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## Rationale of Educational Improvement in China

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### Abstract

Academic professionals, students, instructors and educational management facilitators and staff of China are the intended readers of this paper. A research study was conducted with great consideration to the current political policies and educational situation of the subject country, China. Data gathering occurred online through reliable resources and surveys from participant with high knowledge regarding the country's educational management. Theoretical speaking, culture and the continuous economic and social development of the country were found to be the rationale for the improvement of educational management in the subject country. The discovery of these rationale are expected to be basis of further educational management improvement. Due to a narrow research field given the present circumstances, only two factors were discovered with justification. It is believed that there are other unstated factors present in the country's society that can be discovered given a wider experimental environment.

**Keywords:** instructors; educational management; culture; economic and social development; rationale; factors; academic professionals.

### 1. Introduction

The educational system in China is a major vehicle for both inculcating values in and teaching needed skills to its people [1]. Rationale that are believed to have affected the educational management in the country are introduced by this paper. The paper aims to identify factors that have a major effect on the educational management and development in China and to evaluate the way these factors move with society and their direct effect to educational management.

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The findings of the study can be a learning paradigm to the society on the key factors that affect educational management in the subject country. This could contribute to the further development of their management practices as well as educate students about the subject. Cultures that are greatly influenced by Confucianism and the economic and social development of the country as a whole were discovered as general affecting factors of educational management development. Both of the factors affect educational management as per the Ministry of Education of the subject country. Culture being the core of the principles and values of every citizen that affects their way of living and decision making. The growth of the country contributes to the use of different technologies in terms of the instruments used for management. The given factors are generally described but they are not limited to the provided statements. Result are applicable for the education of the whole country however it there are factors that could vary from province to province.

## **2. Methodology**

Journals, articles, books and related literatures were used as basis to objectively accomplish the aim of the paper. A book entitled “EDUCATION IN CHINA: A SNAPSHOT” released in 2016 by the Organization for Economic Co-operation and Development (OECD) provides information on the educational system of China and how it is managed. It gives exclusive and reliable information that are based on few assessments and the likes. The publisher of the book gives it more credibility as it is a verified organization. Contents of the book provides clarity to other researchers and are open to the public which makes it more accessible. The said book primarily provided needed background information for the paper based on government data and the Ministry of Education of China. In order to gain a better insight on the possible affecting factors, a survey was conducted with instructors who entered the library. The survey form (figure 1) consisting of two questions was taken voluntarily by the instructors. A total of ten participants took the survey anonymously with wanting their identity to be confidential. There was no target age gap for the participants, it is as long as they are very aware of the practices in the education field of the subject country. In addition, data was gathered from journals and articles on the internet. Legibility and appropriateness of the sites to the topic was thoroughly checked before including the information from them.

Questions	Answer
On a scale of 1 to 10,how developed is China’s educational management at present based on your observation?	
State one factor that you think has affected our country’s educational management the most.	

**Figure 1**

## **3. Results and Discussions**

According to the book entitled “EDUCATION IN CHINA: A SNAPSHOT”, the Ministry of Education establish general curriculum and standards that are passed down to local government staffs of different cities and provinces in the country that provides specific protocols on how the given curriculum and goals could be meet within their capability and cultural practices as it varies between places [2]. The country’s growth on the other

hand, provides different instruments and goals that are used in managing education. Goals and standard are stated to become higher as per the rapid growth that occurring in the country. They have become more focused on maintaining social and educational balance that are provided for everyone. Education became more valued by the government following their economical success. Participants of the survey conducted prefer to not expose their particular job and field in the organization. It was then decided that the results would be anonymous as respect to their liking. Three of the participants responded that culture and traditional ways still has a big effect on the educational management in the country while the other seven responded that the economic development of the country greatly affected its educational management. The responds to question no. 1 of the survey has an average of 7-8 rating out of 10 when based on 10 as being really developed. The ratings implies that there is still room for improvement in making the country’s educational management better. Two sample responds are indicated below with figure 2 showing the response of participant 3 and figure 3 showing the response of participant 7.

Questions	Answer
On a scale of 1 to 10, how developed is China’s educational management at present based on your observation?	7.5
State one factor that you think has affected our country’s educational management the most.	The development of the country itself.

**Figure 2**

Questions	Answer
On a scale of 1 to 10, how developed is China’s educational management at present based on your observation?	6.5
State one factor that you think has affected our country’s educational management the most.	Culture’s influence is big in the government. They rely more on Confucianism with some western practices. The government did incorporate some western practices but the lack of belief in existentialism is still observed nowadays.

**Figure 3**

Results gathered from secondary data collection discussed the background of education in China that was used to narrow down the affecting factors of education in the subject country. The respondents of the survey were only a narrow contributor to the whole educational system of the country however, their claims are considered as they are educators in the country and the subject matter is their field of work. The survey pertained to a specific sample group while the book used for the secondary data collection pertained to a more general perspective of the education in the country. The two methods used balanced the information in the paper and made it objective as much as possible even though it is a qualitative academic paper.

#### 4. Recommendations

Beliefs and norms are highly instilled in China's management of their government. Laws or protocols made by the Ministry of Education of the country follow guidelines derived mostly from Confucianism like the guideline of strengthening the professional ethics of educators and the encouragement of high respect to them. China's educational management is continuously developing. According to a journal entitled Labour and Management in Development published in 2002, the subject country is very independent and reliant to their culture that most of the time, it neglects Western practices for development. As indicated in the said journal, personalities of Chinese locals and western educators don't match with each other. One participant of the survey conducted for the research responded that "The government did incorporate some western practices but the lack of belief in existentialism is still observed nowadays". Development in educational management is believed to be greatly met when freedom is more observed in the country. At home, the Chinese Communist Party, worried that permitting political freedom would jeopardize its grasp on power, has constructed an Orwellian high-tech surveillance state and a sophisticated internet censorship system to monitor and suppress public criticism [3]. It is believed that with existentialism, broader understanding especially in education would promote development in many areas. The country could achieve its highest development state with more freedom and understanding to each and every educator and student.

#### 5. Conclusion

The research has observed that the two factors namely culture and economic and social development generally affects the development of educational management in the subject country. The country's culture which is mostly based in Confucianism instilled norms and values to every staff involved in managing its education that are reflected greatly on their approved laws and protocols regarding the field. *He* which translate to harmony has been believed that it should be achieved and currently it is one of the bigger goal of providing education for the society [4]. On the other hand, the national development of the country as a whole also reflects the management of education in terms of materials and goals. Purposes and goals the government wants to achieve are dependent to their education as this shape its future generation. The purpose of their education is to fuel the dreams and goals of the country.

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