The Philippine Star*.
- [11] UNESCO Office Bangkok and Regional Bureau for Education in Asia and the Pacific. (2013). The International Mobility of Students in Asia and the Pacific (No. 1094). <https://unesdoc.unesco.org/ark:/48223/pf0000226544>.
- [12] Official Gazette. (2019). Republic Act No. 11448: An Act Expanding Access to Educational Services Through the Establishment and Administration of Transnational Higher Education, and Appropriating Funds Therefor. Republic of the Philippines.
- [13] Huang, L., & Joson, C. G. (2023). Online Learning Experience of Chinese Graduate School Students in the Philippines. *Journal of Education and Educational Research*, 4(3), 167–172. <https://doi.org/10.54097/jeer.v4i3.11404>
- [14] Bantugan, B. S. (2022). Responding to the Learning Needs of the Chinese Students Enrolled in the College of Music and the Performing Arts of St. Paul University Manila. *International Journal of Arts and Social Science*, 5(1), 166. <https://www.ijassjournal.com/volume-5-issue-1-january-2022/>
- [15] Zheng, C., & Ouyang, H. (2023). Factors influencing quality of transnational education: evidence from a Sino-UK program. *Frontiers in Psychology*, 13, 1099359. <https://doi.org/10.3389/fpsyg.2022.1099359>
- [16] Wahlström, Ninni (2020). Tracing implications of transnational policy in curriculum events. *The Curriculum Journal*. <https://bera-journals.onlinelibrary.wiley.com/doi/full/10.1002/curj.62>
- [17] Dewey, J. (1988). Experience and education. In J. A. Boydston (Ed.), *John Dewey: The later works 1925-1953: Vol 13, 1938-1939* (pp. 1-62). Carbondale: Southern Illinois University Press.
- [18] Morgan, W. (2017). John Dewey in the 21st Century. *Journal of Inquiry & Action in Education*, 9 (1), 222-232.
- [19] Williams, M. K. (2017). John Dewey in the 21st Century. *Journal of Inquiry & Action in Education*, 9 (1), 91.

- [20] Marsh, H., & Hocevar, D. (1991).). Students' evaluations of teaching effectiveness: The stability of mean ratings of the same teachers over a 13-year period. *Teaching & Teacher Education*, 7(1), 303-314.
- [21] Raparathi, M., Dodda, S. B., & Maruthi, S. (2023). Predictive Maintenance in IoT Devices using Time Series Analysis and Deep Learning. *Dandao Xuebao/Journal of Ballistics*, 35(3).
<https://doi.org/10.52783/dxjb.v35.113>