Article

Discussion and Research on the Impact of the Anti- Japanese War on the Transformation of Chongqing's Higher Education Concept Model (1937-1945)

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Abstract

The Anti-Japanese War catalysed a profound transformation in Chongqing's higher education system, with the city emerging as a sanctuary for students and scholars fleeing the conflict, which was both devastating and costly for China. This study explores the influence of the Anti-Japanese War on the evolution of Chongqing's higher education model within the broader context of China's educational framework. The research considers five key variables: the higher education model, curriculum, enrolment, institutional support, faculty, and student outcomes. A traditional literature review approach was employed, processing a total of 147 articles using MAXQDA software. The study highlights the significant role of the Anti-Japanese War in reshaping Chongqing's higher education model, particularly in fostering a practical, hands-on approach to education, alongside promoting national unity and patriotism. Furthermore, the support provided by institutions, as well as faculty qualifications and experience, were identified as crucial factors influencing student outcomes. The study also emphasised the teaching and learning styles as key links between the independent and dependent variables. Moreover, the research identified cultural and historical contexts, political and ideological influences, as well as globalisation and internationalisation, as significant moderating factors. The findings offer valuable implications for policymakers, educators, and academics. The paper also acknowledges certain limitations and suggests avenues for further investigation in this area.

Keywords

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Introduction

The systematic transformation of the higher education concept model was profoundly influenced by the Anti-Japanese War period in China's history (Huang & Tan, 2021). Several higher education institutions were located in Chongqing, which served as the capital of the Chinese government during the conflict (Dong et al., 2022). The war presented a challenging environment for Chongqing's higher education sector, prompting the city's educational institutions to adapt and respond to the evolving needs of the time (Fu et al., 2020). This study investigates the impact of the Anti-Japanese War on the evolution of Chongqing's higher education model, specifically focusing on institutional support, faculty, student outcomes, curriculum, and enrolment, and their interrelationships (Xu et al., 2023).

The modification of the higher education concept model in Chongqing during the Anti-Japanese War is a significant event in the field of education, warranting further attention (Du, 2023). This research is important for several reasons. First, it provides insight into how wartime conditions influenced Chongqing's higher education institutions, offering valuable lessons on how universities and colleges might respond during times of crisis (Kirby & Van der Wende, 2018). Second, it provides a historical perspective on China's higher education, particularly during a critical period in the nation's history (Koo, Yao, & Gong, 2023). This study also contributes to the existing body of knowledge on higher education in China, focusing on institutional support, faculty, student outcomes, and curriculum (Zhang et al., 2022a).

While some research has been conducted on China's Anti-Japanese War and its impact on higher education (Ng, 2019), most studies have concentrated on specific institutions rather than examining the broader effect on the Chongqing higher education model (Zhu, Zheng, & Zhao, 2023). Furthermore, research directly addressing the specific variables of institutional support, faculty, student outcomes, curriculum, and enrolment remains limited. Therefore, this study aims to address these gaps in the literature by exploring the influence of Chongqing's experience during the Anti-Japanese War on the development of a higher education concept model, focusing on these key variables. During the Anti-Japanese War, the relationships between institutional support, faculty, student achievements, curriculum, enrolment, and the higher education concept model in Chongqing were examined (Luo, 2022). These variables are pivotal in higher education literature as they are key determinants of the quality and efficiency of higher education institutions (Castro & Tumibay, 2019). For example, institutional support, encompassing finance, resources, and leadership, is critical for the effective operation of higher education institutions (Tsai et al., 2019). The quality of education provided to students is heavily influenced by the credentials and experience of faculty members (Baum & McPherson, 2019).

The timing of this research is significant, as it takes place in the context of China during the Anti-Japanese War, when higher education institutions had to contend with challenging wartime conditions. The relocation of the Chinese government to Chongqing, along with the subsequent establishment of several higher education institutions, created an unprecedented environment for higher education. The influence of the Anti-Japanese War on the transformation of Chongqing's higher education concept model (Wang et al., 2022) cannot be fully understood without considering this context. Furthermore, the aim of this research is to investigate whether the war against Japan contributed to the development of the Chongqing higher education concept model, what factors influenced this transformation, and how institutional support, faculty, student outcomes, curriculum, and enrolment impacted it. This study is important for several reasons: first, to illuminate how higher education institutions adapt to crises; second, to contribute to the historical understanding of higher education in China; and third, to enhance the literature on higher education, institutional support, faculty, student outcomes, and curriculum.

Literature Review

The history of higher education in China is closely linked to the Anti-Japanese War (1937-1945), which had profound and lasting effects on this period (Yang & Han, 2021). During the war, as China's temporary capital, Chongqing played a pivotal role in sustaining the country's higher education system (Chang, 2022). Chinese education scholars (Yang, 2022) have shown significant interest in the evolution of Chongqing's higher education concept model during this wartime period.

Historical Context of Chongqing's Higher Education System

Western educational methods significantly influenced China's higher education system in the early twentieth century (Yang, 2020). However, during the Anti-Japanese War in 1937, substantial changes occurred within the country's higher education landscape, with Chongqing becoming a central focus (Day, 2021). In 1937, the Imperial Japanese Army launched an invasion of China, marking the beginning of the eight-year Anti-Japanese War (Nanta, 2021). As a result, Chiang Kai-shek's Nationalist government was forced to relocate its capital from Nanjing to Chongqing (Mulready-Stone, 2021). The city became the headquarters of the Chinese government and a crucial base for the country's military efforts (Bartholomew, 2020). Consequently, during this period, Chongqing's higher education system played a vital role in the development of China's intellectual and scientific resources (Gao, 2022).

Chongqing's higher education system underwent significant transformations as the universities in the city responded to the demands of the war (Gui, 2022). The war prompted Chinese educators to reconsider the curriculum within higher education institutions, leading to the introduction of new courses focused on the study of the war and its impact on Chinese society (Tasci, 2021). Additionally, the war contributed to the establishment of new disciplines, such as military science, which shaped the higher education concept model in Chongqing for many years (Chen & Sun, 2023). Moreover, the war had a profound effect on enrolment patterns in Chongqing's higher education institutions (Wang et al., 2023). The number of students attending these institutions increased significantly (Ferrer et al., 2020), driven by the country's need for qualified professionals to support the war effort and the desire of many young people to contribute to the nation's defence. However, the financial constraints and other resource limitations imposed by the war led some institutions to reduce their research activities and other functions (Witter et al., 2020). Overall, the Anti-Japanese War played a significant role in shaping the evolution of higher education in China, with Chongqing being an active participant in this transformation (Liu, Xiantong, & Starkey, 2021). The changes in the higher education concept model during the war had lasting effects on the city's intellectual and scientific resources and contributed to the overall advancement of higher education in China (Zhao et al., 2023).

Higher Education Concept Model

Western educational methods significantly influenced China's higher education system in the early twentieth century (Yang, 2020). However, during the Anti-Japanese War in 1937, substantial changes occurred in the country's higher education system, with Chongqing emerging as a focal point (Day, 2021). In 1937, the Imperial Japanese Army launched an invasion of China, marking the beginning of the eight-year Anti-Japanese War (Nanta, 2021). Chiang Kai-shek's Nationalist government was forced to relocate its capital from Nanjing to Chongqing (Mulready-Stone, 2021). The city became the headquarters of the Chinese government and a critical base for the country's military efforts (Bartholomew, 2020). During this time, Chongqing's higher education system played a vital role in the development of China's intellectual and scientific resources (Gao, 2022).

Chongqing's higher education system underwent significant transformation as the city's universities adapted to the demands of the war effort (Gui, 2022). The war prompted Chinese educators to reconsider the curriculum within higher education institutions, leading to the introduction of new courses focused on the study of the war and its impact on Chinese society (Tasci, 2021). Furthermore, the war led to the emergence of new disciplines, such as military science, which shaped the higher education concept model in Chongqing for a prolonged period (Chen & Sun, 2023). The conflict also influenced enrolment patterns in Chongqing's higher education institutions (Wang et al., 2023). The number of students attending these institutions increased significantly (Ferrer et al., 2020) due to the necessity of qualified professionals for the war effort and the desire of many young people to contribute to their country's defence (Zhao et al., 2023). However, financial and resource constraints imposed by the war created challenges for higher education institutions (Witter et al., 2020), leading some to reduce their research activities and other functions (Craighead, Ketchen Jr., & Darby, 2020).

Anti-Japanese War and Chongqing's Higher Education Curriculum

Chongqing's higher education institutions were significantly affected by the Anti-Japanese War (Wang et al., 2020). Several new courses were introduced to focus on the study of the conflict and its impact on Chinese society. Furthermore, the war left a lasting legacy in political education, particularly in areas such as military science, which further reshaped the conceptual model of higher education in Chongqing (Chen & Sun, 2023).

One of the major modifications in the curriculum was the increased emphasis on practical skills and vocational training (Munir et al., 2022). Educators recognised that traditional Chinese studies, based on Confucian principles, were no longer sufficient to meet the needs of a modernising society (Sernelj, 2019). This recognition led to the development of new programmes that were more aligned with societal demands, particularly in engineering, science, and medicine (Tirachini & Cats, 2020). The war created a demand for experts who could contribute to the war effort and defend the country from foreign invasion (Woods et al., 2020). Consequently, new programmes in military science and other national security fields were introduced (Allen, 2019).

The war also prompted the creation of new teaching and learning techniques (Ramísio et al., 2019). According to Salas-Pilco, Yang and Zhang (2022), educators recognised the need to move away from traditional teaching methods in favour of more interactive and immersive approaches. This shift resulted in the development of innovative teaching strategies, such as problem-based learning, which encouraged students to actively engage in their education (Okolie et al., 2020). As a result, the required skills evolved, leading to the emergence of curricula that emphasised hands-on learning and real-life applications (Abu Khurma, Al Darayseh, & Alramamneh, 2023). Additionally, interdisciplinary studies gained importance in the curriculum (Abu Khurma et al., 2023). The war highlighted the need for experts capable of working with diverse individuals to address the societal challenges China was facing during this time. This led to the creation of multidisciplinary programmes, such as military engineering and medical logistics (Zhang et al., 2022b).

The conflict had a prolonged impact on the trajectory of higher education in Chongqing (Xu et al., 2020). As Liu and Liu (2019) noted, many of the new programmes introduced during the war persisted even after its conclusion. Furthermore, practical skills and vocational training continued to be integral components of the curriculum at Chongqing's higher education institutions (Greene, 2023). The systemic changes brought about by the Anti-Japanese War had a visible impact on the curriculum of Chongqing's higher education institutions (Wang, 2019). New programmes focusing on the study of the war and its effects on Chinese society, as well as military science, engineering, science, and medicine, were established in the aftermath of the conflict (Kania, 2021). Moreover, innovation in teaching methods and the incorporation of interdisciplinary subjects and practical skill training became central to the educational landscape (Van den Beemt et al., 2020).

Enrollment during Chongqing's Higher Education

The Anti-Japanese War significantly influenced the enrolment patterns of Chongqing's higher education institutions (Luo, 2022). Cizek and Uricchio (2022) note that enrolment surged as education became more valued for both war-related service and career advancement. The war also led to an increase in female enrolment, with women taking on roles traditionally held by men, particularly in fields like nursing and medicine (Barteit et al., 2021; Haas & Hadjar, 2019). Moreover, the conflict promoted enrolment in rural areas as many sought better education and job prospects, and institutions relocated to Chongqing, expanding enrolment from across China (Gao, de Vries, & Zhao, 2021; Han, Ni, & Gao, 2023). Additionally, the war encouraged the enrolment of non-traditional students, including blue-collar workers and soldiers, due to the growing need for practical skills (Li, 2020; Zamecnik et al., 2022). Overall, the war had a profound impact on enrolment, particularly among women, rural students, and those from non-traditional backgrounds, and facilitated the migration of institutions to Chongqing (Adams, 2022; Day, 2021; Shen & Li, 2020).

Regarding institutional support, Chongqing's higher education institutions faced severe financial challenges during the war (Yuan et al., 2023). Government assistance and community support were vital for their survival (Janoschka & Mota, 2020; Yu, 2020). The government provided funding and resources, while also implementing policies to encourage enrolment in military science and engineering (Gauttam, Singh, & Chattu, 2021; Mok, 2021). Community support was equally important, offering essential resources like food, shelter, and opportunities for practical training (Griffin & Coelhoso, 2018; Yu, 2020). Institutional support, particularly from government and communities, was crucial for the continued operation of these institutions during the war (Hanafi et al., 2021; Zhang, 2020).

Faculty's Qualifications and Instructional Methods during Chongqing's Higher Education

Faculty in Chongqing's colleges and universities during the Anti-Japanese War faced numerous challenges, including a shortage of skilled teachers (Luo, 2022). Key variables in this context include qualifications, teaching methods, and research activities (Kusumaningrum, Sumarsono, & Gunawan, 2019).

Many institutions struggled to attract and retain PhD-qualified faculty, leading to the employment of part-time, visiting, and underqualified teachers (Farsi et al., 2021; Fiorini, Borg, & Debono, 2022; Yu, 2020). Teaching methods also evolved significantly during the war. The conflict prompted the adoption of innovative approaches like problem-based and hands-on learning, which encouraged active student participation (Zhu & Zhang, 2023). Moreover, there was an increased emphasis on practical skills and vocational education, which shaped faculty teaching strategies (Herman et al., 2021). Research activity suffered due to the war, though some faculty focused on military science and military medical research (Wang et al., 2023). The conflict also brought attention to issues relevant to Chinese society, influencing academic research themes (Wang, 2020). Despite the challenges, faculty played a crucial role in supporting Chongqing's higher education institutions during the war. Although difficulties in recruiting and retaining skilled professors persisted, faculty adapted to the circumstances by innovating teaching methods and contributing to war-related research (Huang et al., 2020; Zhang, 2020; Zhao, Cooke, & Wang, 2021).

Student Outcomes during Chongqing's Higher Education

The impact of the Anti-Japanese War on student achievement in Chongqing's higher education system was multifaceted (Luo, 2022). The conflict disrupted university operations, causing significant challenges for students, many of whom had to pause or drop out to contribute to the war effort (Leal Filho et al., 2019; Peters et al., 2020). However, the war also provided opportunities for skill and knowledge development outside the traditional academic framework. Many students volunteered or served in the military, gaining valuable experiences that could contribute to future careers or personal growth (Gamage et al., 2020; Liu et al., 2020; Peters et al., 2020). Institutional support, including government funding, was crucial in reshaping higher education during the war. The government invested heavily in developing professionals for the wartime needs, but after the war, the focus shifted to broader educational goals (Day, 2021; Rana et al., 2021; Wei, 2019).

Faculty played a pivotal role in transforming Chongqing's higher education model during the war, contributing to curriculum development, student mentoring, and research (Sezer & Şahin, 2021; Wang et al., 2020). Many educators left the city early in the war, resulting in a shortage of qualified faculty. The government responded by offering higher salaries and improved working conditions to attract new faculty (Guoming, 2022; Mei & Symaco, 2020). Finally, student outcomes served as a key indicator of higher education success during the war. Achievement was closely linked to the military effort, with many institutions focusing on producing graduates with skills relevant to the war and government needs (Alyahyan & Düştegör, 2020; Huang & Tan, 2021). After the war, the focus shifted towards cultivating students who could contribute to the nation's economic growth (Liu, Xiong, & Sun, 2023; Maneejuk & Yamaka, 2021).
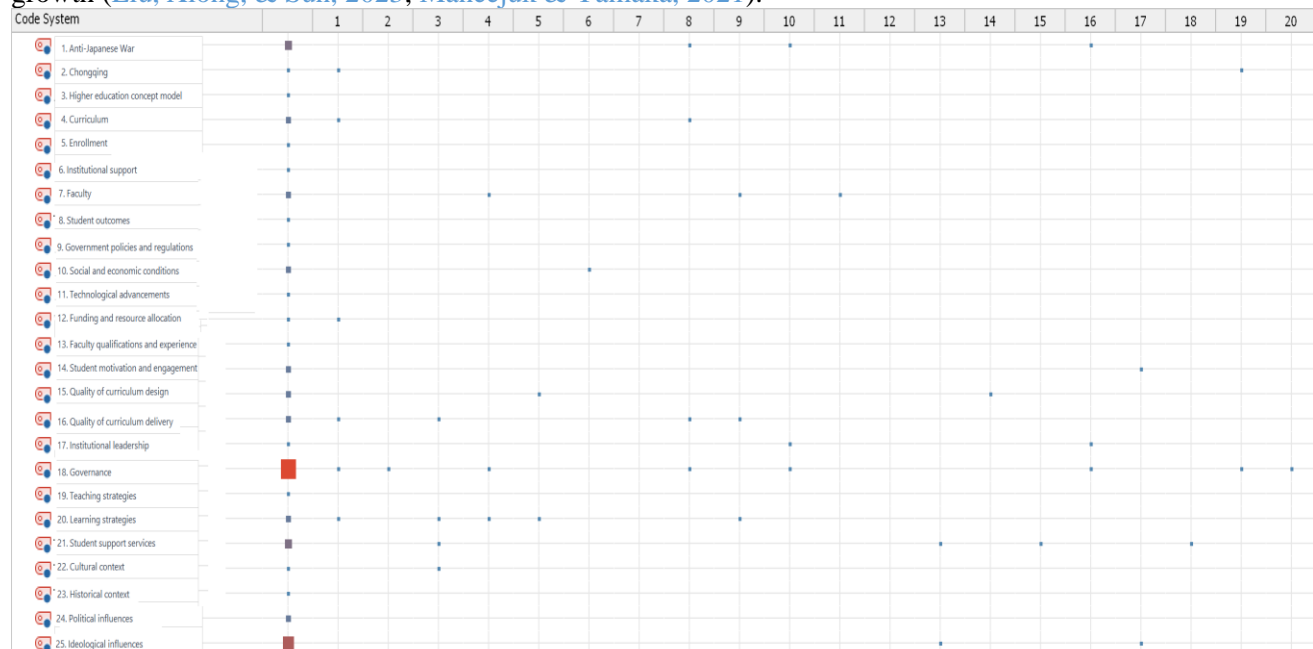

Figure 1: *Code Matrix Browser Relation.*

The impact of the Anti-Japanese War on the transformation of Chongqing's higher education model can be examined through various factors such as curriculum, enrolment, faculty, and student outcomes, among others (Wang et al., 2020). Understanding these influences provides insights into the broader social, political, and economic forces shaping higher education in China during this period (Yang, 2020). Investigating these aspects allows for a deeper understanding of the complex interactions between conflict, higher education, and social transformation (Li & Xue, 2020).

Methodology

This literature review adopts a conventional or narrative approach to examine the impact of the Anti-Japanese War on the transformation of Chongqing's higher education conceptual model. The search process was conducted in multiple phases, including a thorough search for relevant literature across a range of databases, such as Google Scholar, JSTOR, ERIC, Education Full Text, ProQuest, Scopus, Web of Science, and Taylor & Francis (see Table 1). Furthermore, specific keywords, including "Anti-Japanese War," "Chongqing higher education," and "education transformation in China," were utilised in the search process.

Table 1: *Publications Trend and Scope in Journals.*

Journal Name / Publisher	No. of Publications
Assessment & Evaluation in Higher Education.	1
Daedalus	1
Decision Sciences	1
Economics of Education Review	1
Education Sciences	2
Electronic Journal of E-learning	1
Emerging science journal	1
European Educational Research Journal	1
Higher Education Studies	2
International Conference on Smart Technologies and Systems for Next Generation Computing (ICSTSN)	1
Issues in Science and Technology	1
JMIR serious games	1
Journal of Applied Research in Higher Education	1
Journal of Management Information Systems	1
Medical education online	1
Paper presented at the SHS Web of Conferences	1
Policy Reviews in Higher Education	1
Sage Open	1
Science of the Total Environment	1
Sustainability	12
Sustainability Science	1
Twentieth-Century China	1
Valdosta State University	2
Asian Journal of Education and Social Studies	1
Journal of Adult and Continuing Education	1
Technological and Economic Development of the Economy	1
The Machinery of School Internationalisation in Action	1
Journal of Interconnection Networks	1
Land Use Policy	1
Societies	1
Journal of Contemporary China	2
Asian Review of World Histories	1
Higher Education, Skills and Work-Based Learning	1
Contemporary Social Sciences	1
Heliyon	1

Environmental Science and Ecotechnology	1
School Psychology	1
Baltic Journal of Law & Politics	1
Smart Learning Environments	1
Urban Studies	1
International Journal for the Advancement of Counselling	1
Higher Education of Social Science	1
Journal of Strategic Studies	1
Springer	4
International Electronic Journal of Mathematics Education	1
Cambridge Journal of Regions, Economy and Society	1
Journal of Diversity in Higher Education.	1
International Journal of Innovation, Creativity and Change	1
Paper presented at the Higher Education Forum	1
Available at SSRN	4
Higher Education	5
Systems Research and Behavioral Science	1
Higher Education Policy	4
International Journal of Intelligent Systems	1
Asia Pacific Journal of Education	3
Museum Management and Curatorship	1
Foreign Affairs	1-
Studies in Higher Education	3
Higher Education Quarterly	2
Journal of Social Science Studies	1
Journal of Public Health Research	1
Higher Education Skills and Work-Based Learning	1
Current Issues in Education	1
Postdigital science and education	1
Journal of Population Economics	1
International Journal of Instruction	1
Journal of Studies in International Education	1
Journal of Cleaner Production	3
Review of International Business and Strategy	1
Psychology Research and Behavior Management	1
International Journal of Educational Technology in Higher Education	2
Asian Studies	1
Nurse Education in Practice	1
Policy Studies	1
Asia Pacific Education Review	1
International Journal of Curriculum and Instruction	1
Journal of Public Transportation	1
Linguistics and Culture Review	1
Journal of Engineering Education	1
International Journal of Emerging Technologies in Learning (IJET)	1
Time & Society	1
Annals of Translational Medicine	1
Resources Policy	1
Journal of Civil Engineering and Urban Planning	1
The Chinese Journal of International Politics	1
Conflict and Health	1
Nations and Nationalism	1
American Enterprise Institute.	1
Journal of Political Science Research	1
Frontiers of Education in China	3

Journal of Chinese Military History	1
Sociological Research Online	1
Computers and Education: Artificial Intelligence	1
Cultures of Science	1
British Journal of Educational Technology	3
Annals of Medicine	1
Asia Pacific Journal of Human Resource	1
Behavioral Sciences	1
Change: The magazine of higher learning	1
Electronics	1
Education and Information Technologies	3
Taylor & Francis	4

Table 2 and Figure 2 display a total of 192 downloads from 2019 to 2023, which were subsequently screened for relevance and quality based on their titles, abstracts, and full texts. After this screening process, 147 publications were selected for further review. The articles were then meticulously examined, and data was extracted using MaxQDA software, a qualitative data analysis tool designed for organising and analysing textual data. The extracted data were assessed to identify significant themes, patterns, and connections within the literature. Figure 1 presents a Code Matrix Browser Relation, which illustrates the distribution of coded themes across different cases. Larger red squares indicate higher coding frequencies, while smaller blue squares denote lower occurrences. The figure underscores key themes such as "Governance" and "Historical Context," highlighting their varying prominence across cases.

Table 2: *Publications Trends (2019-2023).*

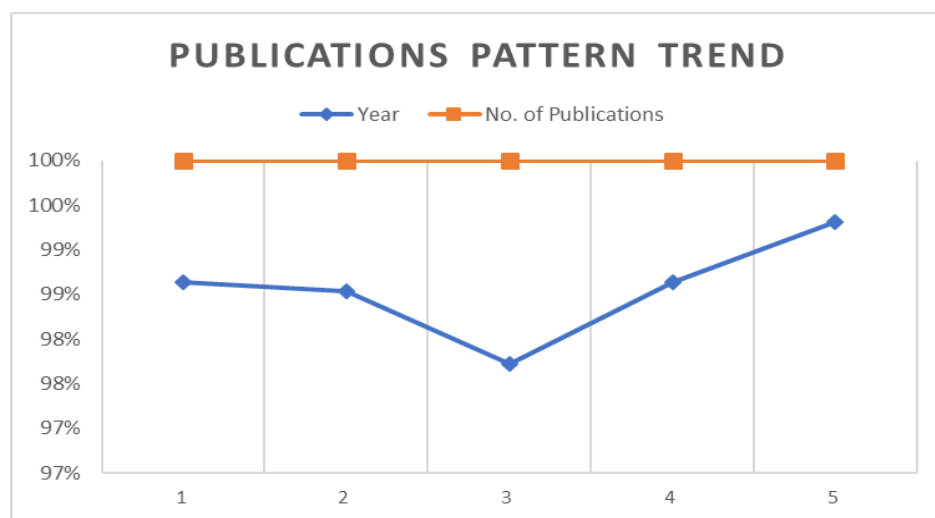| Year	No. of Publications
2019	28
2020	30
2021	47
2022	28
2023	14

Figure 2: *Publications Pattern Trend.*

After coding the articles, the author of this study conducted validity tests to assess the reliability of the coding process using MAXQDA 2020 software. The results of these tests were deemed satisfactory, confirming the accuracy and consistency of the coding for further analysis (Figure 3). Following this, the research progressed to the literature review phase.
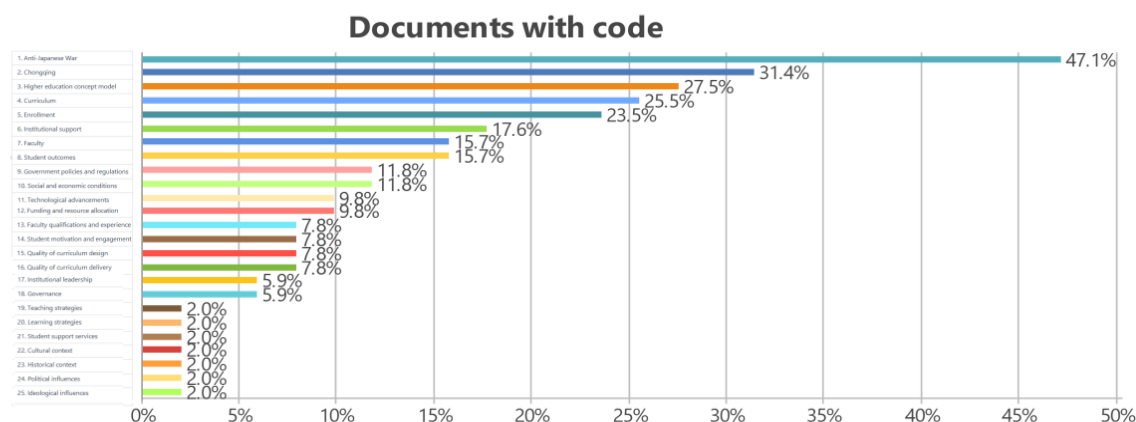
Figure 3: *Documents with Percentage of Codes.*

Results

This study highlights potential research questions for future investigation, as shown in Table 3 and Figure 3, focusing on key variables related to the Anti-Japanese War's impact on Chongqing's higher education transformation.

Table 3: *Questions to Review the Literature.*

Sr. No	Research Questions
1	What role does institutional support play in the adoption of novel teaching and learning strategies?
2	How much do faculty experience and qualifications influence technology uptake in teaching and learning?
3	What influences student motivation and involvement in online learning environments?
4	How can the quality of curriculum development and delivery be improved to increase student learning outcomes?
5	What is the best effective teaching and learning technique for strengthening undergraduate students' critical thinking skills?
6	How do student support services affect higher education student retention rates?
7	How does a country's cultural and historical environment influence its approach to higher education policy and practice?
8	What is the influence of globalization and internationalization on the quality and accessibility of higher education in underdeveloped countries?
9	How do economic and social factors impact access to the higher education in underdeveloped countries?
10	How the technology can be utilized to enhance the quality and accessibility of higher education for students in developed and developing countries?

Economic and Social Conditions (As Predictors)

Social and economic factors have a significant influence on higher education in China (Qiu, Chen, & Shi, 2020). Literature suggests that the demand for higher education and sector reforms are driven by economic growth and social progress (He et al., 2019). However, despite these advancements, economic and social disadvantages continue to hinder access to higher education for students from rural and disadvantaged backgrounds (Gu, 2022). Additionally, social and cultural factors, including Confucianism and the educational traditions in China, have also shaped the higher education landscape (Ke & Bingham, 2022).

Advances in Technology (As Predictors)

Technological advancements have significantly impacted teaching and learning in China, transforming higher education. Pedagogical practices are evolving, with technology enabling distance and online education (Akhmedov & Shuhkrat, 2020). In recent years, China has made substantial investments in technological

infrastructure, positioning itself as a leader in educational technology development (Hepburn et al., 2021). Funding and resource allocation are crucial factors influencing access and quality in higher education (de Wit & Altbach, 2020). The literature indicates that China has made considerable investments in higher education, particularly in research and development (Guo, Huang, & Zhang, 2019). However, challenges persist regarding the efficient use of limited resources across institutions, and there is a growing demand for more sustainable financing models (Wang & Wang, 2021).

Faculty Qualifications and Experience (As Outcome Variable)

Several factors contribute to the quality of higher education, such as faculty credentials and experience, which are crucial in ensuring academic excellence (Madani, 2019). Literature indicates that China has made efforts to enhance faculty qualifications and professionalism, particularly through the introduction of tenure-track positions and internationalisation initiatives (Li & Xue, 2020). However, concerns persist regarding the quality and quantity of teachers, especially in rural and underserved areas (Bai et al., 2023). Student motivation and engagement, as an independent variable, are fundamental to the success of higher education (Filgona et al., 2020). Research suggests that cultural, social, and economic factors, along with career opportunities and teaching methodologies, significantly influence student involvement and motivation in China (Ke, Yin, & Huang, 2019).

Curriculum Design and Delivery Quality (As Outcome Variable)

The success of higher education relies heavily on effective curriculum design and the delivery of quality education (Xu & Xu, 2019). The literature indicates that the Chinese government has worked to improve curriculum quality through initiatives such as the 'National Undergraduate Program for Excellent Engineers' and the 'National Innovative Talents Training Program' (Gao & Zheng, 2019). However, with rapid social and economic changes, concerns have emerged regarding the consistency and relevance of the curriculum (Hayashi et al., 2022).

Leadership and Governance in Higher Education Institutions (Mediating Effects)

Institutional leadership and governance are crucial success factors for higher education institutions, particularly in fostering institutional success (Antonopoulou et al., 2021). The literature highlights that strong leadership and management are essential for developing a clear vision, supporting quality, and ensuring institutional ownership (Hussain et al., 2019). However, there are concerns regarding the need for openness and democratic mechanisms within higher education institutions in China (Chankseliani, Qoraboyev, & Gimranova, 2021).

Teaching and Learning Techniques (Mediating Effects)

Educational quality in higher education institutions is negatively correlated with traditional teaching and learning strategies (Al Rawashdeh et al., 2021). Studies indicate that active learning, problem-based learning, and student-driven approaches can improve student engagement and learning outcomes (Rafiq, Triyono, & Djatmiko, 2023). In contrast, traditional lecturing methods are associated with lower student achievement and retention (Khasawneh et al., 2023). Moreover, technology-enhanced teaching methods, such as online learning platforms and multimedia resources, are increasingly in demand in higher education (Turnbull, Chugh, & Luck, 2021). These solutions offer students greater flexibility and access to course materials, thereby enriching their learning experience (Sandanayake, 2019).

Student Support

Student support services in higher education institutions are crucial for motivating student achievement and well-being (Rehman, Bhuttah, & You, 2020). These services, which include academic advice, tutoring, counseling, and career services, play a significant role in enhancing student outcomes (Jiang, Yuen, & Horta, 2020). Research shows that access to such programs can lead to higher student retention, improved academic performance, and increased graduation rates (Banks & Dohy, 2019). Additionally, student support services help address students' social and emotional needs, particularly for those from underrepresented or disadvantaged backgrounds (Gao & Liu, 2022).

Cultural and Historical Context (Moderating Effects)

Cultural and historical context refers to the social, cultural, and historical aspects that shape the unique higher education environment of a particular region or country (de Wit & Altbach, 2020). In China, educational

access and respect for authority were central to Confucian values, which have historically structured and organised higher education institutions (Yang, 2020). Additionally, China's educational system has been influenced by the legacy of the anti-Japanese war and the Cultural Revolution (Huang & Tan, 2021). Higher education institutions operate differently depending on cultural and historical backgrounds, as well as the expectations and experiences of students and faculty (Brundiers et al., 2020). Furthermore, globalization has brought significant changes to China's higher education system, blending traditional Confucian values with modern global perspectives. This fusion impacts curriculum content, the teacher-student interface, teaching methods, and broader socio-economic dynamics, while government policies aim to enhance global competitiveness and maintain China's cultural norms in education to align with global practices.

Political and Ideological Influences (Moderating Effects)

Political and ideological factors significantly influence both policy and practice in higher education (de Wit & Altbach, 2020). In China, the government plays a central role in shaping the policies and financing of higher education (Nurunnabi, Almusharraf, & Aldeghaither, 2020). Furthermore, political and ideological forces can impact curricula and teaching methods within higher education institutions (Han & Xu, 2019). During the Cultural Revolution, education was employed as a tool for political indoctrination, leading to the closure or reorganisation of many universities to align with the Communist Party's ideology (Genevaz, 2018).

Globalization and Internationalization (Moderating Effects)

In recent years, internationalisation and globalisation have increasingly influenced higher education policies and practices (Fumasoli, 2019). The global market and the demand for highly skilled and educated individuals have significantly impacted higher education (Lauder & Mayhew, 2020). The higher education landscape has expanded with the increased mobility of professionals, such as teachers, staff, and international student populations (Ramaswamy et al., 2021). Globalisation and internationalisation offer opportunities for changes in curriculum design, financing mechanisms, and relationships within higher education (de Wit & Altbach, 2020). Furthermore, these processes can also reshape students' and staff's perceptions of higher education, fostering a more international environment (Dai, Matthews, & Reyes, 2019).

Table 4: *Future Research Directions.*

Sr. No.	Future Research Question
1	What are the potential impacts of government policies and regulations on the transformation of higher education concept models in the context of China?
2	How can social and economic conditions be optimized to enhance the quality of higher education in Chongqing and beyond?
3	What is the role of technological advancements in transforming higher education concept models in China?
4	How can funding and resource allocation be improved to enhance the quality of higher education in Chongqing and beyond?
5	To what extent do faculty qualifications and experience influence the quality of higher education in Chongqing and beyond?
6	What factors affect student engagement and motivation in higher education in the context of Chongqing, and how can they be optimized?
7	How can the quality of curriculum design and delivery be enhanced in higher education institutions in Chongqing and beyond?
8	What is the role of governance and institutional leadership in the transformation of higher education concept models in China?
9	How can teaching and learning strategies be optimized to improve the quality of higher education in Chongqing and beyond?
10	What student support services are most effective in enhancing the quality of higher education in Chongqing and beyond?
11	How does the cultural and historical context of higher education in China affect the transformation of higher education concept models?
12	What is the impact of political and ideological influences on the transformation of higher education concept models in China?
13	To what extent does globalization and internationalization influence the transformation of higher education concept models in China?

Based on the above-discussed literature and future research questions, this study has developed the following model for a future research agenda (Table 4 and Figure 4). Moreover, to gain a deeper understanding, we have formulated future research propositions to outline the directions and agenda for upcoming research (Table 5).
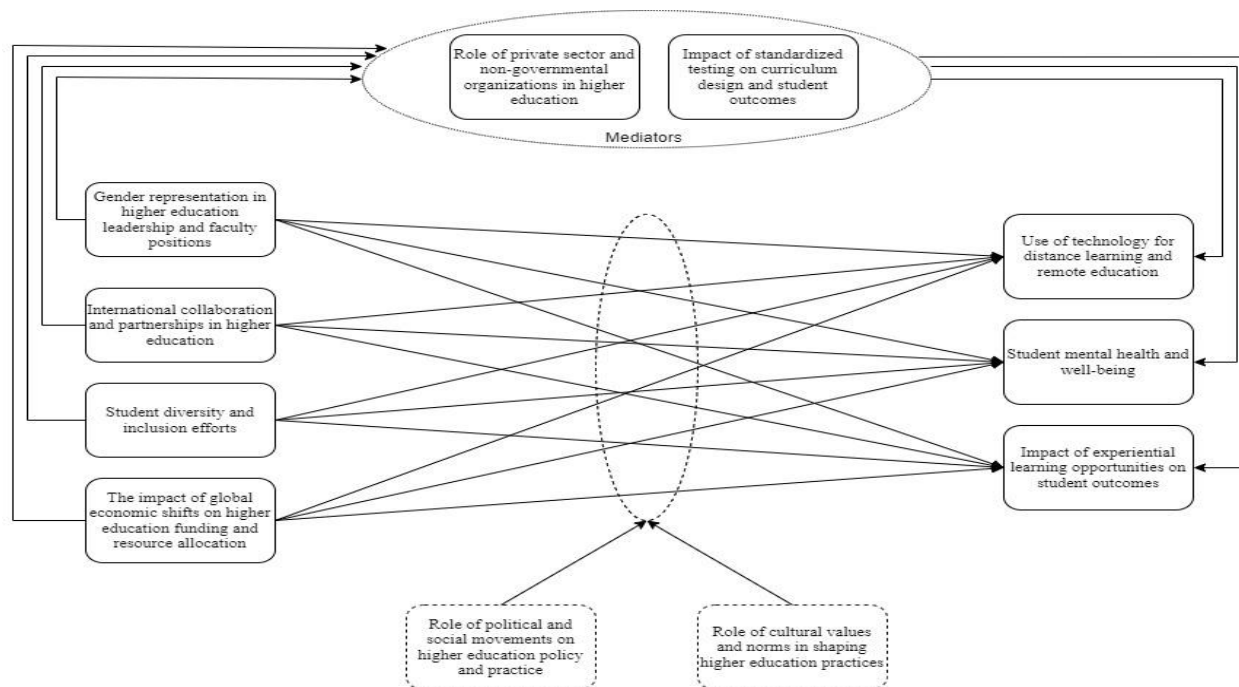

Figure 4: *Future Research Model.*

Table 5: *Research Propositions.*

Sr. No.	Propositions
1	P1: The transformation of higher education concept model in China is subject to important influence from government policies and regulations.
2	P2: It is well known that social and economic conditions can to a large extent optimize the quality of higher education in Chongqing and other parts of the world.
3	P3: Moreover, technological advances also affect the creation of higher education concept models in China.
4	P4: Improved funding and resource allocation can significantly enhance the quality of higher education in Chongqing and beyond.
5	P5: Faculty qualifications and experience have a significant influence on the quality of higher education in Chongqing and beyond.
6	P6: Various factors such as teaching quality, infrastructure, student support, and social and economic conditions significantly affect student motivation and engagement in higher education, which can be optimized.
7	P7: Through improved methods of learning and teaching, faculty qualifications, and resources, learning and teaching in bodies of higher education in and outside Chongqing can be enhanced to improve the quality of curriculum design and delivery.
8	P8: Institutional leadership and governance play a significant role in the transformation of higher education concept models in China.
9	P9: Quality of higher education in Chongqing and beyond can be improved by means of improving the qualifications, infrastructure and resources of the faculty to optimize teaching and learning strategies.
10	P10: Counseling, career services, or extracurriculum activities at the student support services greatly enhance the higher education's quality of Chongqing and beyond.
11	P11: The cultural and historical context in China of education significantly affects the transformation of higher education concept models.
12	P12: Political and ideological influences have a significant impact on the transformation of higher education concept models in China.
13	P13: Globalization and internationalization have a significant influence on the transformation of higher education concept models in China.

Discussion

This study identified key variables crucial to the higher education concept model, including curriculum, enrolment, institutional support, faculty, and student outcomes. Each variable was assessed through a literature review to better understand its implications in relation to the research question. The curriculum literature reveals that the content expanded to include technical and scientific education as a result of the war. The institutional support literature indicates that the war significantly contributed to increased support from both the government and other institutions in higher education. In the faculty literature, it is evident that faculty members faced numerous challenges, such as displacement and lack of resources, during the conflict. The student outcomes literature highlights a mixed impact; while some students excelled due to the emphasis on practical education, others faced setbacks due to the disruptions caused by the war.

The study used four independent variables: government policies and regulations, social and economic conditions, technological advancements, and funding and resource allocation. The three dependent variables included faculty qualifications and experience, student motivation and engagement, and students' curriculum design and delivery quality. The study also identified three moderator variables—cultural and historical context, political and ideological influences, and globalization and internationalization—and three mediator variables: institutional leadership and governance, teaching and learning strategies, and student support services. Typical of a narrative or traditional literature review, the study followed a process where 102 articles were initially downloaded, which was then narrowed down to 147 articles for analysis. Maxqda software was employed to review the data. The findings revealed that the Anti-Japanese War had a complex and varied impact on the formation of Chongqing's higher education concept model, particularly in terms of government policies, social and economic conditions, and cultural and historical context. The study also highlighted that the Anti-Japanese War influenced higher education through independent, dependent, moderator, and mediator variables. A narrative literature review methodology was used to assess the 147 articles, with analysis conducted using Maxqda.

Conclusion

The paper examined how the Anti-Japanese War transformed the higher education concept model in Chongqing during this critical period in Chinese history, exploring various factors that contributed to the alterations in the system, including government policies, social and economic conditions, technological advancements, funding and resource allocation, faculty qualifications and experience, student motivation and engagement, curriculum quality, institutional leadership and governance, teaching and learning strategies, student support services, cultural influences, and political and ideological factors. It found that the war played a pivotal role in driving significant changes, largely shaped by government policies and regulatory actions, while challenges in funding distribution were a major hindrance. The study identified three main factors that influenced the elevation of educational quality in Chongqing: faculty qualifications, teaching expertise, and student support services. Furthermore, cultural and historical context, political ideologies, globalization, and internationalization were highlighted as fundamental forces shaping the transition of the higher education system, collectively defining how education was received and delivered in the city. The research underscored the need to examine the broader educational environment, both globally and within society.

Theoretical and Practical Implications

The study highlights the need for policymakers and administrators to consider Chongqing's historical and cultural context, especially the Anti-Japanese War, to better align policies and resource allocation with student needs and societal expectations. Furthermore, the research indicates that student support services tailored to individual needs, such as academic advising and career counseling, are essential for improving student outcomes. The role of institutional leadership and governance was also found to be vital in fostering a conducive environment for learning and growth, emphasizing the need for institutions to prioritize the development of strong leadership and governance structures. The study also points to the importance of considering political, ideological, and global factors in shaping higher education policies and practices. In conclusion, the findings reinforce the idea that higher education institutions operate within a complex historical, cultural, political, and

economic context, and that legislators, administrators, faculty, and students must collaborate to create an environment that equips students to address the challenges of the 21st century.

Limitations and Future Recommendations

All studies have limitations, and this research is no exception. A key limitation is that our focus was solely on the higher education system in Chongqing. Another limitation is the time frame of the study, which concentrates on the impact of the Anti-Japanese War on Chongqing's higher education system from 1937 to 1945. This period may not fully capture the long-term changes in the education system in the city, limiting the scope of our analysis. Additionally, our study employed a narrative or traditional literature review methodology, which, while systematic, is subjective and potentially prone to bias. Despite efforts to mitigate this by including only peer-reviewed papers, the possibility of bias cannot be entirely ruled out. Although there are limitations, future research in this field could address several aspects. First, while we focused on the impact of the Anti-Japanese War, future studies could broaden the scope to explore the effects of the Cultural Revolution on Chongqing's education system. Second, our study highlighted the importance of faculty qualifications and student outcomes, but further research could delve deeper into teaching and learning methodologies, curriculum design, and student support services to better understand their roles in enhancing educational quality. Lastly, our research identified cultural and historical background, political and ideological influences, and globalization as moderator variables shaping the development of Chongqing's higher education system.

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