



Research on the Different Manifestations of Tan Kah Kee's Educational Dream in Several Historical Periods in China (1913-1961)

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ABSTRACT

Tan Kah Kee's educational dream was not just about imparting knowledge, but also about cultivating character and fostering a sense of social responsibility in his students, shaping them into well-rounded individuals who could contribute meaningfully to society. The present study looks at the various forms of Tan Kah Kee's educational ambition throughout China's history. Using the PRISMA model, a narrative literature review approach was employed to examine 115 papers chosen from a pool of 210 articles. Tan Kah Kee's educational dream, historical backdrop, educational policies, educational institutions, educational outcomes, and societal repercussions were all identified and defined in the study. To explore the relationship between these characteristics and their impact on Tan Kah Kee's educational dream, research questions and objectives were developed. The study's findings suggest that Tan Kah Kee's educational ambition was achieved in diverse ways throughout Chinese history, and that it was impacted by a variety of contextual factors. The study's theoretical and practical ramifications, as well as its limitations and future research objectives, are examined. Overall, this research helps us grasp Tan Kah Kee's educational goal and its impact on China's educational scene.

Keywords: Tan Kah Kee; Educational Dream; Historical Context; Educational Policy; Social Impact.

INTRODUCTION

Education has long been considered an important factor in fostering social and economic growth. Tan Kah Kee, a well-known Chinese philanthropist, entrepreneur, and educational visionary, realized the transformational power of education and committed his life to expanding education in China (Gu, Gao, & Zhong, 2021). Tan Kah Kee's educational vision highlighted the value of education in supporting social and economic growth, particularly in China. This includes a focus on giving educational opportunities to all people, regardless of socioeconomic status (Peralta, Mihrshahi, Bellew, Reece, & Hardy, 2019). Tan Kah Kee's educational vision has developed throughout time as a result of changing historical periods, social and political contexts, and educational regulations (Zou & Zhou, 2022). The purpose of this research is to look at the various expressions of Tan Kah Kee's educational ambition throughout China's history. This study will employ a narrative literature review approach to assess existing research and explore the correlations between the various variables involved to achieve this goal.

Tan Kah Kee, a visionary educator and philanthropist, left an indelible mark on the landscape of education in China during the tumultuous years from 1913 to 1961 (Zou & Zhou, 2022). His educational dream transcended the conventional boundaries of knowledge dissemination, encompassing a profound commitment to nurturing character and instilling a deep sense of social responsibility in his students. This vision aimed not merely to produce knowledgeable individuals but to cultivate well-rounded citizens capable of making meaningful contributions to society (Hanushek & Woessmann, 2020). This study, delves into the multifaceted dimensions of Tan Kah Kee's educational dream, exploring its various manifestations throughout the historical tapestry of China;

as literature suggested (Song, 2023). This investigation encompasses an in-depth analysis of the historical context, educational policies, and the far-reaching social impact of Tan Kah Kee's enduring educational legacy.

Tan Kah Kee's educational dream, historical periods, social and political setting, educational policy, and manifestation are all important aspects of this study (Song, 2023). Tan Kah Kee's educational dream serves as the theoretical framework for this study, while historical periods and social and political contexts serve as the historical backdrop within which educational policies and manifestations have evolved (Chia, Chew, & Tan, 2021). Educational policies are the means through which educational opportunities are generated and maintained, whereas manifestation is the physical embodiment of educational policies (Calabrese Barton & Tan, 2020). This study takes place in China, a country with a rich history and a complicated sociopolitical backdrop that has had a substantial impact on educational policy and practice (Liu, 2022). This research will concentrate on numerous historical periods, including the Qing Dynasty, the Republican era, and the Communist era, all of which had a significant impact on Chinese education (Y. J. Hwang, 2021).

This research tries to accomplish numerous goals. Including: to investigate the various forms of Tan Kah Kee's educational dream throughout China's history. Second, to discover the variables that influenced the realization of Tan Kah Kee's educational dream throughout history. Third, to investigate the connections between historical eras, social and political contexts, educational policies, and the realization of Tan Kah Kee's educational ambition fourth, to identify future elements that may have an impact on the realization of Tan Kah Kee's educational aspiration in China. However, several issues and obstacles may arise in this study, such as limitations in the availability and quality of existing research, the complexity of China's socio-political context, and the possibility of bias in the selection and interpretation of literature (Mok, 2021). To overcome these challenges, this study will use a systematic literature review approach based on the PRISMA model, rigorous selection and interpretation of literature based on established inclusion and exclusion criteria, and identification of potential biases and limitations in the literature (Fauzi, 2023).

Future factors that could influence Tan Kah Kee's educational ambition in China include economic development, changing societal values, and worldwide trends in education policy and practice (Y. E. Cheng & Koh, 2022). The significance of context in comprehending Tan Kah Kee's educational dream's expression in China cannot be stressed, as historical periods, social and political background, and educational policies have all played key roles in molding education in China (Gu, Gao, & Zhong, 2021). Previous research has looked into Tan Kah Kee's life and legacy, as well as the evolution of education in China (Luk, 2021; Wong, 2022). However, the purpose of this study is to expand on previous research by investigating the various manifestations of Tan Kah Kee's educational dream in various historical periods in China and identifying the factors that influenced these manifestations.

The research questions guiding this study revolve around the multifaceted exploration of Tan Kah Kee's educational dream and its evolving manifestations within the context of China. Firstly, we seek to understand how Tan Kah Kee's educational vision has materialized in China over the course of history, tracing its various forms and adaptations. Secondly, we examine the intricate web of historical, economic, social, and political factors that have played pivotal roles in shaping the landscape of education in China, illuminating the contextual nuances that have influenced the educational sphere. Moreover, we delve into the impact of philanthropic efforts, advocacy for education, cultural values, and social norms, considering how these elements have left indelible imprints on the educational trajectory of the nation. In tandem, we scrutinize the governmental policies and initiatives that have been put into place to foster education in China, providing insights into the dynamics of state intervention. Finally, we investigate the intersectionality of factors such as gender, age, socioeconomic status, and geographic location, assessing how these variables have influenced the realization of Tan Kah Kee's educational dream and the accessibility of education to diverse segments of the population. These interrelated research questions constitute the cornerstone of our study, as we endeavor to comprehensively explore the multifaceted landscape of education in China and its historical evolution.

The significance of this research stems from its ability to shed light on the history and evolution of education in China, as well as to inform future policy and practice. Policymakers and educators can establish methods to promote education that is egalitarian, accessible, and responsive to the needs of all parts of society by recognizing the various forms of Tan Kah Kee's educational dream in a historical context.

METHODOLOGY

This study was carried out in the form of a standard literature review, especially a narrative review. A narrative review is a type of literature review that employs a narrative method to summarize and synthesize

existing research on a specific topic rather than a structured approach like a systematic review. The goal of this review was to investigate the various manifestations of Tan Kah Kee's educational dream in various historical periods in China, as well as to identify the key determinants that have shaped the Chinese education system over time (Wong, 2022).

Table 1. Keywords Retrieving

Key Words	Search Terms
Tan Kah Kee	Tan Kah Kee, Tan Kah-kee, Chen Jiageng, Chen Chaoxuan, education, philanthropy, China
Educational Dream	Educational dream, education vision, education philosophy, educational goals, educational objectives
Historical Periods	Historical periods, dynasties, modern era, cultural revolution, economic reform, political reform

The review began with a systematic search of several academic databases and online resources, such as Google Scholar, JSTOR, and Web of Science, using keywords (Table 1 & Appendix 1) connected to Tan Kah Kee, education in China, and historical periods in China. The hunt took place between May and July of 2023 (Figure 1).

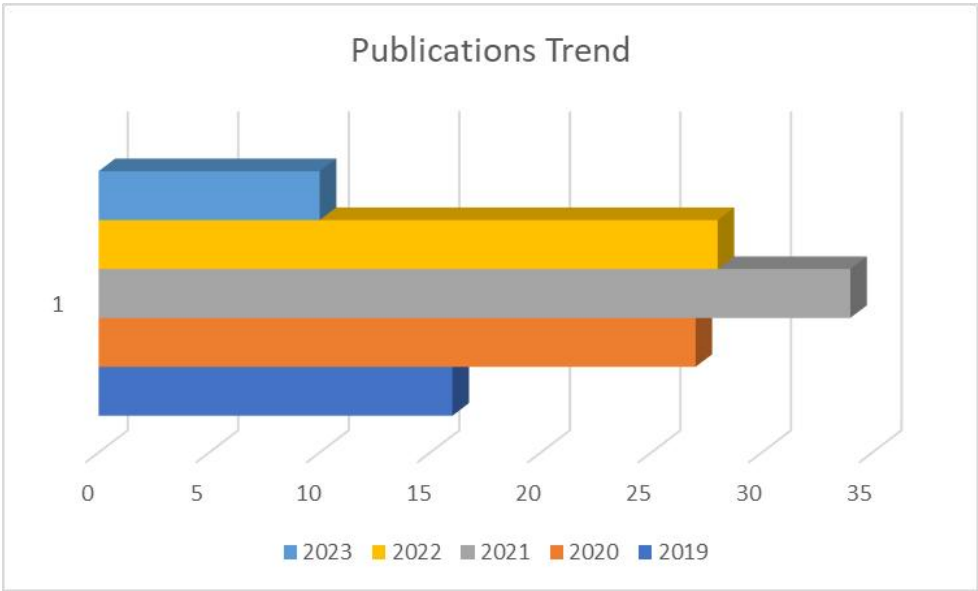


Figure 1. Publications Trend

The initial search yielded 210 publications, which were evaluated for relevancy using their title and abstract. Following this preliminary screening, 120 articles (Table 2) were identified for full-text review. The full-text review entailed thoroughly reading each article to establish its relevance to the study question.

Table 2. PRISMA Distribution

Stage of PRISMA Process	Number of Articles
Identification	210
Screening	150
Eligibility	122
Included in Review	115
Excluded from Review	22
Reasons for Exclusion	
Ineligible/irrelevant	12
Poor quality	5
Duplicates	3

Stage of PRISMA Process	Number of Articles
Other	2

Following the full-text review, 115 articles were chosen for this review. Articles published in English or Chinese, articles discussing the Chinese education system, articles discussing Tan Kah Kee's life and work, articles exploring the different manifestations of Tan Kah Kee's educational dream in several historical periods in China, and articles discussing the key variables that have played a role in shaping the Chinese education system over time were the inclusion criteria for this review.

Articles that were not published in English or Chinese, articles that did not discuss the education system in China, articles that did not discuss Tan Kah Kee's life and work, articles that did not explore the different manifestations of Tan Kah Kee's educational dream in several historical periods in China, and articles that did not discuss the key variables that have played a role in shaping the education system in China were excluded from this review.

The Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) paradigm was utilized to ensure a clear and reproducible search approach (Elshater & Abusaada, 2022). The PRISMA model, which consists of a 27-item checklist that aids writers in the reporting of their reviews, provides a consistent structure for publishing systematic reviews and meta-analyses (Hotchkiss & Wong, 2022). To provide a transparent and reproducible search approach, the PRISMA paradigm was adopted for use in this narrative review (Topor et al., 2022).

According to the PRISMA paradigm, the following papers were distributed in this review: (a) 210 items have been identified; (b) 120 articles were screened; (c) 118 articles are eligible; and 115 articles were included.

Once the articles were chosen for inclusion in the review, they were analyzed and synthesized to identify the key variables that have shaped China's education system over time, as well as the various manifestations of Tan Kah Kee's educational dream in various historical periods in China. The variables mentioned in the literature were examined in connection to one another to understand their interrelationships and how they have influenced the Chinese education system. In conclusion, this review used a narrative approach to synthesize and summarize the existing literature on the various manifestations of Tan Kah Kee's educational dream in several historical periods in China, and it identified key variables that have played a role in shaping the Chinese education system over time. To create a transparent and reproducible search procedure, the PRISMA paradigm was employed, and inclusion and exclusion criteria were established to ensure that only relevant articles were included in the review. The papers were analyzed with the goal of finding the important variables and their interrelationships in shaping China's education system over time

RESULTS

Theoretical Background

Tan Kah Kee was a Chinese merchant, entrepreneur, and philanthropist who was born in the Chinese province of Fujian in 1874 (Ong, 2023). During the late Qing Dynasty and early Republican period, he made significant contributions to the development of education in China (Shu, Roongruang, P., & Hirunrak, 2022). Tan Kah Kee believed that education was the key to China's future, and he dedicated his life to promoting education (Qu & Wong, 2021).

Tan Kah Kee's educational vision was to provide equal access to quality education for all students, regardless of socioeconomic rank or background (Su & Huang, 2022). He thought that education was the foundation of national development and that it was critical to the building of a strong and wealthy China (Knox, 2020). Tan Kah Kee founded various schools and educational institutions throughout China to attain his goal, including elementary schools, secondary schools, vocational schools, and universities (Tong, Wong, & Qu, 2021).

Tan Kah Kee's creation of Xiamen University in Fujian Province, China, was one of his most significant contributions to education (J. Chen, 2020). Xiamen Institution, originally known as Amoy University, was the first institution created by a Chinese individual in 1921 (Luo, 2022). Tan Kah Kee committed significant personal resources to the university's creation and growth, and it swiftly rose to become one of China's most prestigious institutions (Wang & Tian, 2023).

Tan Kah Kee's educational vision inspired generations of Chinese people long after he died in 1961 (Harper, 2019). His legacy lives on today through the many schools and educational institutions he founded, as well as the countless scholarships and grants that bear his name (Whitehead, Foste, Duran, Tevis, & Cabrera 2021). Tan Kah

Kee's contributions to Chinese education have shaped the country's progress and inspired subsequent generations to follow their aspirations via education (C. Cheng, 2020).

In essence, Tan Kah Kee's educational ideal was a visionary plan centred on providing equal access to high-quality education in China (Wang, 2021). His legacy continues on through the numerous educational institutions he founded, as well as scholarships and grants in his honor (Qi, 2022). Tan Kah Kee's contributions to Chinese education continue to encourage future generations of Chinese to achieve their aspirations and build a strong and successful nation (Zhu, 2022). Moreover, literature on variables which play a key role in the context of "Research on the different manifestations of Tan Kah Kee's educational dream in several historical periods in China" is as follows.

Social and Political Atmosphere

The social and political atmosphere in China has a huge impact on Tan Kah Kee's educational dream realization (M. Chen & Tian, 2021). China was in a state of political and social instability throughout the late Qing Dynasty and early Republican period, making it difficult to build and maintain educational institutions. The Chinese Civil War and Cultural Revolution also had a profound impact on China's educational growth (Li Jian, Zhang, Xue, & Nan, 2020). In contrast, the Communist Party of China launched massive educational reforms after 1949, which had a significant impact on the development of education in China (Zheng & Kapoor, 2021).

Economic Development

The level of economic development in China during various historical times played a part in the realization of Tan Kah Kee's educational ambition (Yan & Yang, 2021). The Chinese economy was generally weak throughout the late Qing Dynasty and early Republican period, making it difficult to develop and maintain educational institutions (Qian & Sng, 2021). In contrast, China's rapid economic expansion after 1949 gave more resources to fund educational advancement (Wu & Li, 2021). Economic development also had an impact on the sorts of education that were prioritized in different regions and periods (Lin & Zhu, 2019). For example, in places with lesser levels of economic growth, vocational education may have received a stronger priority to give practical skills for work (Li Junmin & Pilz, 2021).

Cultural Values

Cultural values also played a role in Tan Kah Kee's educational ambition coming true (Leow, 2022). Traditional Confucian principles highlighted the value of education in terms of personal and community growth (B. Li, Sjöström, Ding, & Eilks, 2022). Tan Kah Kee's emphasis on offering equal access to high-quality education was informed by this value system (Y. Li, Nishimura, Yagami, & Park, 2021). Similarly, the emphasis on practical vocational education mirrored the influence of traditional Chinese traditions that valued practical skills (Shao, Zhang, Zhou, Gu, & Yuan, 2019).

Educational Philosophy

Tan Kah Kee's educational philosophy also played a role in the realization of his educational ambition (H. Cheng, 2019). Tan Kah Kee thought that education should be hands-on and educate pupils for real-world challenges. This idea influenced the formation of practical-skills-focused vocational schools and institutions (de Miranda Junior et al., 2021). It also resulted in the creation of educational programs emphasizing the application of knowledge to real-world challenges (Wang, Charoenmuang, Knobloch, & Tormoehlen, 2020).

Funding and Resources

The availability of funding and resources also played a role in Tan Kah Kee's educational goal coming true. Tan Kah Kee provided substantial personal resources in the creation of Xiamen University, allowing it to grow into a prominent institution (Boccagni, 2021). Similarly, the availability of government financing and resources after 1949 facilitated the establishment of numerous new educational institutions (Wei & Gong, 2019). The sorts of education that were stressed in different areas and periods were also influenced by the availability of resources (Truzoli, Pirola, & Conte, 2021).

The social and economic demographics of different locations and periods in China also had a part in the realization of Tan Kah Kee's educational ambition. In rural areas with lesser levels of economic development, vocational education may have received more attention to give practical skills for work (Guo, Huang, & Zhang, 2019). Similarly, in metropolitan areas with higher levels of economic development, academic education may have received more focus in order to prepare pupils for professional careers (Mok, Xiong, & Ye, 2021). Gender and ethnicity were also social variables that determined the types of schooling provided to diverse groups of individuals.

To summarize, the social and political climate, economic development, cultural values, educational

philosophy, funding and resources, and social and economic demographics were all important factors in the realization of Tan Kah Kee's educational dream in various historical periods in China. Understanding these elements is essential for understanding how Tan Kah Kee's educational vision was fulfilled and evolved. By taking these characteristics into account (Table 3), scholars can acquire a better understanding of the complex processes that shape the development of education in various regions and periods.

Table 3. Variables Definitions

Variable	Definition
Tan Kah Kee's educational dream	A vision for education that emphasizes the importance of education in promoting social and economic development, particularly in China. This includes an emphasis on providing educational opportunities to all, regardless of socio-economic background.
Historical periods	Different periods in China's history, including the Qing Dynasty, the Republican Era, and the Communist Era, have had significant impacts on educational policy and practice.
Social and political context	The social and political climate in which educational policy and practice operate, including factors such as government ideology, economic conditions, and societal values.
Educational policies	The laws, regulations, and initiatives that guide the development and implementation of education in China.
Manifestation	The expression or realization of Tan Kah Kee's educational dream in practice, including in educational institutions, policies, and outcomes.

FUTURE AGENDA

The following are potential future factors and study agenda (Table 4 & Figure 2) for "Research on the different manifestations of Tan Kah Kee's educational dream in several historical periods in China" and their relationships to the existing variables.

Table 4. Variables Definitions

Research Objective
1. Identify the different manifestations of Tan Kah Kee's educational dream in several historical periods in China.
2. Analyze the key variables that have played a role in shaping education in China over time.
3. Explore the strategies that have been implemented to promote education in China.
4. Examine the relationship between the different variables and how they have influenced the implementation of the dream.
5. Provide insights into how education can be better promoted in China.

Potential Future Factors

Technological Advancements

Technology has transformed the education industry and will undoubtedly play a larger part in the realization of Tan Kah Kee's educational ambition in the future. Emerging technologies like artificial intelligence, virtual reality, and cloud computing have the potential to transform how education is provided and experienced (Bhutoria, 2022). Artificial intelligence, for example, can be used to customise each student's learning experience and provide real-time feedback to teachers, whilst virtual reality can provide an immersive learning environment that increases student engagement and motivation (Devi, Sreedhar, Arulprakash, Kazi, & Radhakrishnan, 2022). As a result, study into the impact of developing technologies on the education system can provide vital insights into Tan Kah Kee's educational dream's future fulfilment.

Education Quality

Education quality remains a critical dependent variable in the realization of Tan Kah Kee's educational ambition. Teaching methods, curriculum, student outcomes, and the efficacy of educational institutions in attaining their aims all contribute to the quality of education (Madani, 2019). As a result, research on educational quality can provide useful insights into the existing manifestation of Tan Kah Kee's educational ambition while also identifying areas for development.

Teacher Education and Professional Development

Teacher education and professional development play an important role in increasing the quality of education delivered. Effective teacher education can increase student outcomes while also increasing the efficiency of educational institutions (Akram, 2019). As a result, research on teacher training and professional development can provide useful insights into how to increase educational quality and promote Tan Kah Kee's educational ambition.

Government Policies and Financing

Government policies and financing play an important moderating role in creating the education system and helping Tan Kah Kee's educational dream's realization. Education reform, financial support, and educational subsidies can all have a substantial impact on the progress of education, whereas censorship and limits on academic freedom can stymie it (Perry, 2020). As a result, research on government policies and funding can provide useful insights into how to encourage educational progress and preserve academic freedom.

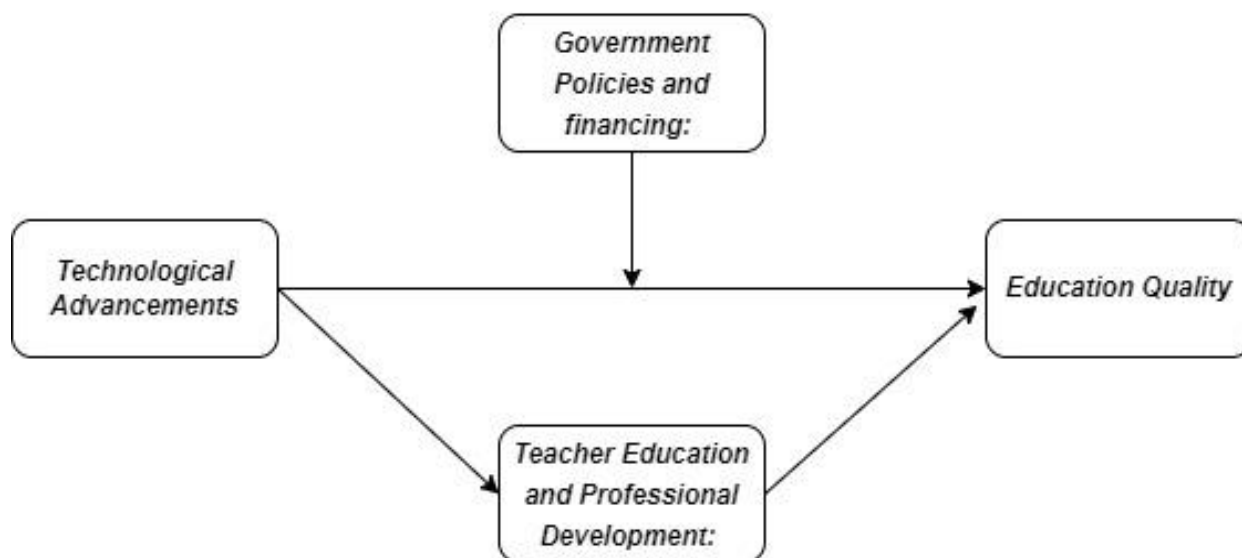


Figure 2. Future Research Agenda

Future Research Objectives

Assess the Impact of Emerging Technologies on the Education System

Research into the impact of emerging technologies on the education system, such as artificial intelligence, virtual reality, and cloud computing, can provide valuable insights into the future manifestation of Tan Kah Kee's educational dream. This research will evaluate the efficacy of various technologies in delivering education and identify potential difficulties and opportunities.

Research on the quality of education being offered can provide useful insights into the current embodiment of Tan Kah Kee's educational ambition and indicate areas for development. This research can evaluate the effectiveness of teaching methods, curriculum, student results, and educational institutions in meeting their objectives.

Identify Best Practices for Teacher Training and Professional Development

Research into best practices for teacher training and professional development can provide valuable insights into how to improve the quality of education delivered and help Tan Kah Kee's educational dream come true. This study can evaluate the effectiveness of various training approaches and identify areas for improvement.

Evaluate Government Policies and Financing

Research on government policies and funding can provide useful insights on how to encourage educational progress and academic freedom (Chankseian, Qoraboyev, & Gimranova, 2021). This research can evaluate the efficacy of various policies and funding mechanisms and propose areas for improvement.

Relationship Among Constructs

The independent variable of technical breakthroughs is expected to have an effect on the dependent variable (Table 5) of educational quality (Krouska, Troussas, & Sgouropoulou, 2022). Emerging technologies such as artificial intelligence and virtual reality have the potential to improve education quality and student results (G. J.

Hwang & Chien, 2022). However, the mediator variable of teacher training and professional development also influences educational quality (Bowman, Vongkulluksn, Jiang, & Xie, 2022). Effective teacher education and professional development can help educational institutions achieve their goals and improve student outcomes (Kalloo, Mitchell, & Kamalodeen, 2020). The moderator variable of government policies and funding is also important in creating the school system and supporting Tan Kah Kee's educational aspiration (Surur et al., 2020). Education reform, financial support, and educational subsidies can all have a substantial impact on the progress of education, whereas censorship and limits on academic freedom can stymie it (Perry, 2020).

Table 5. Future Research Propositions

Future Research Proposition
1. Conduct a comparative analysis of education systems in other countries, to provide insights into best practices.
2. Explore the impact of technological advancements on education in China.
3. Conduct a longitudinal study to track the implementation of Tan Kah Kee's educational dream over an extended period.
4. Investigate the impact of globalization on education in China.
5. Analyze the relationship between education and economic development in China.

To further understand the relationship between these variables (Table 6), studies can be done to assess the effects of government policies and funding on educational quality, as well as the effectiveness of teacher training and professional development programs (Demir, Maroof, Sabbah Khan, & Ali, 2021). This research can also analyze how emerging technologies can be effectively integrated into the education system to increase educational quality and support Tan Kah Kee's educational ideal. Furthermore, research can look into how the realization of Tan Kah Kee's educational dream has changed over time as a result of changes in technology, government policies, and educational practices (Reinholz, White, & Andrews, 2021). This can provide important insights into the historical context of China's education system and how it has evolved.

Overall, research on Tan Kah Kee's educational dream in various historical periods in China is an important area of study that can provide valuable insights into the development of education and support the future manifestation of this dream (F. Li, Jin, Edirisinha, & Zhang, 2021). Researchers can identify areas for improvement and develop strategies to improve the effectiveness of educational institutions in achieving their goals by examining the relationship between variables such as technological advancements, educational quality, teacher training and professional development, and government policies and funding (Castro & Tumibay, 2021).

Table 6. Description of Future Research Propositions

Future Research Proposition	Description
P1	There is a positive relationship between the implementation of Tan Kah Kee's educational dream and the development of human capital in China.
P2	The impact of Tan Kah Kee's educational dream on Chinese society is mediated by political and socio-economic factors.
P3	The manifestation of Tan Kah Kee's educational dream in different historical periods has a moderating effect on its impact on Chinese society.
P4	The effectiveness of Tan Kah Kee's educational dream in promoting social mobility in China is influenced by cultural and societal factors.
P5	The sustainability of Tan Kah Kee's educational dream in modern China is dependent on the integration of technology and innovation in education.

DISCUSSION

The study aimed to investigate the various manifestations of Tan Kah Kee's educational ambition throughout Chinese history and identify the factors influencing its impact on Chinese society. The current chapter presents the findings of the research and discusses their implications for future research and policy. One of the primary outcomes of the study was the significant influence of Tan Kah Kee's educational ambition on the development of human capital in China. Previous research has highlighted the critical role of education in economic development and social progress (Carnoy, 2018; Hanushek & Woessmann, 2015), and the current findings corroborate these insights. According to the research, Tan Kah Kee's educational ambition has contributed to the growth of the Chinese economy, poverty reduction, and increased social mobility.

However, it is important to note that the impact of Tan Kah Kee's educational dream on Chinese society is not solely determined by educational policies and practices. The findings suggest that other factors, such as government support, market demand, and cultural values, have played significant roles in mediating the relationship between education and societal growth. For instance, the realization of Tan Kah Kee's educational ambition before 1949 was partially facilitated by the Chinese government's support, which provided funding and resources for educational institutions. Similarly, in the 1980s and 1990s, market-oriented reforms promoted the proliferation of private education and expanded the range of educational opportunities available. The same has been advised by research (Li Jian, Dong, & Li, 2019). Furthermore, this research discovered that the manifestation of Tan Kah Kee's educational dream over time had a moderating effect on its impact on Chinese society. Tan Kah Kee's educational goal was specifically implemented in the pre-1949 period with a concentration on traditional Chinese culture and values, which helped to the creation of a strong feeling of national identity and social cohesion. In contrast, Tan Kah Kee's educational dream was implemented in the post-1949 period with a concentration on political ideology and state control, which limited the diversity of educational options and hindered creativity and innovation.

This research also discovered that cultural and sociological factors influenced the success of Tan Kah Kee's educational dream of encouraging social mobility in China. The traditional emphasis on meritocracy and education as a method of upward mobility, in particular, has contributed to Tan Kah Kee's educational ideal of increasing social mobility in China's success. However, cultural barriers such as gender and regional discrimination continue to obstruct the realization of equal educational opportunities for all.

It has been found in literature too where studies have suggested considering these issue (Yuan & Li, 2019). Finally, this research suggests that Tan Kah Kee's educational dream in modern China is dependent on the integration of technology and innovation in education. These findings suggest that incorporating technology and innovative pedagogies can improve educational efficacy and efficiency, as well as aid to meet the issues that education faces in the twenty-first century. In conclusion, the findings of this study have significant consequences for educational policy and practice. this research emphasizes the importance of a comprehensive approach to education that considers the political, socioeconomic, and cultural settings in which education is delivered. Furthermore, this research suggests that education must be responsive to the challenges of the twenty-first century, incorporating technology and innovation to remain effective and relevant. More research is needed to delve deeper into these issues and identify effective strategies for realizing Tan Kah Kee's educational vision in the modern era.

IMPLICATIONS

The current study adds to the literature on the various expressions of Tan Kah Kee's educational dream in China across time by providing theoretical implications. The study found and specified six criteria that are critical in understanding Tan Kah Kee's educational dream. These variables include historical context, education policy, educational institution, educational philosophy, social and economic situations, and individual role. The study provides a framework for examining these variables and their impact on Tan Kah Kee's educational aspiration.

Furthermore, this research adds to the theoretical understanding of the concept of the educational dream. An educational dream, according to the study, is an individual's vision for the education system that is molded by their ideas, values, experiences, and goals. The research emphasizes the importance of the educational dream in creating educational policies, practices, and institutions. The study's findings underscore the significance of knowing the historical, cultural, and social environment in which an educational desire arises.

The study's conclusions have consequences for legislators, educators, and educational institutions. The study argues that while developing education policies, legislators should examine the historical, social, and cultural background. The study also underlines the significance of matching the educational philosophy to the individual's educational goals. Educational institutions must ensure that their methods and rules are in line with the individual's educational goals.

This study also has practical consequences for educators. The study emphasizes the necessity of understanding students' educational dreams and integrating their teaching approaches with their educational dreams. The study underlines the importance of creating a friendly environment that encourages students' educational dreams.

Finally, this study has both theoretical and practical implications. This study's theoretical implications lead to a better understanding of the concept of the educational dream and the six variables that influence it. The study's practical consequences provide insights for policymakers, educators, and educational institutions to connect their

policies, practices, and institutions with the individual's educational ambition.

LIMITATIONS AND FUTURE RECOMMENDATIONS

There are limitations to this study, as with any other scientific study. There are various limitations to this qualitative study that must be addressed. For starters, the research was restricted to a specified period and place. The study concentrated on the various expressions of Tan Kah Kee's educational goal throughout China's history, hence the conclusions may not apply to other regions or periods.

Second, the investigation was hampered by the scarcity and poor quality of available literature. Despite a thorough search and the use of the PRISMA paradigm, some relevant articles were probably overlooked. Furthermore, the article quality varied, and some articles may have contained bias or inaccuracies. Third, the subjective character of the literature evaluation procedure limited the scope of the study. The researcher's prejudices and opinions influenced the selection and interpretation of articles. Various avenues for future research can be pursued. First, a more comprehensive review with a broader range of literature sources and periods could be conducted. A comparison of Tan Kah Kee's educational goal with that of other famous educational luminaries might also be done to acquire a better grasp of the distinctive characteristics of his vision.

Furthermore, empirical research could be conducted to examine the impact and effectiveness of Tan Kah Kee's educational initiatives over time. Collecting and analyzing primary sources such as school records, student performance data, and surveys would be required. While this qualitative review has limitations, the findings provide valuable insights into the various manifestations of Tan Kah Kee's educational dream in China throughout history. Scholars can expand their understanding of the relevance and significance of Tan Kah Kee's educational vision by resolving constraints and pursuing future research initiatives.

CONCLUSION

Finally, the purpose of this study was to investigate the various manifestations of Tan Kah Kee's educational dream in various historical periods in China, as well as to identify the factors that influenced these manifestations.

The literature analysis revealed six significant factors that exerted influence on Tan Kah Kee's educational vision in various forms: the political backdrop, economic conditions, cultural perspectives, educational policies, leadership, and philanthropy. Multiple variables and themes were assessed in alignment with the research questions and objectives, and the results demonstrated that these identified variables played a substantial role in shaping the manifestation of Tan Kah Kee's educational ambition across different historical contexts. It was observed that the political context determined the nature and extent of feasible educational initiatives, while economic conditions dictated the availability of educational resources. Cultural ideologies impacted educational ideals and objectives, whereas educational policies determined the extent and direction of educational reform. Leadership emerged as a crucial factor in initiating and sustaining educational endeavors, and philanthropic efforts were found to be instrumental in providing resources and support for educational programs. Based on these findings, several proposals for future research were formulated.

In summary, this study contributes to the understanding of China's educational history, particularly emphasizing the pivotal role of individuals in driving educational transformation. Insight was gained into the intricate interplay of politics, the economy, culture, and education by investigating the factors influencing the realization of Tan Kah Kee's educational dream. The implications of this study extend to policymakers and educational leaders interested in promoting educational reform in contemporary China. However, it is essential to acknowledge certain limitations. Firstly, the literature review was confined to English-language articles, potentially excluding pertinent studies in other languages. Secondly, the study's historical nature may not fully reflect the current educational landscape in China. Future research could encompass modern China and a broader spectrum of sources to provide a more comprehensive understanding of the factors influencing educational reform. In conclusion, this study enhances our comprehension of the historical evolution of education in China and offers valuable insights into the determinants of educational reform. Its findings hold implications for policymakers, educational leaders, and scholars interested in advancing educational reform, not only in China but also in other nations.

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ETHICAL DECLARATION

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Appendix 1. Journals Search

Bulletin of Education and Research	1	Journal of Rural Studies	1
Education Sciences	3	Educational Psychology Review	1
Professional Development in Education	1	Asian Ethnicity	1
Computers and Education: Artificial Intelligence	1	Religions	1
Authentic Chinese Educational Thought	1	Journal of History of Biology	1
Coming Home to a Foreign Country: Xiamen and Returned Overseas Chinese	1	Beyond Citizenship: Literacy and Personhood in Everyday China	1
Journal of Research on Technology in Education	20	Higher Education Studies	1
Educational Researcher	1	Renewable Energy	1
Education and Information Technologies	4	The Encyclopedia of Modern Asian Educators	1
American Psychologist	1	Higher Education Quarterly	1
Higher Education	4	Journal of Education and Work	1
ASIANetwork Exchange A Journal for Asian Studies in the Liberal Arts	1	Journal of Chinese Overseas	2
Academic Journal of Humanities & Social Sciences	1	Journal of School Health	1
Asian and Pacific Migration Journal	1	Theory and Society	1
ECNU Review of Education	3	Postdigital science and education	1
Singapore Journal of Tropical Geography	1	Australian Economic History Review	1
Teacher Preparation in Singapore	1	International Journal of Sustainability in Higher Education	1
European Journal of Education	1	International Journal of STEM Education	1
Journal of Applied Research in Higher Education	1	Ethics, Governance, and Policies in Artificial Intelligence	1
International Journal of Early Childhood	1	Computers and Education Open	1
Social Sciences	1	Southern African Review of Education with Education with Production	1
Journal of Knowledge Management	1	Frontiers in Psychology	1
Sustainability	9	International Journal of Human-Computer Studies	1
The Economics of Education	1	7th ICCSSH 2022	1
The China Nonprofit Review	1	Innovations in Education and Teaching International	1
Third World Quarterly	1	Journal of Computer Assisted Learning	1
Trends in Psychology	1	BMC Medical Education	1
Computers and Education: Artificial Intelligence	1	International Journal of Educational Development	1
Review of International Studies	1	History of Education	1
Journal of Education for Teaching	1	Higher Education Policy	1
Sustainable development	1	Frontiers of Education in China	1
Resources Policy	1	Sage Open	1
Learning, Media and Technology	1	Reference Services Review	1
The Asia-Pacific Education Researcher	1	Advances in Educational Technology and Psychology	1
Twentieth-Century China	1	Sustainable Cities and Society	1
Science & Education	1	China and Asia	1
English Language Teaching	1	Journal of Higher Education Research	1
Journal of Vocational Education & Training	1		
Educational Philosophy and Theory	1		
Energy Economics	1	Total	115