

Influencing Factors of Legal Education Effect in Higher Education

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Abstract

In the process of legal education in higher education in China, there are problems such as weak teachers, single boring course content and lack of general knowledge of law among students. Therefore, how to improve the effect of legal education in higher education has become a new issue. This study took the analysis of the relationship between the effect of legal education in higher education and the three influencing factors of educational subject, educational environment and educational content as well as the relationship between different influencing factors as the main research objectives, and used qualitative research methods to conduct in-depth interviews with ten experts selected from five higher education in Shanxi Province. Through the analysis of the interview data, the factors affecting the effect of legal education in higher education in Shanxi Province are divided into three aspects: education subject, education content and education environment, and the three influencing factors together have an impact on the effect of legal education in higher education. There was also an influential relationship between the subject of education and the content of education, and between the subject of education and the educational environment. Based on the research conclusions, this study proposed three systems to improve the effect of legal education in Shanxi Province according to the three influencing factors.

Keywords: Legal education effect; Educational system; Higher education

Introduction

The research on legal education in higher education involves multiple disciplines, including the content of public management in management science, part of the field of law, and an important part of the field of higher education. In

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the process of researching relevant literature, the author found that the current legal education in higher education mainly has the following problems:(a) Over-specialization of educational content, separation of theoretical education from practical education, and separation of traditional education from online education (Dong Yi, 2016). (b) Teachers have weak Internet operation skills and insufficient theoretical level; students have insufficient legal knowledge, insufficient motivation to learn and insufficient legal beliefs (Bi Mingming, 2018). (c) Legal education is not valued in the social environment, school environment and family environment (Qian Xiaoli, 2017).

After analyzing and sorting out the literature review, the author found that there are various factors affecting the effect of legal education in higher education, and their effects are intertwined. Therefore, in order to systematically sort out the various influencing factors, this study conducted in-depth interviews with people involved in legal education in universities in Shanxi Province, and coded the recovered interviews to analyze the relationships between open codes, discover and establish the core concepts of open codes, and summarize the axial codes to demonstrate the relationships between the various parts of the data. According to the different levels of the existence of influencing factors and the interaction between them, the influencing factors are distinguished into three levels: educational subject, educational content and educational environment. This study analyzes the current situation and problems of legal education in higher education through qualitative research, summarizes the current problems of legal education in higher education in Shanxi Province, and analyzes various factors that affect the effectiveness of legal education in higher education, so as to lay the foundation for putting forward effective countermeasure suggestions.

Research Questions

1. What problems exist in legal education in higher education?
2. What are the factors that affect the effect of legal education in higher education?
3. What is the relationship between the influencing factors and the effect of legal education in higher education ?
4. What is the relationship between the influencing factors?
5. How to improve the effect of legal education in higher education?

Research Objectives

1. To explore the existing problems of legal education in higher education.
2. To summarize the influencing factors of the effect of legal education in higher education.
3. To analyze the relationship between the influencing factors and the effect of legal education in higher education.
4. To analyze the relationship between influencing factors.
5. To summarize suggestions for improving the effect of legal education in higher education.

Conceptual Framework

The author takes the effect of legal education in higher education as the dependent variable, and the three influencing factors of educational subject, educational environment and educational content as independent variables. The conceptual framework is about the relationship between the independent variable and the dependent variable.

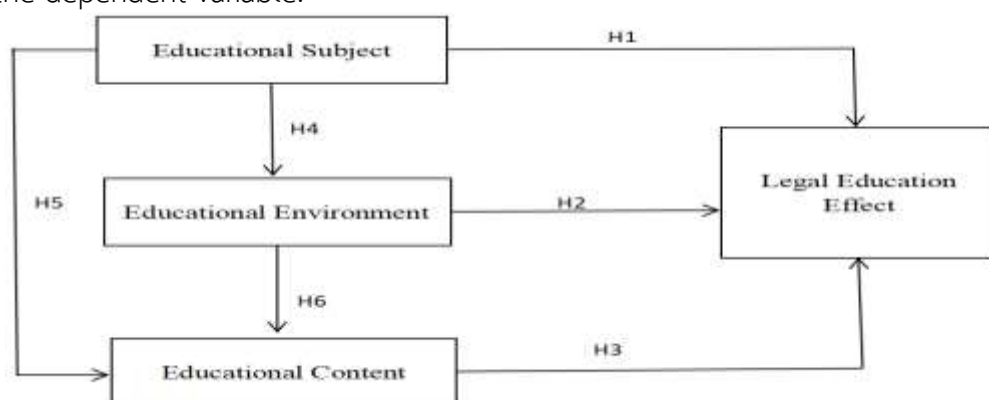


Figure 1 Conceptual Framework from original research

Research Hypothesis

H1: The educational subject has a significant impact on the effect of legal education in higher education.

H2: The educational environment has a significant impact on the effect of legal education in higher education.

H3: The educational content has a significant impact on the effect of legal education in higher education.

H4: There is a significant impact between the educational subject and the educational environment.

H5: There is a significant impact between educational subject and educational content.

H6: There is a significant effect between educational environment and educational content.

Research Methodology

The author limits the scope of the study to five cities in Shanxi Province, China, namely Taiyuan, Jinzhong, Datong, Luliang, and Yuncheng. The author selects a university in each city that focuses on legal education, a total of 5 universities, namely: Shanxi University, Datong University, Taiyuan Normal University, Luliang University, and Yuncheng University. In the selection of interviewees, the author adopted a random sampling method of the target population, and a total of 10 interviewees were selected. The interviews were carried out in three forms: face-to-face interviews, telephone interviews and video interviews. In order to ensure the authenticity and effectiveness of the conclusions, all the interviewees are experts who are currently engaged in legal education in higher education.

The author thoroughly consults relevant literature and materials, and sets the interview form and content according to the current situation of legal education in higher education. In the interview outline, the author will raise two central questions regarding the current situation and existing problems of legal education in higher education in Shanxi Province, and then attach 5-7 auxiliary questions around the two central questions. In the way of asking questions, "what" and "how" are often used to raise research questions, so as to convey open and new design ideas, and "why" is used to raise questions that imply causal relationships (Margaret Thornton, 2014).

The coding process of interview data is divided into open coding (first-level coding), axial coding (second-level coding) and selective coding (third-level coding).

Open coding is the first step in coding. Through careful analysis of the original words of the interviewees, the source material is gradually conceptualized and categorized. Continuously compare the original sentences and concepts mentioned most frequently (three times or more) by the interviewees, combine the concepts that have a certain cross relationship with each other, and organize them

according to the logical relationship between the concepts, and finally realize the concept category change.

In the open coding, the author extracts the corresponding core concepts and basic categories after summarizing the data obtained from the interviews, and carries out the second step of axial coding.

The task of the selective coding stage is to carry out a more abstract classification. Through further analysis of the extracted concept categories, a "core category" is selected, and the interview content is continuously concentrated on the code numbers related to the core category, and get the final result.

Expected Finding and Discussion

The data for this study were mainly obtained using in-depth interviews. After all the data were obtained, the researcher used a three-level coding method to analyze the data obtained and finally summarize the factors influencing legal education in higher education and the relationship between the influencing factors and the effectiveness of legal education.

Open Coding (first-level coding)

In this study, after summarizing the content of the interviews, 12 initial concepts and 8 categories were extracted regarding the components of the influencing factors of legal education in higher education. The original statements, the extracted concepts and the categories are shown in Table 1.

Table 1 Induction of the influencing factors based on open coding

Category	Open coding (Raw statements)
	T3: The main reason why it's hard to teach is that I am not a law student anymore, not to mention me, none of the 6 full-time teachers in our teaching department are law students. Without the expertise to back it up, it is difficult to accurately control a lot of content or cases. Besides, law is a highly specialized and difficult subject, and it is

Teachers' teaching	also rather boring. If the lectures are not lively enough, students will not like to listen to them. (Professional restrictions)
skills	<p>T2: Professional training for teachers' competence in teaching law may seem like a good approach, but it is difficult to operate. On the one hand, legal knowledge is category in detail and some sector approach laws are covered in our lectures with only a few words, and attending this type of training is not particularly effective for our teaching activities. On the other hand, due to administrative and financial factors, it is very difficult to achieve long-term training in legal knowledge. (Difficulties in improving teaching capacity)</p>
Student learning awareness	<p>T4: Contemporary university students themselves are not aware that they are also one of the main subjects of legal education, which has led to the fact that a large proportion of them have a low level of learning and thinking awareness, innovation awareness and practical ability in the process of legal education. (Lack of awareness of the subject)</p>
	<p>T7: The content of the legal education section is not very relevant to the students' own majors, nor does it carry</p>

much credit, and the learning content is difficult; therefore, most students are not very interested in this part of the course. (Low motivation to learn)

T8: The school's legal service mainly serves the day-to-day administrative affairs of the school, responds to unexpected problems at the school level, and provides legal advice and responses. (Lack of legal services for students)

School environment T1: Most of the school's hardware facilities lack the function of serving legal education and the related budget for improvement. For example, the teaching area, library, campus light boxes and display boards would need to be taken out for a separate part or period of time to serve legal education, which would require the coordination of several departments of the administration. (Lack of hardware facilities and insufficient budget)

T5: Nowadays, university students have access to a wide range of information and are greatly influenced by social mores. And once a student has certain ideas, it is difficult to change them by one course. It is still necessary to form a joint effort in education, with society, families and schools working together. (Social climate)

Social environment

T6: Nowadays, almost every university offers courses on legal education, but the influence of the courses alone is not enough, we need to make the implementation of the legal system in the whole country smooth and give students a positive influence that the law is reliable and trustworthy, this is crucial. (Trust in the legal system)

T10: The creation of a good law-abiding, law-abiding and law-abiding atmosphere in the family is very conducive to the development of a high level of personal legal quality. However, for the students I have come into contact with

Family environment so far, the current state of family legal attitudes is not promising. Parents are more focused on traditional learning and education, and feel that legal education is more the responsibility of the school and society. (Backward concept of education)

T9: I think there are some problems in setting the objectives of the legal education curriculum in schools. Legal education should not only focus on instilling theoretical knowledge, but also on raising students' legal awareness and cultivating their ability to apply the law. I personally think that the school's teaching objectives are still too one-sided. (One-sided orientation of teaching

	objectives)
Teaching methods	T5: The classes are usually taught by lecture method and case study method, I would like to use some new teaching methods, but it is difficult to practice. (Single teaching method)
Course content	T8: Practical activities are definitely the best way to educate about the legal system, but if you want to organize a practical activity, the preparatory work beforehand does not count and there is a lot of catching up on legal knowledge, which is too difficult to implement. (Lack of practical activities in the curriculum content)

Axial Coding (second-level coding)

In the open coding, the initial concepts and basic categories of influencing factors have been extracted. At this stage, the nature and content of these categories were identified by exploring the analogous relationships between them, and the 8 main axial codes were summarized, as shown in Table 2.

Table 2 Induction of the influencing factors based on Spindle code

Axial coding	Category
Teacher	Professional restrictions
	Difficulties in improving teaching capacity
Student	Lack of awareness of the subject
	Low motivation to learn
School environment	Lack of legal services for students

	Lack of hardware facilities and insufficient budget
Social environment	Social climate
	Trust in the legal system
Family environment	Backward concept of education
Teaching Objectives	One-sided orientation of teaching objectives
Teaching methods	Single teaching method
Course content	Lack of practical activities in the curriculum content

Selective Coding (third-level coding)

The selective coding carried out more abstract category on the basis of the main axis coding. By further analyzing the extracted conceptual categories, the core category of this study - the factors influencing the effect of legal education in higher education - was selected, and the coding content was corresponded to the core category one by one, the specific results are shown in Table 3.

Table 3 Influencing factor coding structure diagram

Selective coding	Axial coding	Open coding
Educational subject	Teacher	Professional restrictions
		Difficulties in improving teaching capacity
	Student	Lack of awareness of the subject
		Low motivation to learn
Educational environment	School environment	Lack of legal services for

		students
		Lack of hardware facilities and insufficient budget
	Social environment	Social climate
		Trust in the legal system
	Family environment	Backward concept of education
Educational content	Teaching Objectives	One-sided orientation of teaching objectives
	Teaching methods	Single teaching method
	Course content	Lack of practical activities in the curriculum content

Theoretical saturation test

In this study, the remaining 1/3 of the interview transcripts were used to test the theoretical saturation. Through the analysis, the system in the influencing factors was already very rich, and no new categories and relationships were developed for the three influencing factors of educational subject, educational environment and educational content, and no new factors were generated within the three categories. Therefore, it can be judged that the composition of the above system of influencing factors is theoretically saturated.

Based on the three-level coding of the interviews and the theoretical saturation test, three influential factors of legal education in higher education were finally derived: the educational subject, the educational environment and the educational content, which together have an impact on the effectiveness of legal education in higher education. The educational subject and the educational

content, as internal influencing factors, have a direct and significant impact on the effect of legal education in higher education, while the educational environment, as external factors, has an indirect impact on the effect of legal education in higher education.

Research Contribution As New Knowledge

In the study the authors found that all three influencing factors had an impact on the effectiveness of legal education in higher education, but in the interrelationship of the three influencing factors, the authors were able to conclude from the analysis of the interview data that the educational subject had an impact on the educational content and the educational environment had an impact on the educational subject, but there was no influence between the educational environment and the educational content. During the interviews, the authors asked the interviewees questions about the relationship between the educational environment and the educational content. All ten interviewees believed that there was no relationship between the two, and that the educational environment, as an external factor in the effectiveness of legal education in universities, would not have an impact on specific teaching sessions.

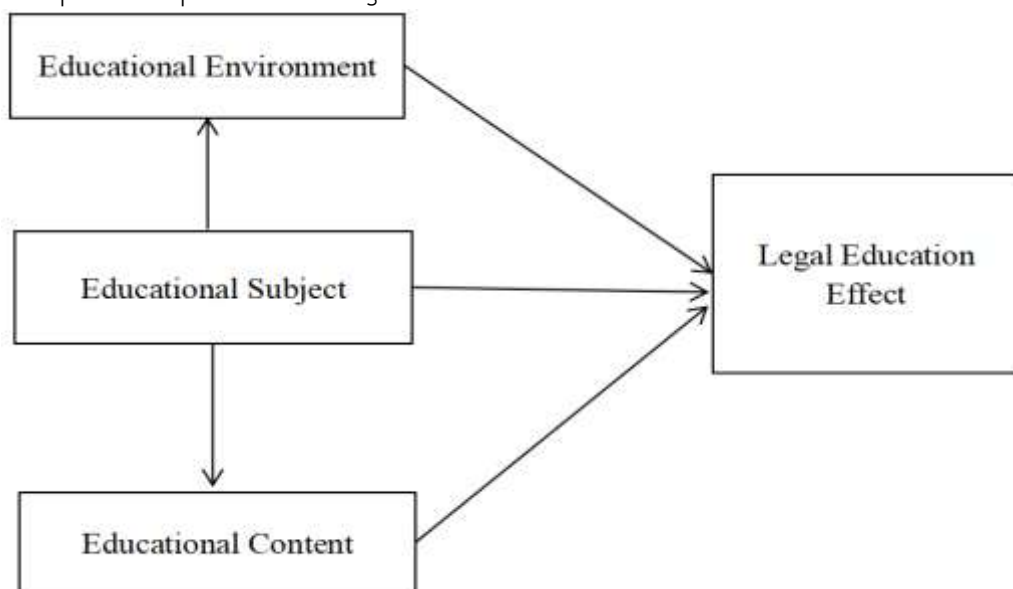


Figure 2 New knowledge from original research

Suggestions

1. To build a teacher system of "professional teachers + legal experts + legal workers" for educational subject.

The construction of a teacher education system in higher education is very important (Mo Liangyuan, 2015). It is recommended that existing teachers engaged in legal education be provided with training opportunities and platforms for legal literacy to enhance their practical application of the law. To provide a platform and guarantee for scientific research and teaching and research activities for existing teachers engaged in legal education, and to enhance the scientific structure of legal education teachers and the professionalism of their qualifications through various levels of exchanges and scientific research and teaching and research activities, so as to improve the effectiveness of legal education in universities (Song Ting, 2014). For the subject of students, the content of legal education should be transformed from the original theoretical education to the education of cultivating normative legal consciousness, teaching university students the basic concepts and main contents of law in a more systematic way, cultivating the concept of consciously knowing and abiding by the law as well as the ability to use the law to solve problems.

2. To build a joint environmental protection system of "society + university + family" for educational environment.

The community should fully support the work of legal education in higher education to create a good social and legal environment for students (Wang Haibo & Yang Xiangrong, 2016). All departments should maintain the fairness and justice of the law to create a good atmosphere and foundation to ensure the smooth implementation of legal education in higher education and to improve the legal literacy of students. The school should actively promote the construction of legal campus culture (Zhang Xiaomin & Yang Xiulian, 2016), promote the systematic implementation of legal education in higher education, and make students truly appreciate that the school is based on laws and regulations to rectify school order and safeguard the legitimate rights and interests of students, so as to realize the unification of theory and practice of legal education in higher education. Parents should take the initiative to learn about the law, improve their legal literacy and focus on improving the cultivation of comprehensive literacy in their students in their educational approach.

3. To build a construction of "knowledge transfer + case study + practical experience" education system for educational content.

To improve the effect of legal education in higher education, we should not only work on the teacher system, but also innovate education methods and approaches (Zang Hong, 2020). It is necessary to break the bad state of boring theoretical lectures and rigid acceptance by students, and to innovate education methods and approaches to effectively improve students' legal literacy. We develop targeted training program and educational methods based on students' characteristics (Michelle LeBaron, 2016), set corresponding scientific assessment standards to test the effectiveness of education, and comprehensively improve students' comprehensive legal literacy.

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