

Centennial Changes in Guideline of Standardized Development in Non-state HEIs in China: From the Perspective of Educational Psychology

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Abstract: With the continuous development of the society, the evolution of China's Non-state Higher Education Institutions guideline is facing new challenges. Based on the perspective of educational psychology, this study examines the Changes in guideline process of Non-state HEIs in China and raises the existing problems. The non-state HEIs system of China has experienced its changes in historical stages from inheritance, vanish to rebirth and development since late Qing Dynasty due to its education system and guideline have been playing the most important role in the development. The modern higher education system of China was established in the late Qing Dynasty during which modern non-state HEIs started at almost the same time. Confronting the disordered development in running schools, the provisional authority in the republic period used a variety of guideline instruments to effectively solve the problem that colleges were randomly upgraded to the universities. After the founding of new China, the non-state HEIs of China have experienced three periods of development: reform, termination, revival and development based on the states regulations and rules. HEIs have become standardized. The troublesome issues of orientation, profit, financing in running schools have been finally solved after the introduction and revision of the Non-state Education Promotion Law of PR China.

Keywords: Non-state HEIs; Standardization of Running Schools; Reform of Educational Institutions; Educational Guidelines and Regulations

1. Introduction

According to Maslow's point of view, people

are born with the tendency of self-realization. With the continuous improvement of social living standards, people's needs have long gone beyond the material satisfaction of food and clothing, but turn to seek their own comprehensive development, so as to achieve self-realization. Driven by the need for self-realization, people are more willing to try new things, to participate in competition, to climb the peak, in order to cultivate their own skills in various activities, explore their own potential, which also increases the flow of people and competition in some industries to a certain extent. One of the countries with the longest history of developing private universities in the world is China. However, since the late Qing Dynasty, the development and reform of China's private universities have taken on different forms and characteristics, from inheritance to extinction to development, from non-standard to normative. In this process, China's education system and guidelines have become an important basis for promoting the development of private universities. Under the new situation, in view of the new problems faced by the development of private colleges and universities, it is necessary to find the basis from the historical point of view, which is more realistic significance for standardizing and improving the development of private colleges and universities. Therefore, this paper reviews the relevant contents of the development and transformation of private colleges and universities since the end of the Qing Dynasty, hoping to be helpful to the discussion of Psychological Dynamics in the Evolution of Non-state Higher Education Institutions' guidelines in China.

China is now guiding and regulating the development of private education, pointing out a new direction and putting forward new

requirements for the classified management reform of private colleges and universities, but the research finds that most private colleges and universities are still in a wait-and-see state [1]. At the same time, some scholars believe that the classified management of private colleges and universities in China has also fallen into the dilemma of reform, and the phenomenon of difficult implementation of private education system is worthy of in-depth summary and reflection [2].

In terms of Educational Psychology in Higher Education, some scholars believe that university managers can actively promote the improvement of organizational environment by strengthening independent support, development guidance, and creating a harmonious atmosphere to meet the basic psychological needs of teachers in three aspects: competence, autonomy, and relationships. These can enhance the development motivation of university teachers and promote their development actions. The impact of organizational support on the development motivation of university teachers lies in the mediating role of basic psychological needs [3]. Some scholars also believe that universities can improve the environment and atmosphere of positive ecological mental health education by optimizing individual adaptive systems, promoting multidimensional development of various systems, integrating the counseling of diversified ecological expressive art psychological education, and promoting the development of "one-stop" student community positive ecological mental health education in universities. This will enhance the effectiveness of psychological education in universities.

2. Guidline Changes in the Standardized Development of Private Universities from the Late Qing Dynasty to the Republic of China

Before sorting out the history of the standardized development of private colleges and universities in China since the late Qing Dynasty, it is necessary to briefly introduce the development of private schools or colleges in ancient times. The development of private universities in China has a long history, which can be traced back to private schools in the Spring and Autumn Period and the Warring

States Period. During the Warring States Period, Jixia Academy, one of the earliest institutions in the world that was funded by the authority and hosted by the private sector, appeared in China. Because Jixia Academy had both official and private characteristics, it was able to recruit wise men from all over the world and give lectures together, and eventually became a higher education institution integrating teaching, scientific research, and advisory services. During the Sui and Tang Dynasties, China's feudal society reached its peak, and official and private schools also developed. The two complemented and promoted each other. By the end of the Tang Dynasty and the Five Dynasties, a new type of higher education institution "academy", which was sponsored by the private sector and integrated teaching and scientific research, appeared. In the Song Dynasty, the promotion of culture and education, the suppression of military affairs, and the emphasis on Confucian scholars became the basic national guideline. After all, the number of people who accepted official education was in the minority, so academies established by the private sector developed rapidly. Bailudong Academy founded by the private sector later became a model for other academies to follow. Role model. In the Qing Dynasty, due to factors such as the impact of the imperial examination system, most colleges became vassals of the imperial examination. During the Guangxu period, academies were restructured into schools.

2.1 The Rise of Private Education in the Late Qing Dynasty

After 1840, in the face of the Sino-Japanese War of 1840-1894, the authority and the public gradually formed a consensus to learn from Western education and establish new-style schools. With the development of the Westernization Movement, some business owners and businessmen began to imitate the West and establish new-style schools. At the same time, churches or some new private schools founded by foreigners began to emerge, such as Wenhua University established in Wuchang in 1871 by American Episcopal missionaries. In 1904, the "Guichou Academic System" was promulgated nationwide. By transforming old educational institutions such as academies and building new types of

schools, China established a complete system of higher education. After the Revolution of 1911 broke out in 1911, the Nanjing Provisional authority was established. Faced with the chaotic situation of private colleges and universities at that time, the Ministry of National Education promulgated the "Public Private Vocational School Regulations" and "Private University Regulations" in November 1912 and January 1913 to regulate private colleges and universities. Basic provisions are made for the application procedures and basic conditions, such as legal representative, school location, school buildings, school tools, books and equipment, teachers, etc [4]. And in accordance with the "Private University Regulations", the qualifications of each private university are evaluated and reviewed. Regardless of the length of time the private school has been in operation, "once the department sends personnel to inspect, the advantages and disadvantages will be distinguished to determine the approval and refutation of the case" to solve the problem. Problems such as incompleteness of subject setting or "extremely unfair student qualifications, no school funds, and all kinds of perfunctory practices" [4].

2.2 The Period when the Nanjing Provisional Authority and the Beiyang Warlords Perfected Regulations

After standardization and rectification, China experienced two upsurges in establishing private colleges and universities from 1912 to 1924. The first was from 1912 to 1913. This was due to the Renzi Guichou academic system replaced the higher education section of the original Guichou academic system. Preparatory courses can be set up under undergraduate courses. It is stipulated that preparatory courses cannot be set up separately, and private schools are allowed to be opened. At the same time as the implementation of the new academic system, the Ministry of Education promulgated the "University Order" in 1912 and the "Industrial School Order" in August 1913, which stipulated the purposes and tasks, curriculum, school equipment, admission conditions, and faculty appointments of all types of schools at all levels, funding and leadership management have made specific provisions. As a result, private colleges and universities that do not

require state funding emerged. At this time, Cai Yuanpei and others founded North China University. In 1912, Wang Youling and others founded Beijing Chaoyang University. Sun Yat-sen, Huang Xing and others founded China University. The second climax was from 1917 to 1924, when the number of private colleges and universities nationwide increased from 7 to 27 in 1925. For example, in 1917, Ma Xiangbo opened an undergraduate program based on Fudan Public School and changed its name to Fudan University; in 1918, Yan Xiu and Zhang Boling founded Nankai University at Nankai School; in 1921, Tan Kah Kee founded Xiamen University in Xiamen, etc [5].

2.3 Period of Normative Support by the National Authority

In order to further standardize and encourage the school-running behavior of private colleges and universities at that time, the Ministry of Education of the National authority promulgated a series of educational regulations and guidelines after 1927. For example, the "School System Reform Act" promulgated in 1922 stipulates that "a university can have a mathematics subject or a single subject. Those that offer only one subject are called a certain university, such as a medical university, a law university, etc." [6], as a result, there was a blind upgrading wave of private colleges and universities at that time. Some junior colleges were upgraded to universities, but the quality of their education was difficult to guarantee. For this reason, the "University Organization Law" promulgated in 1929 stipulates that only those with three or more colleges can be called a university. "The organization and powers of the board of directors of private universities or Independent Colleges are determined by the Ministry of Education" [6], and the "University Regulations" further stipulates the establishment standards and minimum requirements for universities [6]. In order to rectify the problems of private colleges and universities blindly following the trend and low quality, the "Regulations on the Registration of Private Universities and Vocational Schools" stipulates that the establishment of private colleges and universities "must be on a trial basis for more than three years... The principals should be Chinese, and full-time teachers at universities and junior colleges should account for to more

than one-third of the total", and requires the original private colleges and universities to be re-registered, and qualified private colleges and universities will be registered in accordance with the corresponding school-running standards. Private colleges and universities that do not meet the conditions for running schools will not be registered. Those who have registered but failed to pass the reexamination or have poor school running standards will have their registration qualifications revoked [5]. In addition, in order to standardize the management of missionary colleges and universities, the Nationalist authority began to urge the registration of missionary colleges and universities. The "Private School Regulations" promulgated in 1927 and the "Private School Regulations" in 1928 both stipulated that the establishment of private schools by foreigners "Must accept supervision and guidance from educational administrative agencies". Jinling University and Yanjing University were registered and registered respectively in 1928 and 1929. Subsequently, other Christian colleges and universities also registered one after another. After receiving legal registration from the authority, Christian colleges and universities ushered in a period of good opportunities for development. Due to the authority and as private support increases, the quality and level of education in missionary colleges and universities is also improving day by day [5]. Later, in order to support the development of private colleges and universities, the authority began to provide financial subsidies to outstanding private colleges and universities in 1934. "The total subsidy fee was 720,000 yuan, 70% of which was used to expand equipment, and 30% was used to subsidize the addition of special subjects. The subsidy is distributed once a year. If during the assessment it is found that there are illegal conditions for granting the grant, the grant will be stopped [6]". It is not difficult to see that the authority at that time used a variety of systems, measures or means to promote the standardization of the school-running behavior of private universities. Under the guidance of the National authority's insistence on advocacy, regulation and encouragement guidelines, various private universities have developed rapidly and achieved remarkable results.

2.4 The Low Period after the Outbreak of the Anti-Japanese War

By 1935, there were 53 private colleges and universities across the country, accounting for 49.1% of the total number of colleges and universities at that time; the number of students enrolled in private colleges and universities reached 20,664, accounting for 49.3% of the total number of students in colleges and universities nationwide at that time [7]. However, since 1937, China has experienced an eight -year Anti-Japanese War. The domestic economy, culture, education and other undertakings have been severely damaged. Private colleges and universities have suffered heavy losses in the war, making it difficult to maintain in place. For example, in 1937, Nankai University Universities were bombed by the Japanese invaders. Some private universities were unable to survive and either applied for authority administration or were state-owned by the authority. For example, Fudan University and Beijing Sino-French University became public universities. According to statistics in 1946, there were 64 private colleges and universities, accounting for 40.5% of the total number of colleges and universities at that time; the number of students enrolled in private colleges and universities reached 34,058, accounting for 26.3% of the total number of students in colleges and universities nationwide at that time [8]. On the eve of liberation, due to the difficulty in competing with public universities in terms of funding and lack of authority support, the quality of education seriously declined, and some private universities continued to suffer.

3. Guidline Changes in the Standardized Development of Non-state Higher Education Institutions since the Founding of New China

Since the founding of the People's Republic of China, China's private universities have gone through different stages of development. Before standardization, China still operated Non-state Higher Education Institutions with the concept of "private". In the later period, as the private educational regulations under the Chinese system continued to standardize and develop, the concept of "private" changed. Change is very different from the concept of a capitalist system state. After the founding of

New China, private education can generally be divided into three periods: the transformation and extinction period (1949-1978), the recovery and development period (1978-1991), and the standardized development period (1992-2020):

3.1 Transformation and Demise Period (1949-1978)

In the early days of the founding of New China, there were many wastes waiting to be revitalized, and the country began to comprehensively learn from the Soviet model to restore and develop the social economy. In the context of the country as a whole learning from the Soviet Union, the First National Education Work Conference in December 1949 determined that "learning from the Soviet Union" and "taking Russia as a teacher" would transform and build education in New China. From this, the activities of learning from the Soviet educational experience were spread nationwide. As a result, Chinese universities also carried out an unprecedented transformation in accordance with the Soviet model: leaders who went to the Soviet Union for an inspection at that time introduced the Soviet universities in the inspection report, "First of all, in Soviet universities, there is unity of thought, unity of leadership, and A high degree of organizational discipline...everyone (including professors) must abide by the systems and disciplines established by the school without exception. It plays an extremely important role that it ensured the unity of various tasks and completed the task of cultivating a large number of specialized talents [9]". This report represented the domestic higher education community's basic understanding of Soviet universities at that time. The characteristics of Soviet model universities can be summarized as follows: the authority centrally manages universities and higher education is integrated into the overall national planning system. One of the important measures to learn from the Soviet model was to carry out transformation and adjust departments of colleges and universities at that time, and to manage private colleges and universities by adopting the guideline of protecting and maintaining, strengthening leadership, and gradually transforming them. Gradual reform means carrying out reforms in a planned and step-by-

step manner in accordance with the principles and guidelines of the people's authority. The overall goal is to "balance public and private matters." The first National Conference on Higher Education was held in June 1950, which mainly discussed the guidelines of higher education and the constructive direction of higher education in New China. Ma Xulun, China's first Minister of Education, requested "adjustment of departments under a unified guideline", and then drafted "National Higher Education Department Adjustment Plan [10]". In August 1950, the Ministry of Education promulgated the "Interim Measures for the Administration of Private Colleges and Universities", requiring that "private colleges and universities across the country, regardless of whether they have been registered in the past, must re-apply for registration", and emphasized that the administrative power, financial power and property rights of private colleges and universities belong to Chinese people. The ownership of assets, funds, school land, school buildings and all equipment of private colleges and universities should be transferred to the school. The property of private colleges and universities must not be misappropriated for purposes other than school funds. Subsequently, during the adjustment of departments in 1951 and 1952, all private colleges and universities were converted into public universities or merged into other public colleges and universities. The development of private colleges and universities in China was interrupted for nearly thirty years.

3.2 Recovery and Development Period (1978-1991)

In December 1978, the Third Plenary Session of the Eleventh Central Committee was held, which was of great historical significance, ushering in a new historical period of reform and opening up. This was a guideline formulated by the Chinese authority to greatly promote the development of social productivity. Historical conditions have changed as a result, private colleges and universities have re-emerged. After more than 20 years of silence, Hunan Sun Yat-sen University of Advanced Studies was officially established in 1978 as the first private colleges and universities in China. In 1982, the China Social University organized by the Beijing Society and others was established in Beijing,

ushering in the development of private colleges and universities in the new era. The prologue. At the same time, references to high-fee schools, aristocratic schools, for-profit schools, etc. began to appear in various media. People are not clear about the connotation and characteristics of these concepts, thus creating a problem for the development of education. It has had an impact and therefore also triggered academic debate [11]. In addition, due to the influence of cultural perspective, the "Constitution of the People's Republic of China" adopted on December 4, 1982 clearly stated that "the state encourages collective economic organizations, state-owned enterprises and institutions, and other social forces to organize various educational undertakings in accordance with legal provisions." The expression "schools run by social forces" refers to educational undertakings other than those run by the authority. The expression of the constitutional provisions laid a legal foundation for the subsequent development of private education, which became the real starting point for the re-emergence of private colleges and universities in New China. In March 1984, the Ministry of Education forwarded the "Beijing Trial Measures for Social Forces to Run Schools", which clarified that "social forces to run schools" refers to all types of officially approved educational undertakings organized by individuals or collectives. In October 1984, the Third Plenary Session of the 12th Central Committee was held, which determined the development of multiple economic forms, and the development of the private economy entered its first climax. At the same time, the state provides a relaxed external environment for the private economy, which greatly promotes the rapid development of the private economy. For example, Beijing Haidian Day University, established in 1984, pioneered formal private university, and its demonstration effect across the country was relatively obvious. To a certain extent, it stimulated the enthusiasm of other social forces to fund schools. As a result, some private economic entities entering the field of private colleges and universities, it began to grow rapidly. In just two years, the number of private colleges and universities nationwide has grown to more than 370. In May 1985, the "Decision on the Reform of the Education

System" was released, which clearly stated that "local authorities (authorities) should encourage and guide state-owned enterprises, social groups and individuals to run schools, and encourage units, collectives and individuals on a voluntary basis to "Donate to support education". In July 1987, the State Education Commission (hereinafter referred to as the State Education Commission) issued the first relatively complete guideline and regulatory document regulating private colleges and universities after the reform and opening up, "Several Interim Provisions on Social Forces to Run Schools" to further clarify Social forces are run by national enterprises and institutions, democratic parties, people's organizations, collective economic organizations, social groups, academic groups, and approved individual citizens. It is emphasized that private colleges and universities is an important part of national education. China's reform and opening up guideline stalled in 1989 and was not resumed until "Southern Tour" in 1992. During this period, the development of the private economy declined, and some of the problems existing in private colleges and universities that were highly coupled with the private economy began to gradually come to light. Such as the blind pursuit of economic interests, non-standard school running, etc. So the state began to clean up and rectify private colleges and universities to ensure the standardized development.

3.3 Standardized Development Period (1992-2023)

In 1992, the then national leader (one) made an important "Southern Tour Speech", emphasizing the need to adhere to the basic line of "one center, two basic points", further emancipate the mind, change concepts, seek truth from facts, and promote all aspects of construction. The "Several Opinions on Accelerating the Reform and Development of Education" issued by the State Education Commission in September required that we free our hands and eliminate all kinds of interference, seize favorable opportunities, and accelerate the reform and development of education. It is proposed to actively encourage and strongly support social forces to run schools, and clarify that "we should correctly guide and strengthen management of various

problems that arise in the process of running schools by social forces." Due to the confusion about the title of Non-state Higher Education Institutions at that time, it also caused some troubles and debates in theory and practice. Some scholars believe that the uncertainty of the concept of "social forces running schools" is an important reason for the frequent problems of running schools in reality [12]. In addition, from the 1980s to the 1990s, Chinese society has also undergone great changes. The main body of running universities is the state (authority), and the pattern of running schools has changed. In reality, multiple running bodies invest in running schools, such as various social groups and collectives. Types such as ownership organizations and individual citizen schools began to appear. Zhu Kaixuan, then director of the State Education Commission, believed that "since the reform and opening up, China's school-running system has continued to undergo new changes. Now we collectively refer to these types of schools as 'Non-state Higher Education Institutions' [13]. In August 1993, the State Education Commission issued the newly issued "Interim Regulations on the Establishment of Non-state Higher Education Institutions", which clearly proposed the concept of "Non-state Higher Education Institutions" and made a detailed definition. It believed that Non-state Higher Education Institutions refer to "all kinds of social institutions other than state agencies and state-owned enterprises and institutions." Educational institutions established by organizations and individual citizens with self-raised funds to implement higher academic education." The definition of the concept of "Non-state Higher Education Institutions" is beginning to be different from the "private colleges and universities" commonly used in the world. Generally speaking, "private colleges and universities" as they are called in the world mainly refer to institutions that are supported by non-public funds and have self-financing and self-funding capabilities. Management, self-defined courses, self-selected students, self-selected faculty and other characteristics of colleges and universities. However, through various guidelines and regulations, it is not difficult to see that China's Non-state Higher Education Institutions must essentially accept authority supervision and management. Therefore,

China's Non-state Higher Education Institutions are different from those around the world. Non-state Higher Education Institutions are fundamentally different. From then on, all authority documents, guidelines and regulations in China began to use the term "Non-state Higher Education Institutions", while terms such as "private colleges and universities" and "schools run by social forces" were rarely used. In this way, the names of Non-state Higher Education Institutions in China began to become standardized.

4. Specific Guideline Practices during the Normative Development Period (1992-2023)

In view of the reality that Non-state Higher Education Institutions at that time were blindly following the trend and developing abnormally, the 1993 "Interim Regulations on the Establishment of Non-state Higher Education Institutions" clearly stated that the basic conditions for the establishment of Non-state Higher Education Institutions are as follows: First, the president and vice president must have a bachelor's degree or above and be responsible for their disciplines. They must have the professional title of associate professor or above; secondly, they must have a stable teaching staff consistent with the number of students. Each major must have at least two teaching backbones with the professional title of associate professor, and basic courses such as public courses should have at least one person with the professional title of lecturer or above; thirdly, There must be more than 3 disciplines and majors with more than 500 students on campus ; fourth, there must be relatively centralized and independent land and school buildings; fifth, necessary teaching instruments and equipment must be equipped for the disciplines and majors; sixth, there must be necessary funds and stable funding sources for the establishment of the school. In addition, the Provincial Department of Education can inspect and evaluate the operation of private colleges and universities. If it finds that diplomas are issued indiscriminately, the order of running schools is disordered, the quality of running schools is low, and it violates the purpose of running schools, it can issue warnings, rectify within a time limit, stop enrollment, or even revoke the qualifications for running schools. Later, the minimum

conditions for the establishment of Non-state Higher Education Institutions were further refined and improved in other guidelines and regulations, and the problem of blindly running schools in Non-state Higher Education Institutions was solved.

Regarding issues such as whether Non-state Higher Education Institutions are profitable, in 1994 and 1995, China successively passed the "Notice on Raising Funds from the Society for Non-state Higher Education" and the "Education Law of the People's Republic of China", etc., which once again emphasized that "no organization or individual is allowed to operate schools and colleges for profit-making purposes". Other educational institutions", warning against those seeking profiteering in the name of running schools. In July 1997, the State Council promulgated the "Regulations on Running Schools with Social Forces" in the form of administrative regulations, which stipulates that no organization or individual may misappropriate the property of Non-state Higher Educational institutions. The accumulation of running Non-state Higher Education Institutions "can only be used to increase investment in education and improve educational conditions, and may not for distribution and not for off-campus investment." Until the promulgation of the Non-state Higher Education Promotion Law of the People's Republic of China (referred to as the Non-state Education Promotion Law) in 2002, this law for the first time explained the public welfare and for-profit nature of China's Non-state Higher Education Institutions, and no longer overemphasized that Non-state Higher Education Institutions "should not be for profit." Allowing investors to obtain reasonable returns from school operating balances is the first legal recognition of returns for investors in Non-state Higher Education Institutions in China. Since then, the "Popular Promotion Law" has been revised twice in 2013 and 2016. The new Non-state Education Promotion Law came into effect on September 1, 2017, and the legal provisions in it are further breakthroughs, including that organizers of Non-state Higher Education Institutions must choose between for-profit and non-profit positioning when running them. For-profit colleges and universities allow their sponsors to obtain reasonable returns, and the balances from school operations are handled in

accordance with the company law; non-profit colleges and universities are not allowed to obtain returns, and all school operating balances are used for running schools.

Regarding the issue of academic education in Non-state Higher Education Institutions, China first started with the diploma pilot program. In 1993, the State Education Commission approved 15 Non-state Higher Education Institutions and 15 majors including China University of Social Sciences (now Beijing Vocational College of Economics and Trade) to conduct pilot academic diploma examinations. In March 1996, the State Education Commission made it clear in the "Notice on Strengthening the Management of Schools Running by Social Forces" that "it is necessary to distinguish schools that are qualified to issue academic diplomas from schools that are not qualified to issue academic diplomas." This became an important turning point for Non-state Higher Education Institutions to move from non-academic education to academic education. At the same time, the State Education Commission approved the qualifications of six Non-state universities, including Shanghai Sanda College, to issue academic certificates. The history of formal academic education in China's Non-state Higher Education Institutions has officially begun. This greatly stimulated the enthusiasm for running Non-state Higher Education Institutions, and the number of them across the country began to increase dramatically. Statistics show that in 1994, there were 880 Non-state Higher Education Institutions in the country, and by 1995, the number had reached to 1,209. This is equivalent to a new Non-state Higher Education Institution being established every day, which fully reflects the development trend of Non-state Higher Education Institutions at that time. Irrational impulses have laid hidden dangers for the frequent development problems of Non-state Higher Education Institutions [14]. In 1997, with the help of the second renewal of the "School License", the state carried out a large-scale cleanup and rectification of Non-state Higher Education Institutions. At the same time, due to the fierce competition among Non-state Higher Education Institutions, some of them with poor operating conditions took the initiative to or the qualification to run a school is passively canceled.

Regarding the issue of Non-state Higher Education Institutions, since China has long been a poor country that runs large-scale education, in June 1999, the Third National Education Work Conference proposed the development of Non-state Education, attracting all sectors of society to jointly run education, and running schools in various forms. Therefore, Independent Colleges with a private nature, jointly invested by Non-state Higher Education Institutions and private capital, emerged as the times require. Zhejiang University City College, jointly established by Zhejiang University, Hangzhou Municipal People's authority and Zhejiang Telecommunications Industry Group, took the lead in appearing in the public eye as a new Non-state Higher Education model. Since the independent college school-running model combines the brand advantages of public universities and the advantages of private capital, Independent Colleges have shown rapid development once they were established [15]. By 2003, there were more than 300 Independent Colleges across the country, with more than 400,000 undergraduates enrolled. While Independent Colleges are developing, their inherent shortcomings and shortcomings are increasingly becoming apparent. Some deep-seated problems and contradictions in running schools have turned into public opinion incidents and begun to appear in the press. In order to stop the phenomenon of Independent Colleges that have sprung up, the Ministry of Education issued the "No. 8 Document" in April 2003, clearly proposing that the state conduct an annual review of the conditions and enrollment qualifications for Independent Colleges. Colleges and universities with poor quality and low internal governance levels will be punished accordingly and even have their operating license revoked. It has been clearly stated that Independent Colleges will be inspected and cleaned up from 2003 onwards. Anyone who is inconsistent with this regulation will be immediately suspended operations or stopped enrollment. For those who induce any incidents that affect stability will be held accountable to the corresponding universities and departments. Beginning in August, the Ministry of Education launched the inspection, cleaning and re-approval of Independent Colleges approved for trial operation, and

cleaned up and rectified the irregularities in running schools such as "schools within schools", imperfect Non-state mechanisms, unclear property rights, and failure to issue diplomas independently, and finally canceled the qualifications of more than 100 Independent Colleges. From then on, Independent Colleges began to transition to Non-state Higher Education Institutions. In order to further standardize the trend and irregular situation of Independent Colleges, in February 2008, the Ministry of Education issued "Order No. 26", which put forward more stringent requirements for the parent universities and private forces that establish Independent Colleges. First, the parent universities must have the right to confer a doctorate degree. Secondly, if the social force is a legal entity, the total assets must be no less than 300 million yuan and the asset-liability ratio is less than 60%. If it is an individual, the assets must be no less than 300 million yuan (including monetary funds of no less than 1.2 billion). In May 2020, the Ministry of Education issued the "Implementation Plan on Accelerating the Conversion of Independent Colleges", which clarified the timetable for the conversion of Independent Colleges, thereby fundamentally solving the fundamental problems of Independent Colleges.

5. Conclusion

Looking at the process of standardized development of Non-state Higher Education Institutions in China, it can be seen that the guiding role of guidelines is an important factor in the standardized development of Non-state Higher Education Institutions. The standardized development of Non-state Higher Education Institutions not only makes up for the lack of authority financial investment in education and accelerates the process of popularizing education, but also meets the increasingly diverse educational needs of the people and promotes educational reform. However, in the current critical period of national private education guideline adjustment, the Non-state Education macro guideline must stabilize the expectations of social forces to Non-state Higher Education Institutions, steadily promote the reform of classified management, clarify the boundary between capital and education, and promote the exploration of new paths for public and

Non-state Education cooperation.

As of 2022, progress has been made in the reform of classified management of Non-state Higher Education Institutions nationwide. However, the implementation of this reform has been uneven, with some provinces successfully completing the reform while others have not made any progress. Currently, the classification management of Non-state Higher Education Institutions is facing the challenge of reform. The difficulties in implementing the system of Non-state Higher Education Institutions deserve in-depth analysis and reflection. Due to legal and regulatory issues, as well as coordination and clarity issues, non-state higher education institutions are facing practical difficulties in managing confidential information. The management of confidential information by non-state higher education institutions presents a practical dilemma, mainly due to legal and regulatory barriers, as well as coordination and clarity issues. The classification and management of Non-state Higher Education Institutions by laws and regulations pose significant challenges, leading to issues such as lack of coordination and clarity. Although relevant departments may consider this behavior to comply with tax regulations, it does not comply with the classification support spirit in the Promotion Law. This difference highlights the lack of coordination between laws and regulations, and may also suppress the enthusiasm of other organizers to consider the choices of Non-state Educations. Over the past 40 years, the development of Non-state Higher Education Institutions in China has undergone a transformation in social concepts. These institutions initially focused on Non-profit goals, but now increasingly adopt a profit oriented approach and combine profit with Non-profit management strategies. This evolution represents a significant institutional innovation in the Non-state Higher Education sector and a significant shift in social attitudes. The success of these reforms will undoubtedly be influenced by changes in social attitudes.

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