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REVIEW ARTICLE

Effects of Liberal Education on Students' Personality, Critical Thinking, and Leadership Skills: A Conceptual Study

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ABSTRACT

The concept of liberal education emerged in the 19th century when scholars in Europe and the United States recognized that the academic departments of modern universities were overly specialized, leading to a fragmented understanding of knowledge. China is home to several esteemed national universities that offer liberal arts programmes, including Peking University (established in 2007), Sun Yat-sen University in Guangzhou (established in 2009), and Fudan College at Fudan University in Shanghai (opened in 2012). As the popularity of liberal education continues to grow on a global scale, an increasing number of educational institutions are offering specialised liberal education courses. However, students do not perform as well as they could. The objectives of this research project are the critical thinking, personality and leadership factors and their influence on student performance in liberal education courses.

Contribution/Originality: This study offers a novel conceptual framework linking liberal education to student development. By integrating diverse perspectives on personality growth, critical thinking, and leadership skills, it provides a comprehensive analysis of how liberal education influences these key areas, thereby contributing new insights to the field of educational research.

1. Introduction

Liberal education has become a global educational theme for leading universities around the world. Countries and regions present, enrich and innovate in unique ways, learning from their experiences. This includes liberal arts education, whole person education, free education, skills development training and other educational methods related to liberal education abroad (Gane, & Huang, 2017). The objective of liberal education is to facilitate the growth and development of students in terms of their abilities, character, and problem-solving abilities through a process of cultivation. This article explores the multiple effects of liberal education on students' personalities, critical thinking and leadership skills (Mou, 2021).

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Much research has been done on importance of liberal education. Especially in higher education. Its basic ideas, which include broad educational goals, liberated educational ambitions and balanced educational contents, have received great appreciation. In the 19th century when scholars in Europe and the United States believed that the academic departments of modern universities were too professionalization. Since the 20th century, liberal education has become a required subject in Europe and American universities. It has spread from Europe to America and then to the rest of the world, with America at its center. This process involves the spread and evolution of educational ideas, as well as the mutual penetration and influence of diverse cultures. In China, the higher education system and university course development have been influenced by a wider range of Western trends since the late 19th century. Since the early 2000s, universities have introduced liberal studies into their undergraduate programmes (Logan, & Curry, 2015).

2. Literature Review

2.1. Liberal education

Liberal education is a multifaceted approach to learning that aims to foster well-rounded individuals with a broad spectrum of knowledge and skills. It is often touted as a means to not only impart academic knowledge but also to shape and transform students' personalities. Understanding how liberal education impacts personality development is of paramount importance in the realm of educational management. It addresses the fundamental question of whether our educational systems are not only equipping students with knowledge but also molding them into more adaptable, open-minded, and socially conscious individuals. In this section, we embark on a comprehensive exploration of the literature to gain insights into the relationship between liberal education and personality development.

Liberal education achievement are intended to develop individual abilities to make decisions based on material and moral restrictions, believe in change, have critical thinking, have an innovative philosophy, and rely on individual experiences, as cited in (Fatafta, 2023). liberation of the mind and participation through dialogue and mutual influence between individuals and groups in the learning and educational environment, which results in the acquisition of renewed knowledge and practices that lead to change and push the human being to the heart of the development process and make him the most important component in the development equation. Scott (2014) that liberal education courses are founded upon a philosophical and structured foundation. He identifies four key elements that are integral to such courses: firstly, the "liberating" aspects of general education; secondly, the necessity for an emphasis on questions over answers; thirdly, the significance of a global perspective; and fourthly, the interconnectivity of these elements with extracurricular experiences and engaged citizenship. Fong (2004) has looked at the history and evolution of liberal education, especially in the USA. There used to be learning and courses that only revolved around the humanities and sciences. But the passage of time and the debate about its need change with time. The concept of liberal learning has evolved to encompass areas beyond the domain of general education. The term is used to describe any study that cultivates abilities such as effective communication, knowledge-oriented thinking, insightful and critical analysis, cooperative work, and ethical and responsible conduct.Therefore, liberal education can vary from one institution to another and also between countries. There is also half the country taking action to maintain and increase the load of learning through practical or external training. However, philosophy and the goal are the same, and the

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only thing that increases is the insertion of computer skills in accordance with the digitalization era.

2.2. Personality

The concept of personality may be defined as the dynamic integration of the individual's subjective experiences and behavioural patterns. In addition to conscious, concrete, and habitual actions, this encompasses one's experiences of the self and the surrounding world, deliberate thoughts, and recurrent desires and fears, among other things. Furthermore, it encompasses unconscious behavioural patterns, perceptions, beliefs and intentional states. This integration is dynamic because it reflects an organized and interconnected association of multiple traits and experiences that mutually influence each other. As such, personality is the result of coordinating various dispositions, representing something far more complex and refined than just the sum of its individual parts (Millon, 2016). Personality development encompasses these and numerous other influences on the growth of the individual (Brewer, 2019). Personality development offers insight into these and other issues, frequently demonstrating the intricate and multifaceted nature of the influences on individual personality development (Ashton, 2022). The question of personality is a complicated matter, and there is debate about it, especially among psychologists. The majority of researchers have reached the conclusion that there are at least five dimensions that represent human personality characteristics. Based on the five dimensions, the question of personality becomes easy to detect which one needs to be improved or overcome (Ötken & Cenkci, 2015).

2.3. Critical thinking

Critical thinking skills may be defined as strategies for identifying the most effective means of achieving a desired outcome (Halpern, 2013). Brookfield (2022) posits that critical thinking constitutes a survival skill of adulthood. Adult life is characterized by a series of micro- and macro-decisions, choices and judgments. Such an approach helps to guarantee that this will occur by subjecting the assumptions that underpin those decisions to scrutiny. Moreover, it commences when one ceases to universalize one's own experience, as postulated by Jürgen Habermas in 1987 (Scott-Baumann, 2023). Furthermore, critical thinking constitutes a set of skills that can be acquired by any individual. Those who have acquired these abilities are able to perceive the outcomes of their own and others' statements, construct and convey effective arguments, and make more informed decisions. According to Kasmarek (2002), critical thinking is making observations and using the information to consider and be open to alternatives (to some extent) when making decisions. But these practices were not part of my traditional education. In the 1962 definition or conception, there are several features applied in critical thinking practices: (a) emphasis on detailed criteria; (b) emphasis on good judgement in an imprecise environment because criteria do not automatically yield critical thinking decisions; and (c) attention to the credibility of sources (Ennis, 1962). However, as Moore (2013) notes, at least seven definitional strands have been identified in the concept of critical thinking, which can be approached from a number of different perspectives. These include the following definitions: (i) as judgement; (ii) as scepticism; (iii) as a simple originality; (iv) as sensitive readings; (v) as rationality; (vi) as an activist engagement with knowledge; and (vii) as self-reflexivity. This multiplicity of meanings is thought to have significant implications for the teaching and learning processes at the university level. The design of the study and the conclusions drawn from it are significantly informed by Wittgenstein's conceptualisation of meaning as a function of use.

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In the simplest terms, Paul and Elder (2007) define motivation as the art of analysing and evaluating with a view to achieving a better outcome or improvement.

2.4. Leadership skill

Leadership skill in education is a crucial aspect that has been explored in various studies. Ewert and Overholt (2010) investigated the impact of a short-term outdoor experience on the development of leadership skills. highlighting the importance of outdoor leadership training programs. Brungardt (2011) examined the relationship between soft skill development and leadership education, emphasizing the role of academic leadership education in enhancing graduates' soft skills and teamwork proficiency. Odunuga et al. (2003) that the role of skill-based music education in reducing poverty and fostering leadership quality in Nigeria was discussed, with particular attention paid to the connection between deficiencies in the educational system and the emergence of disconnected youths. Zeist-Jongman (2015) surveyed early career psychiatrists to assess the value of leadership skill education in their training, highlighting the importance of leadership training in mental health professions.

McKim and Velez (2017) established a correlation between student advancement in leadership competencies and particular learning opportunities within a leadership development programme, underscoring the significance of grasping the principles of leadership, demonstrating dedication to service, communicating effectively, adhering to ethical standards, and embracing diversity. Allen and White-Smith (2018) explored the use of skill sheets in collegiate leadership competitions, demonstrating how they can enhance leadership education. Radwan (2019) investigation is to examine the mediating influence of organisational culture on the academic leadership skills of educators and the skill-based learning outcomes of students in Saudi higher education institutions. In addition to this, this investigation will place emphasis on the impact that the leadership skills of educators have on the learning outcomes of their students. In a final study (Faridy and Rohendi, 2020) the objective was to examine the impact of outdoor education and scouting on social skills and leadership among high school students. The study highlighted the potential of educational processes to facilitate personal transformation and the acquisition of skills. The concept of leadership is inherently complex and dynamic, with numerous definitions across the various academic disciplines. The concept of leadership has been described in a number of ways, including autocratic, democratic, situational, transformational and with free rein. A plethora of documented leadership theories, models and concepts exist. The literature describes leaders as visionary, charismatic, and self-directed (Weiskittel, 1999). The concept of leadership has a vast array of definitions. There is no single or generic definition for the term and researchers tend to define it differently. The basic meaning of a leader is a member of a social group who has either consciously or unconsciously been selected by the group participants to organize and guide them toward specific tasks and demonstrates the highest level of activity while the group members are subordinate to that leader This complicated definition indicates that leadership is a 26 complex, multi-level, nature and that its development and formation of leadership qualities depends on various factors.

2.5. Liberal Education and personality

As outlined by Nunkoo (2019), the concept of paideia represents one of the numerous intellectual legacies inherited by the modern era from classical Greek thought. The term 'paideia' refers to an educational approach that is designed to promote the holistic

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development of the human being. In ancient Greece, this entailed a comprehensive educational program which sought to cultivate the whole person, encompassing the mind, body and spirit. The integration of diverse disciplines was a fundamental feature of this program, including mathematics, rhetoric, music and gymnastics. The concept of paideia concerns the cultivation of the self. It encompasses the ways in which an individual engages with their own history, memories, mortality and the concept of what it means to be alive. These are engaged with critically, lovingly and with awareness of the self as a human being. An education that enables this engagement with greater meaning, facilitating a connection between individual learners' lives and their own histories, values and the wider world, and enabling reflection and the cultivation of selves and communities that enable people to understand what it means to be alive and what it means to be human.

In recent research, Gainous and Martens (2016) have identified that civic education can enhance students' civic capacity. Furthermore, they have found that teachers employing the 'open classroom' approach are more effective in achieving this outcome. In this study, the authors extend the findings of existing research in the field of behavioral psychology, which indicates the potential existence of personality trait variations across different ideological perspectives. This may explain why liberal middle school teachers are more likely to cultivate an open and inclusive classroom environment. Such an approach may consequently result in these teachers demonstrating enhanced effectiveness in fostering their students' political knowledge, which constitutes an essential element of democratic capacity. The findings demonstrate that educators who espouse liberal ideologies are more likely to adopt an open classroom approach and that students with the highest levels of political knowledge are more likely to be enrolled in classes taught by educators whose political ideologies are aligned with the liberal spectrum. This effect remains significant when individual-level predictors of student knowledge are taken into account.

The essence of humanity can be defined as the capacity of the mind to analyses, understand, plan and create. The objective of liberal education, as outlined by Burrows (2019), is to facilitate the release and nurturing of this power. Liberal education is the cultivation of intellectual and social abilities that facilitate the transcendence of specific knowledge, the pursuit of truth, and the liberation from narrow biases and interpretations, thereby enabling the understanding of the world, the appreciation of ideas, and the pursuit of lives of fulfilment and social responsibility. There is ample justification for pride in liberal education. It has highlighted the significant value of fostering our unique human capabilities. Liberal education has consistently been situated within the context of addressing the issues of its time. It is through the powers of the human mind that these issues can be most effectively addressed.

Chaddock and Cooke (2015) have conducted a comprehensive review and analysis of the literature on the historical development of liberal and general education in US higher education across the nineteenth, twentieth, and twenty-first centuries. The authors examined the various definitions, debates, justifications, practices, individuals, institutions, and recommendations that have emerged in discussions about the evolving nature and future of liberal education in U.S. higher education. The authors conclude with their own thoughts on potential avenues for further study and discourse regarding liberal education and its influences and manifestations as embedded in philosophical expectations among college students' achievements.

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By looking at the search for sources on the relationship between personalities and liberal education achievement, not only a few, but most of the research is conducted in other places, such as in secondary and primary schools (Gainous & Martens, 2016). In addition, Chaddock and Cooke (2015) suggested that research on the relationship between personalities and liberal education achievement should be continued, as desired and the original goal of philosophy. Therefore, the research gap is widening, and it is clear that the study of the relationship between personalities and liberal education achievement among first-year university students leads this study to Ho2, which is that there is no significant relationship between personality and students' liberal education achievement.

2.6. Liberal Education and critical thinking

Kwan and Wong (2014) conducted an investigation into the phenomenon of critical thinking as it manifested within the context of practice at a specific American liberal arts university located in Egypt. The critical contextual approach to curriculum development and implementation encourages stakeholders to engage in a continuous process of questioning the underlying values of learning experiences, identifying and addressing power imbalances within the learning environment, and developing strategies to support students with diverse capabilities and privileges in order to enhance their capacity for critical thinking. Both studies have examined the perceptions of secondary school students with regard to their learning environment in Liberal Studies, with a view to establishing the extent to which these perceptions are linked to their critical thinking abilities (Bali, 2013). The results of the study are presented in the context of fostering critical thinking skills among students in Liberal Studies classrooms.

Kettler (2014) has conducted research into the critical thinking skills of elementary school students. The aim of this study was to carry out a comparative analysis of the performance of identified gifted and general education students. The study examined the critical thinking abilities of fourth-grade students from a school district in Texas, comprising 45 students identified as gifted and 163 students enrolled in the general education programme. The critical thinking scores of students in the three schools did not exhibit a statistically significant difference, and no discernible correlation was observed between the scores and the duration of exposure to the gifted education programme.

Similarly, the influence of faculty teaching practices on the development of students' critical thinking skills was examined by Shim and Walczak (2012). In this study, they focused on the discrepancies between students' self-reported outcomes and direct assessments of critical thinking (i.e., CAAP) to examine the relationship between faculty pedagogical practices and the development of students' critical thinking abilities. The students indicated that they had developed their critical thinking abilities as a result of interpreting abstract concepts and giving well-structured presentations. Nevertheless, these same practices did not significantly impact their CAAP scores.Based on the limitations of the literature that examines the problem of liberal education achievement as behind its philosophy, it shows that there is a research gap that should be carried out. Past studies are not only limited but not specifically aimed at liberal education offered to university students in the first year. Studies on its impact and effectiveness as desired rarely get attention, even though some of the wisest think it unimportant and see it as quiet. Therefore, this matter should be thoroughly explored as one of the ways to detect weaknesses and deficiencies and, at the same time, be able to give pointers towards the improvement of the liberal education programme. The finding of such a gap leads to the

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research hypothesis, Ho1, that there is no significant relationship between critical thinking and students' achievement in liberal education.

2.7. Liberal Education and leadership skill

The research investigates how pupils learn and the steps they take to acquire more knowledge via self-control and self-belief. Furthermore, cognitive skills are teachable abilities that can aid students in succeeding in other fields. Leaders must maintain a continuous learning process to stay updated with their practices. They must possess self-efficacy to understand their current skill set, self-regulation to set improvement goals, and cognitive skills to enhance their abilities as a leader. This approach enhances leadership effectiveness (Mumford et al., 2007).

The Every Student Succeeds Act (ESSA) encourages states to assess the critical thinking, inquiry, communication, and cooperation skills that students need to succeed and that have been incorporated into revised standards approved by most states. (Darling-Hammond et al., 2016, p. 7). The courses and activities in the liberal arts facilitate the acquisition of skills that are fundamental to preparing students for college and the workplace. Those who advocate for leadership and education argue that students must develop robust verbal and written communication skills, interpersonal abilities, creative problem-solving capabilities, and scientific thinking expertise in order to effectively address existing challenges with novel solutions for future success (Bedell-Avers et al., 2008).

The focus of this review will be on the impact of participation in humanities courses and activities during university study. Such an education confers numerous advantages upon students, including superior academic outcomes and augmented cognitive capabilities, notably in the domains of mathematics and literacy (Gannon et al., 2011).

2.8. Personality and Critical Thinking

In the context of education for sustainable development, a recent study by Merma-Molina (2022) explored the relationship between critical thinking and effective personality. The study had two main objectives: firstly, to examine possible links between critical thinking (CT) and effective personality (EP), and secondly, to assess the extent to which EP predicts the development of CT in children and adolescents. Regression analysis revealed that effective personality significantly impacts the development of critical thinking in students. No significant gender differences were found, and students in primary education showed higher CT scores. The study concludes that promoting EP leads to greater development of CT, highlighting the need for educational programs that enhance EP, especially among adolescents.

Merma-Molina, Gavilán-Martín, and Urrea-Solano (2022) carried out a further study that focused on the relationship between AOT, personality and critical thinking in teenagers in Spain. Their aim was to analyse AOT and its relationship with critical thinking skills and personality traits. Results showed a direct relationship between personality traits-such as honesty, empathy, and solidarity-and critical thinking skills, especially developing new knowledge, analytical skills, and avoiding rote learning. The results suggest that AOT is strongly associated with the projection and value of critical thinking. In order to enhance both types of thinking, these personality traits and competencies can be incorporated into educational curricula.

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In another study, Fitriana et al. (2018) investigated the relationship between students' critical thinking abilities and their personality types in the context of solving open-ended problems. The study aimed to describe students' critical thinking skills based on Keirsey's personality types: rational, idealist, protector, and artisan.The findings indicate that students with a rational or idealist personality type met all the FRISCO criteria, whereas those with a guardian or artisan personality type did not. With regard to the inference criteria, it was observed that students with a guardian or artisan personality type were unable to draw reasonable conclusions and establish connections between the concepts. In terms of the justification for the above criteria, a rational student demonstrated critical thinking by providing a logical justification that supported their chosen strategy for solving the problem. In contrast, the idealistic student gave reasons based on personal beliefs and opinions. The findings indicate that educators should prioritize fostering logical thinking in students on a regular basis, integrating personality-specific training to enhance critical thinking abilities, particularly among those identified as guardian and artisan types.

It can be said that there are many studies on critical thinking and personality. In fact, both of them are two things that a person must have, especially among university students. Since the implementation of 21st-century education, most educational institutions around the world have undergone massive transformation. This shows that critical thinking and personality have a close relationship. However, previous studies have left many things unclear about the relationship between the two in the context of first-year students taking courses or programmes related to liberal education. There is very little research on it, and the status of achievers and the effectiveness of liberal education are poorly known in empirical studies.

2.9. personality and leadership skill

Personality is how you tend to behave in different situations. Being introverted or extroverted is just one part of your personality. Your leadership style depends on your specific role and organisation, plus the context. What makes you a great leader in one situation might not work as well elsewhere. Leadership is a complex idea with multiple facets. Leadership involves a variety of skills and abilities that have various expressions. It includes the capability to influence diverse personalities. The most successful leaders I am acquainted with are those that can communicate their vision through personality, leadership style, or skills. Positive outcomes matter the most. Personality and leadership are key concepts in the organizational and management field.

Personality refers to the stable psychological traits of an individual that influence his or her behaviour and mental processes. Leadership also refers to the ability to enable members of an organisation or team to work together to achieve goals through effective communication, coordination and motivation. In recent years, a greater number of researchers have concentrated their attention on the correlation between individual personality traits and leadership styles. This paper will present a synthesis of existing literature within this area of research.

Firstly, the impact of personality on leadership. Several researchers have argued that personality is an important component of leadership (Bass, 1990). Leaders with certain personality traits may exhibit better leadership in the face of complex and uncertain situations. For example, traits such as accountability, integrity, and emotional stability are considered essential qualities for leaders (Furnham et al., 2013). In addition, leaders with

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open-minded personality traits tend to be more innovative and adaptable Secondly, the impact of leadership on personality. Some researchers have argued that leadership can shape and change an individual's personality trait.By providing role models, motivating and encouraging innovation, leaders can influence the personality development of their team members. In addition, leaders' leadership styles and behaviours can also have an impact on team members' personality. For example, transformational leaders contribute to the development of more positive and open personality traits in team members by stimulating their self-growth and values identity (Burns & Beck, 1978).

However, the relationship between personality and leadership is not linear; rather, they influence and constrain each other. For example, excessive authoritarian and dictatorial behaviours of leaders may lead to negative changes in the personality traits of team members, thereby affecting team cohesion and execution (House & Howell, 1992). In addition, leaders' personality traits may affect the way they choose and apply leadership, thereby affecting leadership effectiveness (Katz & Kahn, 1978).

In summary, there is a close relationship between personality and leadership. Personality plays an important role in a leader's decision making and team management, while leadership can influence the personality development of team members. However, the link between personality and leadership is complex and needs to be weighed and balanced in practical applications. Future research could further explore the mechanisms of interaction between personality and leadership, and how organisational performance can be improved through the development of personality traits and leadership.

2.10. Critical thinking and leadership skill

Critical thinking and leadership are two concepts that play important roles in different areas. Critical thinking is the capacity of an individual to examine, assess and blend various information to create self-reliant and knowledgeable conclusions while tackling complicated predicaments. Conversely, leadership entails empowering the members of a group or organisation to cooperate proficiently, communicate effectively, coordinate adequately and remain motivated to attain their objectives. In recent years, more and more researchers pay attention on between critical thinking and leadership, this paper will provide review literature in this area.

First, the impact of critical thinking on leadership. Several researchers have argued that critical thinking is an important component of leadership Leaders with critical thinking skills are able to give good choice when they faced complex and uncertain state of affairs. This is because critical thinking helps leaders to analyse problems, identify potential risks and opportunities, and thus develop appropriate strategies. In addition, critical thinking can help leaders to better communicate and coordinate with members in the team to improve overall team performance (Hallinger & Heck, 2010).

Second, the impact of leadership on critical thinking. Some researchers have argued that leadership promotes the development of critical thinking.Leaders can develop their team members' critical thinking skills by providing good examples, motivating them to question the norm and promoting innovation. In addition, leaders can provide more opportunities and space for team members to think critically through changes in organisational structure and culture (Senge et al., 1999).

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However, the relationship between critical thinking and leadership is not linear, but rather interacts and influences each other. For example, critical thinking may lead to disagreements between the leader and team members, thus affecting team cohesion and execution (Kellerman, 1996). Furthermore, if leaders excessively focus on details due to critical thinking, they may lose sight of the overall strategic planning and organisational development (Staw, 1990).

Critical thinking is vital in a leader's decision-making and team management, whereas leadership fosters critical thinking development. Critical thinking is vital in a leader's decision-making and team management, whereas leadership fosters critical thinking development. Nevertheless, the relationship is complicated and needs balancing in practical situations. The research in this paper can further explore the mechanisms of interaction between critical thinking and leadership, and how improving them can boost students' drive to learn in education in general.

3. Proposes Conceptual

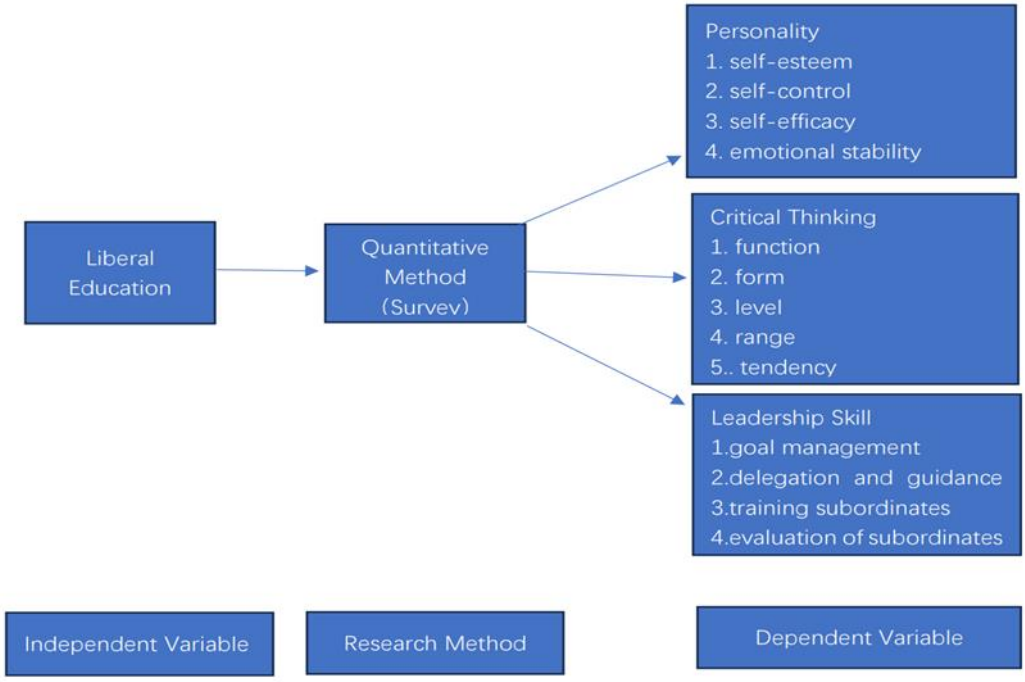
Liberal education has long been championed for its broad approach to learning, emphasizing the development of critical thinking, personal growth, and leadership skills. This conceptual study aims to explore how liberal education influences these key aspects of student development and provides a framework for understanding these effects.

Liberal education often encourages self-reflection, exposure to diverse perspectives, and engagement in a broad range of subjects. This exposure can contribute to the development of a well-rounded personality. Liberal education often encourages self-reflection, exposure to diverse perspectives, and engagement in a broad range of subjects. This exposure can contribute to the development of a well-rounded personality. Leadership skills are developed through opportunities for student engagement, teamwork, and active participation in various activities. Emphasize interdisciplinary learning, self-reflection, and diverse perspectives to foster all three areas. This conceptual study provides a framework for understanding how liberal education influences students' personality, critical thinking, and leadership skills. By integrating these aspects into educational practice, institutions can better support holistic student development and prepare graduates for the complexities of the modern world.

This study examines three independent variables. The conceptual framework of this study is shown in Figure 1. A conceptualframework reflects what a researcher is doing using the theory in a given study (Kiger & Varpio, 2020). The first variable, personality, encompasses self-esteem, self-control, self-efficacy, and emotional stability. The second variable, critical thinking, includes aspects such as function, form, level, range, tendency, and dependence. The third variable, leadership skills, involves goal management, delegation and guidance, training subordinates, and evaluating subordinates. The dependent variable, liberal education, is divided into two dimensions: traditional culture and music. The effects of these three independent variables on liberal education will be tested through further research. This framework lays the foundation for a detailed investigation into how liberal education influences these key factors, offering a comprehensive approach to improving educational practices.

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Figure 1: Conceptual framework



4. Conclusion

With the expansion of higher education and the progress in information technology worldwide, there are increasingly numerous opportunities to encourage university students to enhance their knowledge and skills holistically. Additionally, the methods used to appraise and measure students' academic progress have become more sophisticated. This study selects domestic colleges and universities for a case study and establishes three independent variables, namely personality, critical thinking and leadership, through the cultivation of university liberal education series courses. Based on quantitative research, it investigates and compares the impact of liberal education on students. Furthermore, it proposes a new model and focus for learning new liberal education.

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Conflict of Interest

The authors reported no conflicts of interest for this work and declare that there is no potential conflict of interest with respect to the research, authorship, or publication of this article.

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