

07.2.2026**Author**

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Title

The educational administration of the self-taught higher education examination in China : findings from field research

Publication year

2003

Source/Footnote

In: Higher education policy. - 16 (2003) 4, S. 463 - 477

Inventory number

17348

Keywords

Ausland : China : einzelne Hochschulen ; Ausland : China : Studenten, Studium, Lehre

Abstract

This article reports on field research conducted in 1999-2000 in three of the larger cities in China (Wuhan, Xiamen and Shantou). It explores the workings of the educational service of the self-taught higher education examination (STE) that emerged in China in the early 1980s. Findings from questionnaires, in-depth interviews, observations and analysis of documents led to the conclusion that the educational goal of the STE, although implicit, is frustrated and diluted because of the following reasons: (i) inefficiency due to an absence of controls through regulations and legislation specifically applicable to state, province and county levels of administration. (ii) Inadequate and inconsistent communication between high-level administration and the local operation of educational services. Lack of communication results in the STE as a system declining in national examinations. It emphasizes note memorization rather than creative thinking implicit in the purpose of educational service institutions. (HRK / Abstract übernommen)