

Different Forms and Situations of Higher Education in China

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ABSTRACT

High Education plays a significant role in students' career and development and affects the country's infrastructural development, strongly bonded with Industrialization and high technological values. Based on regional and cultural differences, each country has its unique governance politics in universities. The essay will research how China High education has been adjusted and developed, including the overall situation, operation of the practice, and social output of overall efficiency three aspects. And research about how each factor is associated with fundamental education outputs by combining relatable resources. Finally, it is founded that the China Governance in high education is practical and effectively progressing; although part of the practice is essential for resettlement and reintroducing, most parts have developed well.

Keywords: Higher education, overall management, educational practice, significance

1. INTRODUCTION

Based on the overall management background of China's education, this paper discusses the operation mode and specific implementation of higher education from the perspective of comprehensive management, and clearly describes the current situation of China's higher education from multiple angles, which has guiding significance for a more objective understanding of China's higher education.

Then, Discusses China's higher education and its comprehensive management from different aspects, including the implementation of different models in higher education, the specific details of educational models and management, as well as the specific implementation and policies of comprehensive management, which has a new thinking value for the analysis of the current practical problems of higher education.

Thirdly, Discuss the penetration of comprehensive management in China's higher education, the impact of comprehensive management on students, the impact of quality education on comprehensive management, the implementation and operation of higher education, and

the specific role and multiple impacts of management mode in higher education.

2. CURRENT SITUATION OF THE OVERALL MANAGEMENT OF HIGHER EDUCATION IN CHINA

In China, all higher education institutions are tightly controlled and regulated by the central government, especially the Communist Party [1]. This relationship is reflected in central government, local authorities, and higher education institutions, and in all higher education institutions [1]. The presidents and party secretaries of national universities are directly selected and appointed by central ministries such as the Ministry of Education [1]. Heads of local public higher education institutions are determined by the local authorities [1]. Party organizations exist at private universities, with party secretaries appointed or dispatched by the local government [1]. Under long-term overall management, students and parents generally believe that the public sector is paramount, so private universities are often regarded as substandard [2]. Moreover, the Chinese traditional overall education and thinking are often criticized. In 2015, an education minister called on

universities to control the use of textbooks that "spread Western values." Many critics believe that a new education system that is more adept at using ideas is one of the ways to create a world-class university system [2].

2.1. Higher education quality education changes overall planning.

With the changing times, China has gradually promoted quality education. The idea is to encourage students' innovative spirit and ability, utterly different from traditional Chinese teaching concepts. Quality education has gradually taken place in Chinese education. To promote quality education, the Chinese education department has issued a series of actions: encouraging students to dare to participate, proactively explore, and try to do things on their own. At the same time, the education department is also changing the settings of courses and teaching materials to achieve better the goal of quality education [3]. With the steady advancement of quality education, traditional Chinese educational measures have been effectively improved. Traditional Chinese education generally restricts students' thinking to only limited content in exams and books. When quality education gradually expands to all parts of China, its educational purpose is also gradually profoundly rooted in the people's hearts. Quality education focuses on students' autonomous thinking ability and students' autonomous ability and gradually stimulates the inner potential of students without giving up the content of books.

2.2. Overall management of resource allocation in Higher Education

Higher education institutions receive their spending or financial resources in many different ways due to their different missions, goals, programs, histories, traditions, laws, and explicit procedures. Therefore, there is no universal model for the best approach in allocating financial resources in higher education [4]. While some flexibility is allowed in most colleges in resource allocation decisions, one key is finding a balance between the resources needed for high enrollment income and programs that provide effective academic and research outcomes. This effort generally gives school policymakers centralized control of resources and favours total program budgets as an allocation system ("Improving the Resource Allocation Process in Higher Education," 2014). Many colleges and universities in China need to allocate resources reasonably to various departments. If the resources are scattered, it will be challenging to allocate them properly to each required location and required idle. Therefore, most higher education schools in China will concentrate their resources on a top person or a team, allowing them to better allocate resources without having too many opinions or privately allocating resources.

2.3. Implementation of the overall management of Higher Education

Responsible for coordinating, coordinating, and managing education work at all levels and types; formulating standards for schools at all levels and types in conjunction with relevant departments; guiding the reform of education and teaching methods; responsible for statistics, analysis, and release of basic1 educational information. Responsible for the overall management of the education funds under the jurisdiction of the Ministry, participating in the formulation of policies for education fundraising, distribution, and investment in education construction funds, and compiling statistics on education funds all over the country [5].

3. MACRO-MANAGEMENT OF CHINA'S EDUCATION

The operation has experienced several changes, and mainly it is determined to a significant standard with better and advanced development. At the beginning of the 21 century, the higher education operation accelerated construction to achieve first-class among the world universities with sophisticated educational standards and advanced capacity for scientific research. Moreover, create more collaborative endeavour and improve centralization on campus to enrich talents output. Throughout many years of development, it replaced a massive proportion of administration with centralized governance. It utilized modernized methods to implement the educational concept and coordinate the efficiency into balance, leading to innovation and high talent utilization rate.

Nevertheless, the weakness of these processes is also noticeable. Firstly, regarding the cursorness of the supervisor officer or lack of self-alertness, the implementing phrases will emerge problems. For Instance, the policy regulation phrases would not be capable of receiving support and approval from students and increasing unnecessarily stress to students that produce confusion [6]. Therefore, opportunities for developing an effective and positive studying atmosphere are tiny capacity for constructing and possibly disadvantaged talented students' careers and chances for obtaining more probabilities. Also, Because of the low systematic education development of students learning cognition, students are generally found to build up self-consciousness to occupational planning and professional development. That will lead to no capacity of building up high value and valuable targets that destroy Low learning output. Meanwhile, the negative attitude towards learning and not reasonable formulating arrangement would also affect the standard and level of production.

3.1. Policy construction and operation in high education practice

The practice and operation of Higher Education Governance in China plays a significant role and contains specific meanings, mainly characterized by regional factors affecting equality of educational resources and general equilibrium in modernization. Firstly, regional population, landscape, and infrastructure affected the academic separation of resources. Furthermore, the north and south area has shown colossal distance based on regional, natural or historical effects. Moreover, the limited appropriation budget and standard of talents are separated, which intensely illustrates inequality. However, the policy of crucial universities has changed this situation. That is because the 211 key university programs have emphasized more talents, advanced excremental apparatus, and great experience mentors to develop the midland area for leading higher education and develop graduate students as resources to expand the education team to emphasize fundamental construction. Also, the project determines a particular subject as the primary point and promotes other issues and supports. Therefore, the area has increased more output of talents and outcomes than past 20 years, and it represents the effectiveness of the policy. While the main problem is inequality in actual governance, which needs to be concerned. Firstly, the first-class subjects' disciplines for approved in the east is 3.8, and west for only 1.82, and it illustrates the vast strength gap between them. Moreover, that mainly represents discipline, competitiveness, and reserve. Based on the institution rankings of the education department, the east colleges have more subject output and high-level talents graduation than west area. Therefore, the performance and reputation recycling in each generation, and also performing on resources governance, leads to more inequality. Moreover, the management of liberal art is lower than social science that unbalanced customarily acknowledged. That could be traced to inadequate course background, which is students has no clearly perceiving on subject career and universal treatment and more preference on critically skills training subject. That led to short of student populations and a decline in these subjects. Therefore, the strategic planning aspects are significant for governing. Firstly, the policy has concentrated on the disciplinary bias, mostly in internal adjustment for limiting low attractive subjects and reducing budget with scale to more commonly and determining issues. That not only destroy normal topic to dire infrastructural difficulties and confusion to students but also reflects on typically appears subject accuracy and performance. Moreover, it turns more stress on students and causes more unnecessary competition. As for the solution for improving that situation, the policy has focused more on an additional budget to those colleges and subjects, also more political encouragement for attracting students' attention and enhancing acknowledges to balance.

3.2. Self-reformability of higher education governance practice

The self-reform in higher education is exceptionally significant for coping with internal problems and improves the efficiency of an education process that produces higher academic and talents output. However, the educational situation and trend change rapidly, which cause a considerable challenge to governance and institutional construction. Therefore, the self-reform has to be carefully concerned. Regarding the problems has been approved in high education practice. For Instance, the construction of the common-sense course has developed for an extended period worldwide, and China education has merited other country's patterns combined with unique Chinese culture and values to construct a new mode in that aspect [7].

Nevertheless, the class has not been well localized and specialized, which is too general or less helpful. This phenomenon leads to three disadvantages. First of all, the curriculum content only provides outmoded knowledge and limited category for the option that tiny capabilities of attracting students who have additional needs get access to plenty types and wide range of expertise to enter the class [8]. Also, the class has limited majors or faculty, decreasing expectations of other non-accessible potential students, which is terrible for balanced and fully-developed education. Then, the credit hour of the common-sense class are mostly lower than other subjective classes, and less reasonable evaluation policies decrease the benefits of the class [9]. Lastly, the instructor of these classes plays a small role in promoting students to the excellent course learning atmosphere and has no capabilities for helping them to learn the course effectively. Accordingly, improvement is needed, and it could also be divided into various parts. Firstly, the government department aspects and regulatory framework are sophisticated hard to govern and modify. Therefore, it could be simplified and well-organized to decrease time-consuming in controlling. Also, the direct student union and other government departments have common effects in interacting with school management, reducing the speed of receiving educational feedback and coping with students' difficulties.

Moreover, the agency could be transferred to more personnel allocation for boosting process speed or arrange other ways to communicate with students directly. Secondly, the human resources of teachers and faculty are complicated in organism and distance between teaching performance, which could be solved by overall planning and settlement of systematizing the population. Therefore, the governing acquires reasonable policies and responds to each aspect.

3.3. external factors and promoting effect of higher education governance practice

Education internationalization as the most significant factor in high education practice has affected a huge proportion of educational development. Firstly, the economic and political arrangements in universities are more commonly similar to America. They transfer some departments to other functions and focus more on facilities and educational efficiency. Meanwhile, the form of education has changed rapidly, something like plenty of Universities settled international subjects to expand students' vision, and also cooperation with other abroad colleges to push students to use English as a fundamental tool for the learning process. That increases students' choices during picking schools, and possibilities. However, each abroad university has its unique protocol to govern students and help them to have more learning sanctification and maintain high efficiency and based on the different settlement of China education, it is not capable of turning their mode immoderately, which has to be concerned closely.

4. PRACTICAL VALUE AND SIGNIFICANCE OF OVERALL MANAGEMENT OF HIGHER EDUCATION IN CHINA

Recently, various governance models of higher education have shown a trend of integration worldwide. In the context of economic globalization, the power of the higher education system has transferred to different directions. In the EU, for example, there has been a rise in external power and interaction of universities. While some parts of the world, such as Asia and Latin America, present different governance development directions, this para-graph will determine the significance and values of higher education governance in China. As previously mentioned, China's overall governance has achieved relatively great output. Firstly, the concept of globalization emerged in the 1980s as one of the results of modernity. However, the developed countries that previously led the process of globalization have shown the idea of DE-globalization re-empowering at the local and national levels in a series of events such as new trade protectionism, the tide of refugees in Europe, and the Brexit referendum. Unbalanced distribution of interests and risk-taking, intensified protectionism, diminished willingness to participate in international cooperation, the game of interests, and political struggles have all become serious challenges brought about by DE-globalization. Therefore, China began to find its path of higher education governance on DE-globalization - pursuing modernization and combining it with its traditions. In the face of globalization, China's higher education has not weakened but has changed under the government's policy adjustment, which has achieved good results.

4.1. The overall management of China's higher education has the effect of realizing the balanced development of education

Firstly, China insists on innovation in education governance. Overall, the educational development level of a country is always positively correlated with the country's overall economic and social development level. If the economic and social development is good, the development of higher education will be full of vigour and vitality. If the economy and society are closed and conservative, the development of higher education will be Standstill [10]. If we consider it from a practical point of view, it is impossible to talk about the modernization of education governance without the modernization, reform, and development of the country's economy and society. After more than 40 years of rapid reform and opening up, China has achieved the second-largest economic aggregate in the world, and higher education has also made great strides. After realizing the rapid leap from elite education to mass education, it has rapidly entered the stage of universal education. At present, China has begun its decision to build a modern socialist country in an all-around way, and high-quality economic and social development has also begun. These comprehensive reforms of higher education and governance reforms and the promotion of modern governance must be integrated into the country's development concept and the general layout of national economic development and social governance modernization system construction, especially to promote the national economy. The new concepts and new requirements for innovative development that are clearly defined in social development and social development should be implemented in all aspects of the innovative development of higher education and the entire process of higher education governance modernization [11].

Secondly, adhere to the coordination of micro-governance and macro-governance of higher education. The micro-governance of higher education refers to the actual bearer of the national higher education undertaking - colleges and universities at all levels, by national education laws and regulations, combined with their school-running conditions, through the improvement of internal management systems, the establishment of scientific decision-making mechanisms, and the formulation of personnel training and development. Meanwhile, make more affects strategic planning, performance appraisal, optimizing income distribution and other measures, and carrying out specific school-running actions. The macro-governance of higher education refers to the systematic intervention by the government on the layout and development of higher education using policy formulation, funding, standard construction, evaluation, supervision, for instance, according to economic and social development or special

needs [12]. The key to realizing the coordination and mutual progress of micro-governance and macro-governance is to divide the governance boundaries of each subject in practice, clarify their respective governance responsibilities, and establish a collaborative governance structure of mutual trust, mutual coordination, mutual supervision, and their responsibility. Under this governance model, the governance of Chinese higher education can truly stimulate the autonomy, enthusiasm, and creativity of the micro-governance of various universities.

Finally, insist on strengthening internal governance and improving external governance. The modernization of higher education governance is an important national task involving many factors, so China needs to realize the unified and coordinated development of internal and external governance's co-modernization. The modernization of internal governance of higher education means that internal governance, as the key to the high-level and high-quality connotative development of national higher education, provides the internal driving force for the comprehensive reform and development of national higher education, thereby promoting reform and innovation in other aspects. The modernization of the external governance of higher education is the key to the collaborative innovation, openness and sharing, and sustainable and healthy development of the national higher education undertaking. In essence, the modernization of higher education governance is the scientific, standardized, and integrated internal and external collaborative governance of higher education reform and development and the comprehensiveness, integrity, and organicity of the overall planning of internal and external elements. The modernizing is conducive to effectively mobilizing all parties' enthusiasm, initiative, and creativity in promoting the modernization process of higher education governance, thereby forming a good atmosphere throughout the country and inside and outside of education.

In addition, the modernization of higher education governance is inseparable from the strong support of big data, cloud computing, machine algorithms, and other technologies. China uses new big data technology and informatization to govern higher education. In 2021, the number of graduates from colleges and universities will reach 9.09 million, and the number of higher education institutions will exceed 2,500. While the scale of higher education continues to expand, the complexity, differentiation, and diversification of higher education governance have gradually become prominent. Some colleges and universities are faced with problems such as overly complex internal management, insufficient integration of educational resources, and lack of modern governance mechanisms, resulting in low internal management efficiency in colleges and universities. In the development planning of higher education, big data intelligent technology can integrate information such as

university construction, capital investment, hardware facilities, number of students, employment: internal management efficiency, optimization of resource allocation in colleges and universities.

4.2. The overall management of higher education in China maximizes the social output of the overall efficiency of education

Under such policy conditions, China's higher education governance has achieved legalization and fairness by comprehensive legalization, students' rights with obligations of all parties involved in developing higher education and maximize involvement. Education carries the historical mission of promoting the overall fairness of society. To receive an education is the basic right of citizens in modern society, and education fairness is a beautiful social ideal and the basic value recognition of modern education. Trace Back to human history, approximately only education can guarantee to the greatest extent that all members of society have equal opportunities to participate in political and economic activities and pursue a happy life. Chinese higher education can cultivate more and better talents and produce more and better educational outcomes. Of course, significant education fairness is not only to ensure citizens' equal rights and opportunities to receive higher education but also to ensure the fair distribution of public educational resources and the fairness of rules in higher education. We must pursue the fairness of the starting point, and the fairness of the starting point can better reflect the level of modernization of higher education governance.

In addition, the independent management of colleges and universities has been realized. The practice of higher education development has proved that fully autonomous school-running and school-running autonomy are the keys to a university's ability to run a level and feature. Chinese colleges and universities are gradually getting rid of the long-standing dependence on government-run universities and excessive government intervention, eradicating the long-standing inertia that is not conducive to innovation and development, and truly improving universities' subject consciousness and autonomy in running schools.

China has also realized the informatization of education. Digital network technology is profoundly reshaping human society, people's digital existence is continuously extending in-depth, and the highly technological dependence and in-depth information of global education development have also become a strong trend. As a modern country, China has fully seized the opportunities of rapid globalization, popularization, mobilization, and living of network information technology, actively constructing a new educational innovation and development system of "Internet + Education," and combining educational modernization

and educational governance modernization with the rapid development of network information technology is organically integrated. In-depth informatization promotes the integration of educational governance, further strengthens the sharing of educational information and educational resources within the higher education system, makes timely understanding and supervision of the development of education in society more timely and convenient, and the state monitors the development process of education and more comprehensive encasement. In a word, China makes it easier for everyone to enjoy the benefits of educational information technology, makes educational development more adequate, makes educational decision-making more scientific, allows every link of educational development to operate under the sun, and makes abundant educational resources available throughout the world. Socially efficient sharing.

Most importantly, China's higher education governance has successfully integrated Chinese characteristics and formed its education system by learning Western education [13]. Gradually build an educational theory and practice system with distinctive Chinese characteristics, embody Chinese style, demonstrate Chinese influence, and set an example and demonstration for the colourful modernization of higher education for humankind. Therefore, colleges and universities can only find their development path and win a broader development space in modernization only by basing themselves on reality, identifying the service orientation, and constantly strengthening the characteristics of running a school. At the same time, the state must also adhere to the policy orientation of diversified higher education development and encourage the formation and development of various types, multi-level, individualized, and characteristic universities and educational institutions [14].

4.3. The overall management of China's higher education is of global and forward-looking significance to the development of education

The practical impact on students and the education sector China's higher education implementation policies have also received good feedback and results. First of all, for Chinese students, because China's higher education has gradually established a system suitable for itself and highlighted Chinese characteristics, Chinese students can enjoy their educational models and concepts in Chinese universities. Moreover, due to the development of formalization and China's emphasis on higher education, students in colleges and universities can also choose and obtain a variety of high-quality resources to improve their knowledge and ability and respond to the national policy of cultivating innovative talents to contribute to the country contribute better [15]. In addition, students can also enjoy fair educational treatment in the school,

without considering the advantages and disadvantages of their conditions. The modern governance system makes the rights and responsibilities of each department clear, which is more conducive to managing students and provides many conveniences to students. This undoubtedly has a huge help and influence on the development of students in colleges and universities.

The modernization and formalization of China's higher education governance have also positively impacted the education sector. As a result of adapting to globalization, the modern educational model and educational concept formed in China can inspire the educational community to reform and innovate educational concepts according to China's actual situation. The formalization of higher education governance can also promote the education community to use the shared global resources to develop education better. Moreover, the Chinese characteristics reflected in China's higher education governance can also inspire the education community not to forget the excellent traditional culture of their own country while learning from other developed countries. Because China is an ancient civilization with a long history, the broad wisdom of the Chinese people and the Chinese nation is condensed in traditional culture, and these traditional cultures are often the most valuable. The educational community should find good new ideas from these traditional cultures to perfect China's higher education governance. The inspiration of China's education governance model to the education sector is profound.

5. CONCLUSION

Generally speaking, China's higher education governance pursues the concept of modernization and innovation. The research on China's higher education is of great significance - it can provide an example for the global higher education governance of developed and developing countries. With the continuous development and deepening of globalization, education has become more and more important not only to the country but also to the whole world. Therefore, the governance of higher education is very important. Since all countries are eager for new and innovative talents, higher education should be the key. As one of the countries with the largest population and the strongest comprehensive national strength in the world, China's research results and data are of great significance to other countries. In addition, the development of modernization has brought about the sharing of educational resources all over the world. This research is very necessary to promote the development and progress of global higher education governance.

This study needs to be further discussed in several aspects. Firstly, China's higher education governance measures lack detailed school or student samples and data support. Only analyze the government's policies, lack of thinking about the actual governance of colleges and

universities. Secondly, the diversity of Chinese provinces and regions will lead to different higher education governance policies in different regions. These two points can be improved in future research, and this study will be more meaningful.

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