

## **Prospects and Role of Liberal Arts Education in Transforming Academic Scenario: A Survey Base Investigation**

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### **Abstract**

Restoration of interests in liberal craftsmanship schooling during the center 1990s in the nation of China has shown that the public authority, just as the colleges, have begun understanding that the present-day educational programs, alongside a tight spotlight on proficient preparing, are not adequate for empowering the understudies to satisfy the difficulties and requirements of today. Aesthetic sciences, that they learn leads to more extensive general information, however even to the imaginative reasoning and basic abilities. The reappearance of human sciences training has occurred because of an incredible need to teach well-round residents. Human sciences instruction would have a political, financial, social, and social effect on the contemporary Chinese populace. The investigation of human sciences instruction inside current China is important and convenient for a considerable length of time. Firstly, the results of the Research have helped serve as the policy reference for Chinese universities and government to evaluate the efficiency of the current policies towards liberal arts, especially while they consider the international distress and their responsibility for educating every citizen. Therefore, studies have been done to enable the university administrators' policymakers and the faculty members to reflect on educational problems, which might help enlighten their thinking regarding the future strategic decisions for institutional curricula reforms and for stimulating them to further the curriculum of liberal arts. Sample of 208 people from academic sector of China were surveyed to know the factors that determines the Prospects and role of liberal arts education in transforming academic scenario. The study concludes that High-quality workforce, Better-quality education, Satisfied and Social, and Sustainability are the factors that determine the Prospects and role of liberal arts education in transforming academic scenario in China.

**Keywords:** liberal arts, liberal education China, Chinese liberal education

### **Introduction**

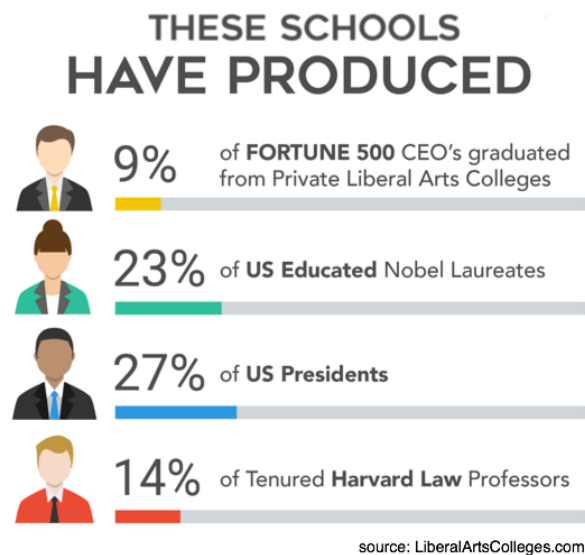
Education is one of the most important aspects for future growth, significantly for countries developing rapidly like China. It is a country that has been further developing the advanced education area seriously to turn into a universally aggressive country. For accomplishing this point, the getting of instructive approaches from far off nations got consideration in ongoing many years. The majority of the Research done on getting the instructive approaches centers principally around the single preparing project or change, neglecting the intricate test to import the complex unfamiliar training framework like the Liberal Arts School. What type of changes are derived from the pedagogical, curricular, individual, and institutional transfer? How do

liberal arts define and adapt to the context of China and the local response? One of the primary arguments of the studies which have been done on this revolves around the significance to match the institutional strategies with the diverse perceptions of the local actors on the way liberal arts need to work within China. Breaking with the long-existing tradition of the Soviet of the narrow specialized higher education, the country of China seeks different ways of improving the education system with the latest curricular reforms and the policies (**Hangyal and Teng, 2018**).

Strikingly, the propelling inclination should have been visible for changing undergrad schooling with the assistance of the presentation of the expansive based educational program approach with elective and general courses for further developing proficiency among understudies. Human sciences have a comparable educational program approach, despite the fact that it lays specific accentuation on understudy driven homeroom the board and intuitive teaching method. China has imported human sciences in the year 2012, and the Dutch schooling specialists helped it. One of the main colleges for setting up the human sciences programs was in Chongqing, and the different was opened in Taigu. Human sciences have become progressively well known in the Netherlands, where seven new undergrad universities for aesthetic sciences have been opened in the previous decade. This specific model of schooling of the Dutch program of aesthetic sciences was even carried out in different countries prior. The school of Chongqing for undergrad programs was opened due to the base up move of training displayed on Dutch Roosevelt College. The private school is a limited scale foundation as far as hypothetical limit. The staff incorporates around 25 to 30 educators, including the managers, and generally 10 to 150 understudies are enlisted every year.

The university college of Chongqing was amongst the first few universities in China for implementing the programs of liberal arts with major pedagogical reforms and curricula. The courses are mainly organized within the three central departments, including social science, humanities, and Science, and the teachers are also encouraged for using the student-centric style of teaching, the one which mainly focuses on the interactive activities which might help in fostering critical thinking of the students, the social responsibility and communication skills. According to the conventional undergrad arrangement of China that will in general pressure proficient schooling, the understudies ought to proclaim first their majors. Notwithstanding, whenever they have taken various subjects in the principal year of the program, they might change their majors in the subsequent year. Further, the developments involve a coaching framework that allots the scholarly guide for each understudy and design of the class that is made of moderately more minor gatherings, remembering 20 to 25 understudies for every classification contrasted with the other undergrad universities in China. Management of college for ensuring an international environment for students has helped build the projects of students exchange with the foreign universities. It thus seeks in hiring the teaching staff studying abroad. Considering the novelty of the liberal arts in China, the transferred model was adapted for different socio-cultural and educational traditions. Resultantly, the implementation process led to several modifications of this new education model. Such changes are reflected within the system of credit, the curriculum structure, and pedagogical approaches, too, where confronting Western and Chinese education traditions must be appropriately balanced. After the brief study

of the background, researchers have analyzed the stakeholders' perceptions on some of the most relevant issues and challenges caused by the transfer. They have argued regarding the critical challenges that must be considered by the management of the institutions (**Leping, 2020**). Liberal Arts Colleges has produced the following data regarding the student's inclination towards the Liberal Arts:



**Figure 1 Statistics showing Promising Future of Liberal Arts**

### Literature Review

The early 20<sup>th</sup> and late 19<sup>th</sup> centuries saw a burgeoning of China's modern-day higher education system. The foreign missionaries began constructing the church schools and colleges while also doing the missionary work during the late 19<sup>th</sup> Century. With a vast development experience, most schools evolved as universities and colleges, with the titles, names, and locales being completely changed. Between 1911 to 1937, more than 100 private and public institutions were established on provincial, local, and national levels with a wide variety of types and models (**Olvera, 2015**). Among the new advanced education foundations, the one of a kind gatherings, Christian colleges set up by the evangelists of North America, were conspicuous the most. The employees of Christian colleges have been undergrads from Canada and the United States of America. They joined the unfamiliar mission work, principally through the understudy chipping in development for the unfamiliar mission, and afterward traveled to another country to serve in China for the protestant's central goal. The teachers' experience transformed into West-styled instruction framework in China and brought Christian colleges and foundations into reality (**Godwin and Pickus, 2017**).

Advancement of the Christian establishments was molded mostly by the three authentic defining moments that are the enlistment of the public authority in the year 1928, plan of Postwar in 1943, and public revamping in the year 1951, that separated the 50 years time frame from initiation to destruction into the three fundamental times of political disorder and appearance, secularization during the last part of the 1920s, and post-war arranging during later 1940s—regardless of political disarray, a period before the 1920s used to be the time of free

improvement particularly for Christian colleges with practically no intercession or limitation from society or the public authority (**Kirby,2017**).

During the 1920s, the counter Christian development, the public authority enrollment, and the counter government development provoked the secularization of Christian colleges and strict courses to be killed from the imperative subjects just as regulatory controls over to the Chinese residents (**Jun 2015**). During 1943, the after war plan for Christian Universities of China repeated the instructive objectives of Christian schooling for filling Christian needs, advancing liberal training, and making commitments to Chinese society. Be that as it may, during the 1950s, as central area China took to the Soviet model for the expert specialization of the advanced education framework, Christian colleges must be closed down, and the projects were mostly isolated and converged into state funded colleges (**Shi and Lu, 2016**).

The Chinese leaders are of the view that the educational reforms would result in a better-quality education and students' achievements that would bring a high-quality workforce. A good quality workforce would benefit the modernization of the country, economic growth, and development tremendously, which eventually caused competitiveness and national achievement. Based on such assumptions, a lot more strategic education reforms became imperative for the policy development and growth in China, that too in the 21<sup>st</sup> Century (**Jun 2017**).

Also, the Chinese populace has been pleased 100% of the time of the long human progress and the public accomplishments until the nineteenth Century, when the economy, Science, and present day innovation in China noticeably failed behind those with Western powers like Germany, France, and the UK. In the interim, China was even significantly compromised through West colonialism, with few domains entirely or part of the way involved by such powers. As a reaction, the Chinese public and the government officials overall made a strong post-pioneer get up to speed believing that nearly turned into an aggregate state's philosophy which drove for public turn of events and recovery over the course of the Century (**Hayhoe,2017**).

The catch-up thinking for building the nation is probably represented the best by more recent policies move for realizing the Chinese dream, proposed officially by the president of China. As per him, the Chinese Dream would be a good renewal of China, prosperity of China, rejuvenation of China, and happiness of all the citizens (**Brighthouse et al., 2016**).

Opposite of the liberal arts is technical or professional education that is indispensable and prevalent for the technological development and economic boom of today. Even after 70 years, as per Classic Harvard's report, people live in the era of specialism. The main issue is how general education needs to be saved and its values in the system where specialism would be necessary. It's also true in the situation of today. Compared to liberal arts, professional and vocational education have a pre-dominant place across the globe as they offer advanced technological and scientific experts for information and industrial society (**Zhao, 2017**). However, entering into the 21<sup>st</sup> Century, professional expertise can't assure a clear and well-

defined path of career and knowledge economy across the world, which requires a globally competent, flexible, and crucial workforce. Apart from globalization, the rapidly changing technological advancements and evolution of the knowledge economy demand critical thinking and life-long learning competencies that are hallmarks of liberal education or even general education. Liberal arts education and available education help cultivate the students through creative expression and free inquiry that would be good for critical social challenges like social inequality, environmental sustainability, public health, and natural disasters (**Etzrodt et al., 2016**).

Since the finish of the twentieth Century, the policymakers and the researchers in China have been seen upholding society quality training or even broad schooling since particular instruction can't satisfy social requirements for the flexible ability. There additionally have been rising worries with respect to a decrease in moral norms and an absence of social obligation in the most recent age of graduates in the Chinese society in the beyond couple of years. To adapt to this issue, a totally new change for culture quality training or even broad instruction has occurred in tip top colleges like Tsinghua University, Peking University, and Fudan University (**Zha, 2017**). It even extended to in excess of 100 establishments, with the focuses zeroing in on culture quality instruction. Aesthetic sciences schooling and general training aren't new for China. It has been the quality of the advanced Chinese higher instructive organizations in the primary portion of the twentieth Century. During that time, numerous colleges were predominantly formed by the model of aesthetic sciences prior to going to the Soviet model of rearrangement of higher organizations during the mid 1950s (**Godwin & Altbach, 2016**).

In the academia of China, liberal arts is considered to be the general term that covers all disciplines in social Science and humanities with humanities particularly concerning studies of the feelings, ideas, values as well as emotions of human beings and the social Science concerning different disciplines like history, literature, religions and the philosophy, arts, ethics, etc. In contrast, social Science encompasses management, economics, law, education, and their branches, including sociology, political science, ethnology, etc. (**Godwin and Pickus, 2017**).

With regards to China, there's something else as sociology and theory, which is even utilized for alluding to sociologies and humanities. Regardless of all such various terms, aesthetic sciences for the most part incorporate the disciplines like financial matters, theory, writing, law, the board, history, training, abilities, and so on It is mostly founded on order, which is made on the list of the undergrad projects of China that puts designing, Science, medication, and horticulture in the equal classes (**He & Mai, 2015**).

In the last decade, Hong Kong and Mainland China have witnessed prominent growth in schools and university programs that stress liberal art and Science. Liberal arts and science help prepare the lifelong learner with integrated, broad knowledge and a sense of social responsibilities. Such features draw on the deep philosophical and cultural traditions of China. They are critical to achieving the main goals of shaping caring and wise citizens, fueling the

innovation economy, and cultivating the graduates with a sense of passion and purpose (**Knight, Deng & Li, 2017**).

Development in the liberal craftsmanship and science programs occurred inside China's advanced education framework and as a piece of the joint endeavor among Western and Chinese colleges. Notwithstanding, the genuine chance for the Chinese populace to carry out and grow such projects in creative ways would assist with forming liberal workmanship and science schooling changes across the world (**Logan & Curry, 2015**).

However, there are several obstacles to reforming within China. Such barriers include the general confusion over the meaning of liberal arts, doubts regarding the relevance and value limited reach and low quality of the current offerings, lack of the qualified faculty, formal incentives and formal metrics which hamper the educational innovations, difficulties in the scaling programs, bureaucratic resistance, a for new and innovative ways to teach about China, Western as well as other values, traditions and cultures and fact that the Chinese institutions of Mainland China are still considered to be significant political forces which are ambivalent regarding virtues of the liberal arts and science education for the students of the Chinese university (**Ng, 2016**). Liberal art and science education in China is at a pivotal moment. While it can't be suggested if the ideological or political changes in the structures that govern the Chinese Universities, studies have made specific recommendations for overcoming the obstacles and for realizing the potential of the universities (**Shi & Lu, 2016**).

## **Objective**

1. To know the factors that determines the Prospects and role of liberal arts education in transforming academic scenario.

## **Research Methodology**

Sample of 208 people from academic sector of China were surveyed to know the factors that determines the Prospects and role of liberal arts education in transforming academic scenario. The study is a survey based investigation for which the primary data is collected with the help of a structured questionnaire through random sampling method. The statistical tool exploratory factor analysis was applied to analyze the data and get the results.

## **Findings**

Table 1 is showing general profile of the respondents in which 208 people were surveyed and among them 57.2% are males and 42.8% are females. 39.9% of the respondents are from the age group of 30-37 years, 43.7% belongs to age group of 37-45 years and rest 16.4% are above 45 years of age. 24.5% of them are graduates, 32.2% are Post Graduates, 23.6% are having their professional degrees and rest 19.7% is having some other educational qualification. All of the respondents are from academic sector of China and among them 30.3% are teachers, 28.4% are administrators, 22.6% are educational policy makers and rest 18.7% are working with different designation in Academic sector of China.

**Table 1 General Profile**

<b>Variables</b>	<b>Respondents</b>	<b>%age</b>
<b>Gender</b>		
Males	119	57.2
Females	89	42.8
<b>Total</b>	<b>208</b>	<b>100</b>
<b>Age profile</b>		
30-37 years	83	39.9
37-45 years	91	43.7
Above 45 years	34	16.4
<b>Total</b>	<b>208</b>	<b>100</b>
<b>Educational Qualification</b>		
Graduates	51	24.5
Post Graduates	67	32.2
Professional degrees	49	23.6
Others	41	19.7
<b>Total</b>	<b>208</b>	<b>100</b>
<b>Occupational sector</b>		
Academics	208	100
<b>Designation</b>		
Teachers	63	30.3
Administrators	59	28.4
Educational policy makers	47	22.6
Others	39	18.7
<b>Total</b>	<b>208</b>	<b>100</b>

**Exploratory factor Analysis****Table 2 KMO and Bartlett's Test**

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		.856
Bartlett's Test of Sphericity	Approx. Chi-Square	2532.420
	df	105
	Sig.	.000

“KMO and Bartlett's Test” was applied in which KMO value found is .856 which is more than the 0.6 hence it confirms the validity of the factor analysis.

**Table 3 Total Variance Explained**

Component	Initial Eigen values			Rotation Sums of Squared Loadings		
	Total	% Variance	of Cumulative %	Total	% Variance	of Cumulative %
1	6.689	44.596	44.596	4.102	<b>27.344</b>	27.344
2	1.833	12.222	56.818	3.164	<b>21.091</b>	48.436
3	1.822	12.149	68.968	2.457	<b>16.378</b>	64.814
4	1.371	9.141	78.109	1.994	<b>13.294</b>	<b>78.109</b>
5	.681	4.537	82.645			
6	.559	3.729	86.375			
7	.406	2.710	89.084			
8	.379	2.529	91.613			
9	.347	2.316	93.930			
10	.266	1.775	95.704			
11	.210	1.400	97.104			
12	.174	1.162	98.266			
13	.127	.849	99.115			
14	.069	.463	99.578			
15	.063	.422	100.000			

It is found from the table 3 that the 4 factors explain total 78% of the variance. The 1<sup>st</sup> Factor explains 27.344% of the variance followed by the 2nd Factor with 21.091%, 3rd Factor having 16.378% and 4<sup>th</sup> factor explains 13.294% of variance.

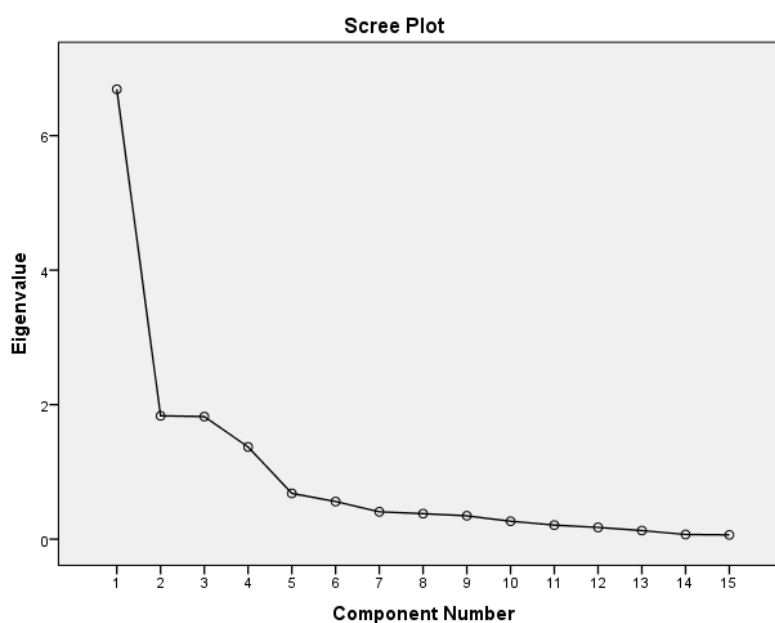
**Figure 1 Scree Plot**

Figure 1 is the graphical presentation of the Eigen values obtained from the Table 3 “Total Variance Explained.” The figure shows an elbow at 4 components. Hence portrays that total 4 Factors have been extracted.

**Table 4 Rotated Component Matrix<sup>a</sup>**

S. No.	Prospects and role of liberal arts education	Factor Loading	Factor Reliability
	<b>High-quality workforce</b>		<b>.953</b>
1.	Liberal art education help students to process an information in analytical manner	.884	
2.	It helps in developing an ability in a student to think across disciplines which is an important life skill	.866	
3.	It helps to develop strong, transferable, intellectual and practical skills	.860	
4.	Liberal arts education helps to develop communication, analytical, problem solving skills to apply in real world	.832	
5.	Liberal art education help a student to be more practical in real life situations	.831	
	<b>Better-quality education</b>		<b>.901</b>
1.	Liberal art education helps a student to become well rounded	.898	
2.	Liberal art introduces new idea, concept and unique experience in education system	.895	
3.	Liberal art education helps to gain broad knowledge of different disciplines	.784	
4.	Liberal art education provides depth knowledge of a subject	.727	
	<b>Satisfied and Social</b>		<b>.865</b>
1.	People are more happy and enjoyable through liberal arts	.884	
2.	Liberal arts helps people to be interesting and capable to enjoy the relations around them	.837	
3.	Liberal art education helps in developing a sense of social responsibility in a student	.831	
	<b>Sustainability</b>		<b>.728</b>
1.	Liberal art education provides an opportunity to a student to gain knowledge about culture, social, scientific and technological forces to shape their future	.855	
2.	Liberal art education changes the academic scenario and prepares student for sustainable future	.817	
3.	Liberal art education provides tools for sustainable development of a student	.715	

### Development of factors

High-quality workforce is the first factor that includes the variables like Liberal art education help students to process an information in analytical manner, It helps in developing an ability in a student to think across disciplines which is an important life skill, It helps to develop strong, transferable, intellectual and practical skills, Liberal arts education helps to develop communication, analytical, problem solving skills to apply in real world and Liberal art education help a student to be more practical in real life situations. The second factor namely Better-quality education consist of variables such as Liberal art education helps a student to become well rounded, Liberal art introduces new idea, concept and unique experience in education system, Liberal art education helps to gain broad knowledge of different disciplines and Liberal art education provides depth knowledge of a subject. Third factor is Satisfied and Social which associates with the variables like People are more happy and enjoyable through liberal arts, Liberal arts helps people to be interesting and capable to enjoy the relations around them and Liberal art education helps in developing a sense of social responsibility in a student. Fourth and the last factor is Sustainability and includes the variables like Liberal art education provides an opportunity to a student to gain knowledge about culture, social, scientific and technological forces to shape their future, Liberal art education changes the academic scenario and prepares student for sustainable future and Liberal art education provides tools for sustainable development of a student.

### Construct wise reliability of all the factors

The reliability of different factors is observed as that the factor reliability of High quality workforce is 0.953, Better quality education has 0.901, Satisfied and social is 0.865 and Sustainability is showing factor reliability as 0.728.

**Table 5 Reliability Statistics**

Cronbach's Alpha	N of Items
.892	15

It is found from table 5 that there is total 15 numbers of items that includes all the variables related to role of technology and total reliability found is 0.892.

### Conclusion

The present multi-polar world is seeing financial globalization and the unrest of information and data that causes socially expanded and inside and out improvement separated from exceptional social and philosophical trades inside the world. China is additionally in this sort of world. Since China began its strategy for changes and began opening in 1978, the most recent circumstances and the issues that arose in the social construction, financial framework, and the example and thought of individuals' advantage and distinctive philosophical patterns have been rising. There likewise have been progressively successive scholarly discoursed and trades among China and the remainder of the world. Under these sorts of conditions, it turns into a crisis for the Chinese colleges to play a superior part in creating sociologies and

humanities. Its additionally being trusted that once some significant work for the idea recreation, model recovery, primary rearrangement, separated turn of events, stage building, new liberal craftsmanship, and Science would be given due consideration and would be executed in the colleges of China, including a group of the first rate undergrad programs with the attributes of China and furthermore worldwide intensity.

The study concludes that High-quality workforce, Better-quality education, Satisfied and Social, and Sustainability are the factors that determine the Prospects and role of liberal arts education in transforming academic scenario in China as Liberal art education help students to process an information in analytical manner and helps a student to become well rounded. Liberal arts help people to be interesting and capable to enjoy the relations around them and also provide tools for sustainable development of a student.

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