河南省高校大学生线上教学满意度调查分析

AN INVESTIGATION AND ANALYSIS OF ONLINE TEACHING MODE SATISFACTION OF COLLEGE STUDENTS IN HENAN PROVINCE,CHINA

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摘要：本研究提出在线课程学习满意度的评估指标课程学习效果满意度，以及影响在线教学中学生学习满意度的关键因素学生、教师、平台、课程内容等。在此基础上，以河南省郑州市及周边的工科、商科、医科、综合类院校为主的本科和专科院校的 344 名学生为样本，通过问卷调查、数据分析，得出学生关于线上教学的满意度，并探析其影响因素。

研究发现：学生对于线上教学的满意度整体较为满意。4 个维度（学生维度、教师维度、课程维度、平台维度）与线上教学满意度均呈正相关（P＜0.01），各维度变化均在一定程度上对学生线上教学满意度产生影响。相较而言，平台类型、课程性质、授课方式、授课内容、教师教学支持等对学生线上学习的满意度之间存在中等或高强度的关系。 基于此从教师、学生、平台、课程角度提出建议，从而优化线上教学学生满意度。

关键词：线上教学，学生满意度，高校大学生。

Abstract: This research puts forward the evaluation index of online course learning satisfaction, course learning effect satisfaction, as well as the key factors affecting student learning satisfaction in online teaching, students, teachers, platforms, course content, etc. On this basis, a sample of 344 students from undergraduate and technical colleges in Zhengzhou City, Henan Province and surrounding engineering, business, medical, and comprehensive colleges, through questionnaire surveys and data analysis, student's satisfaction with teaching can be gotten, thus exploring its influencing factors.

The study found that students' satisfaction with online teaching was generally relatively satisfied, and the four dimensions were positively correlated with OTS (P<0.01). Self-efficacy, teaching ability, and the way of resource presentation are the key factors influencing students' OTS in various dimensions, and changes in each dimension have an impact on students' OTS to a certain extent. There

are significant differences in the satisfaction of the student, teacher, curriculum and platform dimension under the overall satisfaction item. Among them, gender, grade, level, major, and degree of study are moderately related to student's satisfaction.

Keywords: Online Teaching, Student's Satisfaction, University Student.

1. 引言

　　伴随移动互联、知识共享及大数据时代到来，高等教育者一直在探寻着适应时代发展的教育教学新模式，线上教学也成为传统课堂教学模式的延伸和补充。2020 年突如其来的新型冠状病毒疫情，让原本作为传统教学辅助手段的线上教学一跃成为主流教学方式。当前，随着线上教学的研究逐渐深入，体系越来越细化，线上教学既具有学习资源的共享化、学习方式的自主化、学习活动的整合化、交互行为的多样化、学习评价的一体化等优点，同时也存在着高校学生的自主学习能力、教师的线上教学能力、教学平台功能与网络稳定性等问题存在，如学生的积极主动的学习能力不够，教师的线上教学方法及手段等不够得当，教学平台功能不完善和网络拥堵问题、学生课堂学习过程监管缺失、学生长时间使用电子设备的视觉易疲劳、学生学习注意力不集中、师生和学生相互之间交流不便、考试形式受到局限、实践课程进行不够充分等问题，同时也受到学生所在区域的影响，在落后地区的学生线上学习的困难更大等一系列问题。

　　中国政府一直高度关注人才培养模式的改进与提高，不管是何种的教学方式，其目标是"以学生为中心，以教师为主导"。对此提出，线上教学到底效果如何，如何调动学生学习的积极性，如何让学生保持学习热情，如何提高学生的学习效率，考试形式如何做到最优化等。教师引导学生进行有效线上学习，从而培养国家需要的具有知、情、意、行合一的综合性应用型人才。本文通过线上教学中的影响因素之间的关系以及对学生满意度影响的程度，探讨线上教学的现状及相关对策分析，以期认清线上教学优势，完善各环节应用，并以此为基础达到提高学生自我认知能力、提升教师教学设计能力、优化课程结构、平台功能多样化等，为今后实施稳定、有效、合理的线上或线上线下融合教学提供借鉴。

2. 研究对象及方法

　　本研究以郑州市高校学生为研究对象，从教学参与者、教学手段、教学内容、教学效果和考核评价为研究一级指标，探究各指标对线上教学学生满意度的影响程度。从国内外关于线上教学的研究现状及背景出发，了解线上教学相关影响因素：学生、教师、课程、平台 4 个维度，结合前人研究，进行问卷编制施测，通过预施测后进行正式施测。通过调查问卷收集数

据，采用 Likert5 点计分，对满意度直接影响因素学生、教师、课程、平台 4 个维度进行研究。

调查对象为河南省郑州市高校郑州市 65 所本专科院校中的 5 所本科院校、5 所专科院校进行问卷发放。问卷发放主要采用线上的形式进行，以问卷星生成访问链接、二维码并发布，累计发放 400 份问卷，有效问卷 344 份，有效回收率为 86%。

3. 高校大学生线上教学满意度现状统计及数据分析

由表 1 分析可见，线上教学学生的总体满意度为（3.3989±0.58635），属于中上等水平，各个维度的得分情况也比较高，均大于 2.5，处于中上等水平，其中对于平台维度的满意度得分最高，为 3.4370±0.63255，依次是课程维度 3.4288±0.65689，教师维度 3.4029±0.61231 和学生维度 3.3269±0.56499。

表 1：线上教学各维度的满意度描述性统计分析

	N	最小值	最大值	均值	标准偏差
学生维度	344	1.50	5.00	3.3269	.56499
教师维度	344	1.00	5.00	3.4029	.61231
课程维度	344	1.00	5.00	3.4288	.65689
平台维度	344	1.00	5.00	3.4370	.63255
总体满意度	344	1.17	5.00	3.3989	.58635

3.1 学生维度得分的现状统计

由表 2 可知，在学生维度中，主要调查了不同学生的自我效能、学习动机、学习期望和交互行为方面的满意度，结果发现学生对线上平台进行学习所需要的网络操作能力影响最大（4.40±0.72），其次是是否愿意使用线上平台进行学习（3.97±0.72）、与同学之间分享、讨论、评价效果（3.56±0.66）、获取知识与自己对预期获得程度匹配度（3.36±0.71）、平台解决学习遇到的困难情况（3.35±0.66），最后是满足自身学习要求（3.36±0.71）。

表 2：学生维度得分的描述性统计

题项	最小值	最大值	均值	标准偏差
您认为线上学习是否满足自身学习要求？	1	5	3.23	0.71
整体而言，您是否愿意使用线上平台进行学习？	1	5	3.97	0.72
您对自己线上平台进行学习所需要的网络操作能力是否满意？	1	5	4.40	0.72
您对线上学习平台解决您学习遇到的困难情况是否满意？	1	5	3.35	0.66
您对线上学习获取知识与自己对预期获得程度匹配度是否满意？	1	5	3.36	0.71
您对线上教学时您与同学之间分享、讨论、评价效果是否满意？	1	5	3.56	0.66

由上可知：在学生维度中，不同学生的自我效能、学习动机、学习期望和交互行为方面的满意度，结果发现自我效能影响最大，其次是学习动机，再次是交互行为，最后的是学习期望。学生维度各项得分中对自己网络的操作能力得分较高，学生认为自己网络操作能力较强；对于是否愿意使用平台学习，大多数的学生都保持一般的态度。

3.2 教师维度得分的现状统计

由表 3 可见，在教师维度中主要包括课堂互动、教师支持、教学能力、活动设计和学习奖励，结果发现与教师之间分享、讨论、评价效果（4.384±0.6599）和依据课堂表现进行成绩加分（3.490±0.6994）对学生在教师维度的满意度的影响较大，其次是学生之间相互讨论、评价的活动（3.465±0.6440）和教师线上教学的课堂组织能力（3.433±0.6535），最后是教师的反馈效力（3.413±0.6859）。

表3：教师维度得分的描述性统计

题项	最小值	最大值	均值	标准偏差
您对线上教学时您与教师之间分享、讨论、评价效果是否满意？	1.0	5.0	4.384	.6599
您对线上教学过程中提出的问题教师的反馈效力是否满意？	1.0	5.0	3.413	.6859
您对教师线上教学的课堂组织能力（如课堂讨论、提问等环节的随机处理能力等）是否满意？	1.0	5.0	3.433	.6535
您对线上教学时学生之间相互讨论、评价的活动是否满意？	1.0	5.0	3.465	.6440
您对线上教学依据课堂表现进行成绩加分是否满意？	1.0	5.0	3.490	.6994

由上可知：在教师维度中主要包括课堂互动、教师支持、教学能力、活动设计和学习奖励，结果发现课堂互动和奖励对学生在教师维度的满意度的影响较大，其次是活动设计和教师支持，最后是教学能力。相对于教师素养和教学水平，学生对教师的线上教学中，课程中分享、讨论、评价等环节的设计关注度较高，因此，教师除了具备较高的专业能力外，同时需要重视对线上教学技能的培养，熟练运用各项教学软硬件，来提高课堂的效率，这是提高学生预期的重要途径。

3.3 课程维度得分的现状统计

课程维度主要包含 2 个因素，包括考核方式和课程学习弹性，结果发现，不同学生在课程维度的满意度方面主要受在线学习活动任务都是班级统一进行的影响较大（3.439±0.6845），其次是统一考核评价标准（3.419±0.6951），如表 4。

表 4：课程维度得分的描述性统计

题项	最小值	最大值	均值	标准偏差
您对每一个在线学习活动任务都是统一考核评价标准是否满意？	1.0	5.0	3.419	.6951
您对每个环节在线学习活动任务都是班级统一进行的是否满意？	1.0	5.0	3.439	.6845

由上可知：课程维度主要调查了考核方式、课程学习弹性，结果发现，不同学生在课程维度的满意度方面主要受课程学习弹性的影响较大。在问卷中，其他问题方面，学生表明理论课程更适合线上进行，对于线上实践性课程的学习表示担忧。因此，在线上教学，应根据课程的性质及学生的特点进行因材施教。

3.4 平台维度得分的现状统计

平台维度包括 3 个因素，平台功能、资源呈现方式和反馈服务，结果可知，对不同学生影响最大的是平台运行的稳定度（4.103±0.6844），其次分别是学习资料查找及获取方式（3.836±0.6843）、对于文本、视频、PPT 等资源的共享形式（3.439±0.6629）、教学平台的统一化反馈服务（3.436±0.6800）、教学设备使用的便捷度（3.422±0.7038）、课程内容丰富度、完整度及知识扩展（3.188±0.7080）然后是反馈服务 3.836±0.6843，最后是资源呈现影响最小（3.188±0.7080），如表 5。

表 5：平台维度得分的描述性统计

题项	最小值	最大值	均值	标准偏差
您对线上教学平台运行的稳定度是否满意？	1.0	5.0	4.103	.6844
您对线上教学时教学设备使用的便捷度是否满意？	1.0	5.0	3.422	.7038
您对线上教学时学习资料查找及获取方式是否满意？	1.0	5.0	3.836	.6843
您对在线学习活动的课程内容丰富度、完整度及知识扩展是否满意？	1.0	5.0	3.188	.7080
您对线上教学平台对于文本、视频、PPT 等资源的共享形式是否满意？	1.0	5.0	3.439	.6629
您对线上教学平台的统一化反馈服务是否满意？	1.0	5.0	3.436	.6800

平台维度包含平台功能、资源呈现方式和反馈服务，结果可知，对不同学生影响最大的是平台功能，然后是反馈服务，最后是资源呈现影响最小。学生更喜欢面对面直播课程，这样可以与同学及教师有更多的沟通和交流。

总之，对于线上教学的总体满意度存在显著性差异，影响学生满意度因素包括：性别、就读年级、就读层次、就读专业、学习程度、教师、教学手段、教学内容、教学效果、考核评价的方式等对学生满意度的均有，主要是平台、教师、课程影响较大，因此高校教育工作者们应全面的关心和关注学生的发展，从而不断地提升学生学习的满意度。

4. 高校大学生线上教学满意度的建议及启示

线上教学作为一种新型的教育模式，需要不断地更新教育理念和教育理论来与配合进行。只有及时更新理念、改变教学方式、提高教学能力，才能适应目前的教学需要。从教师、学生、课程及平台角度不断的优化，从而提升学生线上教学学习的满意度。

4.1 转变教师角色，提升线上学生学习的满意度

教师作为课堂的第一责任人，线上知识的开放性，教师的角色由知识的传授者、灌输者转变为学生主动建构意义的帮助者、促进者和支持者。第一、教师作为课堂的第一责任人，加强对课堂中课程环节真实性的设计，可以提升学生的学习满意度，如通过增加课堂的临场感，增强学生及教师的身份和在线连接的方式的真实性，让线上教室成为充满人情味的社交互动空间，引发课堂互动行为的产生。方式的态度呈现，除了增加多样的互动方式以外，还要关注到方式的可实施性和有效性，便于对线上课堂真实性的诠释和发挥；第二、教师需要学会与不同类型的学生沟通。教育教学是一个非常复杂的系统活动，适合线上教育的模式就更为复杂，因此了解学生和与之沟通的方法和方式就显得尤为重要，教师应该全面掌握在校大学生的心理状态及其特点，根据不同类型学生及时从正面引导学生的人生观、价值观和世界观等，实现教师支持。将有效沟通发挥到最大化，及时掌握学生的心理和学习状态，从而促使线上教学的有效开展；第三、教师应该给予学习者非智力支持。教师的鼓励对于在线学习的学生来说是非常振奋人心的，根据马斯洛需求层次理论，我们每一个人都是需要被认可和肯定的。所以，为了更好地提高学生学习的积极性，高校教师在线授课的时候，除了传授基本知识以外，需要及时地给予对学生的鼓励和支持，除了传统的口头表扬方式，也可在学生的认知方面下功夫，让学生由被动式引导学习，变为主动式发现学习。调查结果证明了教师对学生进行鼓励和支持有助于学习者提高学习满意度；第四，教师应该具备成长思维，和社会及学生一起成长。首先、对于教师自己，教师要根据外部条件与时俱进，教师们需要主动探索合适的线上教学平台，如超星、

雨课堂、钉钉、腾讯会议等，教师们因此掌握了更多的教育教学信息技术，为教育教学提供更多的思路；其次、教师对于教育学生，教师应将学习将教育理论转化为教育实践的能力、不断的研读和创新教育教学方法，学习整合信息技术，将课堂由乏味变成有趣，将知识由枯燥变成隽永。

4.2 转变学生认知，提高学生自我管理能力

对于高校的学生，都具有自我管理能力，因此引导学生正确认知，提升学生自我管理能力，养成自觉主动的学习习惯，强化自主学习意识，从中获得知识、自信心和成绩感，可以有助于提升学生在线学习的满意度。第一，帮助学生建立自我效能，只有增强学生自主学习的意识，线上学习过程中，学生与教师之间的积极有效的沟通和反馈及学生之间合作学习沟通也是极其重要的。这样也有利于及反馈存在的问题，从而形成一个积极状态的循环，有利于在积极愉快的学习中共同进步；第二，帮助学习者建立学习目标，制定学习计划，提升学生学习动机。在帮助学习者确定学习目标时，既要注意一般的学习目标如提高专业水平、成为优秀的学生外，更要根据学习者的具体情况确立特殊的学习目标。特殊的学习目标拥有具体化、可量化、近期可见的特性，如通过参加比赛获奖或者拿到等级证书等，这不仅可以提升学生在线学习的满意度，同时，也可以唤起学生学习的潜在动力。一般来说，目标越具体、越明晰，越接近于学生的发展区，学生执行力度的可能性越大越高，获取知识技能的准确度越高，那么学习者的兴趣就会越浓厚；第三，鼓励学生参与课堂，弥补线上教学过程中直接互动的缺失，通过提供案例、生成内容和简单有效的课堂提问练习及小组讨论等方式，引导学生利用聊天版、虚拟教室技术等提升学生学习交流的舒适度，实现教师、学生、教学内容之间有效交互，达到信息共享和完成学习目标。

4.3 优化线上课程设计，提高课程有效率

线上课程与面对面授课各有优点，因此在线授课的过程中，教师作为课程的设计者，应该将课程设计与线上教学优点相契合。有研究者指出，对大学生而言，在线课程学习方便性这一优点对学生的吸引力相对来说，是越来越小，而课程的独特性、资源丰富性等将变得越来越重要。因此对课程设计应该是全方位地进行建构，从文本、语音、图像和视频等增加学生对信息的接受度，同时课程内容要不断打破学习者的观点，提供对过去理所应当的解释加以怀疑，新的意义才能产生，学生自主发现和主动探索的能力才会被驱动。

从学生经验进行设计课程，提高课程有效率。教师在设计课程内容时，需要不断的了解学习者的过去和当前的经验，虽然了解每一位学习者的经验似乎是不可能的，但是只有将学

生的经验与课程内容相连接，教学效果才能得到最大化地发挥。通常教师个别谈话、了解之前课程作业情况、了解学生获奖等，向已经带过该班级课程的教师了解学生情况等形式了解学生的兴趣和经验，再通过综合的比较、分析和推理，将内容与学习者的经验相联系。也可适当的运用线上教学中的信息技术的便捷性，发布一些微型的即时问卷，将问题设置为选项，适时地发布给学习者，从反馈来及时掌握课程中的不足和优点，改善课程教学中的问题，达到因材施教，从而提升线上学生学习满意度。

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AN ANALYSIS ON JOB SATISFACTION OF KINDERGARTEN TEACHERS IN ZHENGZHOU

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Abstract： The purpose of this study is to explore the current situation and difference analysis of the job satisfaction of different types of kindergarten teachers in Zhengzhou, Henan Province, China. The study selected 10 private kindergartens and 5 public kindergartens in Zhengzhou City, and a total of 263 teachers were tested. The questionnaire was used to investigate the status quo and influencing factors of the salary satisfaction of kindergarten teachers. Conduct descriptive analysis using SPSS23.0 and two-level linear model analysis of data using SAS statistical software.

The results of this study reveal the differences in job satisfaction between different types of kindergarten teachers. The results show that there are great differences in job satisfaction among kindergarten teachers of different types, different salary welfare and different demographic variables. Based on the investigation and analysis results, countermeasures and suggestions are put forward to promote the job satisfaction of preschool teachers in Zhengzhou from the aspects of management strategies, professional development of preschool teachers, job security of teachers and preschool teachers themselves.

Keywords: Kindergarten Teachers, Job Satisfaction, Salary and Welfare.

Introduction

The outline puts forward that "strict teacher qualification, strive to create a high-quality professional team of teachers with noble ethics, exquisite business, reasonable structure and full of vitality ". Teachers should have a higher sense of responsibility, commitment, and enthusiasm in their work. With many kindergarten teachers in our country, the quality of kindergarten teachers directly affects the effectiveness of the development of kindergarten education in our country, so improving the quality of kindergarten teachers has become a problem to be solved in the development of early childhood education.

Teachers' job satisfaction is the foundation and premise of improving the quality of kindergarten teacher this study focus on the job satisfaction of kindergarten teachers. Through a questionnaire survey, the purpose of this study is to understand thepresent situation of job satisfaction

of kindergarten teachers, analyze its causes, and put forward constructive suggestions for improving the job satisfaction of kindergarten teachers. Prevent brain drain and improve the quality of teachers.

Research Objectives

Whether the education and teaching work of kindergarten teachers can be carried out normally has a direct impact on the job satisfaction of kindergarten teachers in different regions, some researchers in China have found that due to differences in the demographic variables of kindergarten teachers, such as gender, age, educational level, title, teaching age, their job satisfaction is also different. Therefore, it is of local significance to study teachers' job satisfaction in a region or region. At the same time, exploring the job satisfaction of different types of kindergarten teachers can help to fully understand the factors that affect the job satisfaction of kindergarten teachers, and improve the job satisfaction of kindergarten teachers in many ways, thus promoting the stable construction of kindergarten teachers and the long-term stable development of kindergarten. The specific purpose of this study is as follows:

(1) To understand the status of job satisfaction of kindergarten teachers.

(2) To understand the differences in job satisfaction among different types of kindergarten teachers.

(3) To understand the differences in job satisfaction of kindergarten teachers with different demographic variables.

(4) To understand the difference in job satisfaction among kindergarten teachers with different salary and welfare.

Literature Reviews

(1) Research on the Concept of Job Satisfaction

In 2005, Kurtenbach noted that job satisfaction was the self-evaluation of the employee, such as a sense of achievement, contribution to others and self-value; and the job itself, such as liking the content of the job, and having some expertise in the job. In 2005, Williams pointed out that new employees judge job satisfaction as one-sided, and that only employees with certain work experience can make reliable satisfaction judgments.

(2) Research on The Influencing Factors of Teacher Job Satisfaction

Starting from material conditions, Hop pock studied the factors affecting job satisfaction and found that when employees were tired or did not feel the pleasure of work, they were dissatisfied with their work, and the conditions of work (including work environment, work treatment, etc.) and the way leaders managed their work satisfaction also had an impact on their job satisfaction. Leon found a

correlation between a teacher's marital status and job satisfaction, and married college teachers were more satisfied with their jobs than single college teachers. Friedlander believed that job satisfaction was influenced by the psychological state and external environment of employees, who would have a higher satisfaction with their work when they were in a satisfactory social environment, enjoyed a certain social status, and could achieve their life goals from work. Smith believed that whether the content of the job meets the employee's expectations, whether the employee was satisfied with the salary, benefits, and social security he or she receives, the opportunity for promotion, the relationship with his or her superiors, and the relationship between his or her peers could all have an impact on employee satisfaction. Patel believed that teachers' dissatisfaction with their work was mainly related to the following factors: First, not very good time management; Froom believed that employees' job satisfaction can be divided into seven aspects, the first was the evaluation of employees' management ability of the enterprise, the second aspect was whether employees had personal opportunities for promotion, the third was whether the content of the work meets the expectations of employees, the fourth was whether the relationship with superiors was harmonious, the fifth was whether the enterprise benefits, social security, bonus benefits, etc. meet the needs of employees, and the sixth was whether the working environment made employees satisfied The seventh was whether the relationship with peers was fraternity. Through his research, Clark found that the factor that could effectively improve teachers' job satisfaction was the interaction between teachers and students, and teachers' job satisfaction would decline sharply when management was inefficient.

(3) Research on Teacher Job Satisfaction Measurement

The scale specified for teachers' job satisfaction was mainly composed of college teachers' job satisfaction questionnaire, secondary vocational teacher's job satisfaction questionnaire and teacher's job satisfaction questionnaire. These three measurement tools had been tested and revised many times, the validity had reached the standard requirements, had a certain degree of authority. In addition, Li (1986) compiled job satisfaction in 2004, followed by Wang (2017) revision the following year. Lu Jia's job satisfaction scale, whose measurement results were significantly correlated with MSQ, has very good confidence. There were three main measuring tools for the job satisfaction of kindergarten teachers, which were compiled by Xu (2019), Li (2018) and Shu (2003). Among them, Li (1986) 's work satisfaction scale for kindergarten teachers had been favored by relevant researchers, while Du (2015) divided the scale into five dimensions, namely, the work content dimension, salary and treatment dimension, the gardener satisfaction dimension, the work environment dimension and the promotion opportunity dimension. This study used the job satisfaction scale of kindergarten teachers written by Du (2015).

(4) Research on The Concept of Salary Satisfaction

The first to study compensation satisfaction was the American administrator Adams, he thought salary satisfaction was a subjective feeling, by comparing the gap between labor and actual income to determine the satisfaction of compensation, when the worker thought the gap between labor and actual income was large, and the actual income was lower than the labor, the worker satisfaction with compensation would be low. In 1971, Lawler was basically in line with Adams, arguing that salary satisfaction depends on the gap between actual individual and expected compensation, where employees generated expectations for compensation based on the overall wage level, and was higher when the actual salary was close to or above expected compensation. In 1985, Schwab proposed that employees should judge the salary satisfaction according to their own remuneration from enterprises or organizations based on their subjective thoughts, and put forward five dimensions of salary satisfaction, namely, enterprise management satisfaction, salary level satisfaction, salary improvement satisfaction, enterprise welfare satisfaction and salary structure satisfaction. In 1993, Lane defined the definition of salary satisfaction from salary, feeling satisfaction, salary fairness and employee sentiment.

(5) Research on The Salary Status of Kindergarten Teachers

To sum up, foreign research on kindergarten teachers' salary earlier, scholars knew the effect of the salary of kindergarten teachers, if kindergarten teachers' salary had not improved, would lead to the decline of kindergarten education quality, thus causing bad impact to children's cognitive, psychological and learning ability. Therefore, in order to maintain the stability and high quality of kindergarten teachers, foreign scholars generally suggested that the government raised the salaries of kindergarten teachers and increased the incentives for kindergarten teachers.

Methodology

This study mainly uses quantitative research methods and literature analysis methods to study.First, through literature analysis, explore the relevant theories of job satisfaction of kindergarten teachers at home and abroad, and understand and grasp the current situation of kindergarten teachers' job satisfaction. Second, through the questionnaire survey of kindergarten in Zhengzhou City, Henan Province, to understand and analyze the job satisfaction of kindergarten teachers, compare the effects of different types, different salary income and different demographic variables on the job satisfaction of kindergarten teachers.

Based on the principle of voluntary, the study selected the active kindergarten teachers in Zhengzhou City, Henan Province, as the research object, and distributed questionnaires to a total of 15 kindergartens in Zhengzhou City, including a total of ten private kindergartens and five public kindergartens, and finally recovered 263 questionnaires.

(1) Predict the Subject of The Questionnaire

In line with the principle of volunteers, more than 200 in-service teachers from 10 private kindergartens and 5 public kindergartens in Zhengzhou City were selected as the test objects.

(2) The Subject of The Formal Questionnaire

This study uses multi-level linear model to analyze the current situation of kindergarten teachers' job satisfaction, so the analysis units of the subjects in this study are divided into private kindergarten teachers and public kindergarten teachers.

The study was conducted on a voluntary basis, with the help of the Questionnaire Star platform and disseminated through WeChat links, and 263 questionnaires were distributed to 10 private kindergartens and 5 public kindergartens in Zhengzhou City, with a total of 263 valid questionnaires recovered.

Results

(1) Different types of kindergarten teachers work satisfaction has certain differences, and the significant difference between public kindergarten salary and the other two kindergarten salary, combined with the descriptive statistical analysis of kindergarten teacher work satisfaction results, that public kindergarten teachers work satisfaction is generally higher than other kindergarten teachers work satisfaction.

(2) There are differences in job satisfaction between private kindergartens and other types of kindergarten teachers Hypothesis.

(3) The satisfaction of other types of kindergarten teachers is generally lower than that of public kindergarten and private kindergarten teachers.

(4) Through after-the-fact examination, it was found that job satisfaction in college and below was significantly higher than that of undergraduate and graduate degrees.

(5) The marital status sample did not show significant differences in job satisfaction.

(6) After-the-fact examination found that job satisfaction in the position of nurse was significantly higher than that of the primary teacher and the teacher who was also in the same position, while the satisfaction of the teacher who was also in the same position was the lowest among all positions.

(7) Teachers' different salary treatment has significant differences in job satisfaction, Through the after-the-fact inspection, it can be seen that the public kindergarten teachers pay the highest, and their job satisfaction is also the highest.

Table 1: Research Hypothesis Test Results

Research Hypothesis	Test Results
H1-1: There are differences in job satisfaction between kindergarten teachers and kindergarten teachers	Not supported
H1-2: There are differences in job satisfaction between private kindergartens and other types of kindergarten teachers Hypothesis	Support
H2-1: There are differences in job satisfaction among kindergarten teachers of different genders	supported
H2-2: There are differences in job satisfaction among kindergarten teachers of different teaching ages	supported
H2-3: There are differences in job satisfaction among kindergarten teachers with different academic qualifications	supported
H2-4: There are differences in job satisfaction among kindergarten teachers with different marital status	Not support
H2-5: There are differences in job satisfaction among kindergarten teachers in different positions Hypothesis	supported
H3: There are significant differences in job satisfaction among early childhood teachers with different salary and welfare	supported

Table 2: Descriptive Statistical Analysis Table of Kindergarten teacher Satisfaction (N=263)

Question item	Option	Satisfaction degree			
		lowest satisfaction	Lower satisfaction	Higher satisfaction	Highest satisfaction
Kindergarten types	Private kindergartens	15 8.40%	41 23.00%	95 53.40%	27 15.20%
	Public kindergartens	2 4.50%	10 22.70%	21 47.70%	11 25.00%
	Other types of kindergarten	3 7.30%	11 26.80%	24 58.50%	3 7.30%
Question item	Option	Satisfaction degree			

Table 3: Different Work Satisfaction Test Table Among Different Types of Kindergarten Teachers

Comparison Between Groups	Condition	Levin Test of Equality of Variance		T Test		
		F	Significance	T	Variance	Sig. (Double Tail)
Public Kindergarten VS private kindergarten	Equal variance is assumed	5.657	0.019	-3.983	137	0.000
	Equal variance is not assumed			-4.692	43.607	0.000
Public Kindergarten VS Other types of kindergartens	Equal variance is assumed	3.309	0.075	5.211	53	0.000
	Equal variance is not assumed			5.259	52.603	0.000
Private Kindergarten VS of other types of kindergartens	Equal variance is assumed	0.45	0.504	1.535	142	0.127
	Equal variance is not assumed			1.684	52.003	0.098

Table 4: Descriptive Statistics on Job Satisfaction of Kindergarten Teachers with Different Demographic Variables

Name	Sample Size	Min	Max	Ave. Value	SD	Median
2. Your gender	263	1.000	2.000	1.144	0.352	1.000
3. Your Seniority	263	1.000	5.000	1.266	0.760	1.000
4. Your highest education	263	1.000	6.000	2.586	1.217	2.000
10. Your marital status	263	1.000	3.000	1.213	0.437	1.000
19. Your current position	263	1.000	4.000	1.954	0.915	2.000
Job satisfaction	263	1.000	6.000	4.332	0.954	4.250

Table 5: Gender Differences in Job Satisfaction of Kindergarten Teachers

	Your gender (average value ± standard deviation)		t	p
	1.0 (n=48)	2.0 (n=2)		
Job satisfaction	4.32±0.86	4.31±0.09	0.075	0.441
1.0 (n=48)	2.0(n=2)			
4.32±0.86	4.31±0.09	0.075	0.441	

Table 6: Seniority Differences in Job Satisfaction of Kindergarten Teachers

	Your Seniority (average value ± standard deviation)					F	p
	1.0 (n=222)	2.0 (n=28)	3.0 (n=2)	4.0 (n=6)	5.0 (n=5)		
Job satisfaction	4.31±0.96	4.51±0.78	4.06±0.62	4.33±0.65	4.38±1.97	0.321	0.464

* $p<0.05$ ** $p<0.01$

Table 7: The Difference in Job Satisfaction of Kindergarten Teachers in Academic Qualifications

	Your highest education (average value ± standard deviation)						F	p
	1.0 (n=43)	2.0 (n=109)	3.0 (n=54)	4.0 (n=32)	5.0 (n=21)	6.0 (n=4)		
Job satisfaction	4.25±1.01	4.19±0.92	4.43±0.84	4.55±1.16	4.42±0.84	5.50±0.58	2.258	0.049*

* $p<0.05$ ** $p<0.01$

Table 8: The Difference in Job Satisfaction of Kindergarten Teachers in Marital Status

	Your marital status (Average value ± standard deviation)			F	p
	1.0 (n=210)	2.0 (n=50)	3.0 (n=3)		
Job satisfaction	4.28±0.97	4.55±0.88	4.42±0.52	1.694	0.186

* $p<0.05$ ** $p<0.01$

Table 9: Test Table of Difference of Job Satisfaction in Position of Kindergarten Teachers

	Your current position (Average value ± standard deviation)				F	p
	1.0 (n=91)	2.0 (n=118)	3.0 (n=29)	4.0 (n=25)		
Job satisfaction	4.39±0.95	4.32±0.85	4.64±0.88	3.81±1.30	3.664	0.013*

Table 10: Analysis of Job Satisfaction Variance Among Kindergarten Teachers with Different Salary and Welfare

	Excluding five risks and one gold, cash income from kindergartens will average per month since 2021 (average ± standard deviation)						F	p
	1.0 (n=78)	2.0 (n=112)	3.0 (n=38)	4.0 (n=21)	5.0 (n=7)	6.0 (n=7)		
Job satisfaction	4.30±0.96	4.29±0.95	4.30±0.93	4.57±0.75	4.63±0.86	4.52±1.70	0.402	0.775

$p<0.05$ ** $p<0.01$

Discussions

Based on the analysis process of the questionnaire on the job satisfaction of kindergarten teachers, the above analysis can understand the current situation and the intrinsic relationship between the salary treatment and job satisfaction of different types of kindergarten teachers, and then put forward some fundamental suggestions to improve the job satisfaction of kindergarten teachers.

This paper first makes a general analysis of the current situation of kindergarten teachers' job satisfaction and obtains the conclusion that kindergarten teachers' job satisfaction is generally not high.

Secondly, from the aspect of "kindergarten type" you make a descriptive statistical analysis of the job satisfaction of kindergarten teachers, and it is concluded that the job satisfaction of public kindergarten teachers is generally higher than that of private kindergarten and other types of kindergarten teachers.

Thirdly, from the "gender", "teaching age" and "marital status" and other aspects of the kindergarten teachers job satisfaction descriptive statistical analysis, to get the above four aspects can affect the work satisfaction of kindergarten teachers.

Then, the difference analysis of the salary treatment and job satisfaction of different types of kindergarten teachers, such as public and private, concludes that: First, there are differences in the salary treatment of different types of kindergarten teachers, but the difference is not very significant, of which the difference between public kindergarten teachers and other types of kindergartens is the largest.

Conclusions

High-satisfaction early childhood teachers will have a positive and positive attitude towards the work, followed by a higher job initiative and commitment, and a lower tendency to leave. On the contrary, the low satisfaction of kindergarten teachers, the initiative and input to the work are low, with a high tendency to leave.

The purpose of this study is to understand the current situation of job satisfaction of kindergarten teachers in Zhengzhou, Henan Province, and the contents of the survey include the satisfaction of kindergarten teachers and the differences with kindergarten teachers' different backgrounds. Based on the collection of information, literature and theory on job satisfaction, this study analyzes and counts the data obtained by means of questionnaire surveys. The job satisfaction level of kindergarten teachers has an effect on teachers' actual teaching results, and the improvement of teachers' job satisfaction can not only promote teachers' positive attitude towards work, but also promote teachers' mental health. This chapter summarizes the main results and findings of the study, and makes relevant recommendations for reference by the education department, kindergarten authorities, garden leaders, kindergarten teachers, etc.

(1) The Current Situation of Job Satisfaction of Kindergarten Teachers

According to the analysis of the results of the survey on the job satisfaction of kindergarten teachers, it can be obtained that most kindergarten teachers love the job of kindergarten teachers very much, and then have a higher satisfaction with the job.

(2) Analysis of Job Satisfaction of Different Types of Kindergarten Teachers

From the descriptive statistical analysis of the "type of kindergarten", the job satisfaction of public kindergarten teachers is the highest among the three different types of kindergartens.

(3) Analysis of The Differences in Job Satisfaction of Kindergarten Teachers with Different Demographic Variables

From the "gender" "education" "seniority" "marriage status" "postition" and other aspects of kindergarten teachers job satisfaction descriptive statistical analysis found that male kindergarten teachers job satisfaction compared to female kindergarten teachers generally higher job satisfaction. Kindergarten teachers and teachers with longer teaching age have higher job satisfaction, but the job satisfaction of kindergarten teachers with 11-15 years of teaching age is the lowest, so the emotional state of teachers at this stage should be paid great attention to by relevant personnel.

The job satisfaction of kindergarten teachers with higher education is lower than that of lower education, and the job satisfaction of teachers with "graduate" and "undergraduate" degrees is higher than that of teachers with "college" and "secondary" degrees. The marriage status sample showed consistency and no difference in job satisfaction, and there was no significant difference in the marital status of kindergarten teachers. There were significant differences in job satisfaction among kindergarten teachers in different positions, among which the job satisfaction of nurses was significantly higher than that of the primary placement teacher and the teacher who also worked part-time, while the satisfaction of the teachers who also worked part-time was the lowest among all positions.

(4) Comparison of The Differences in Job Satisfaction among Kindergarten Teachers with Different Salary and Welfare

Through the analysis of variance, the difference in job satisfaction between kindergarten teachers with different salary treatment is compared, and it is concluded that there are great differences in the job satisfaction of kindergarten teachers with different salary welfare, among which there are obvious differences between the job satisfaction of public kindergarten teachers and the job satisfaction of kindergarten teachers of the other two types, through the after-the-fact inspection, it can be seen that the public kindergarten teachers pay the highest, and their job satisfaction is also the highest.

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素质教育背景下高校舞蹈教育的研究

A STUDY ON DANCE EDUCATION IN COLLEGES AND UNIVERSITIES UNDER THE BACKGROUND OF QUALITY EDUCATION

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摘要： 在我国已经全面推广素质教育的情况下，作为一种全面发展的教育，素质教育的根本目的就是培养德智体美劳适合现代发展的接班人。而高校舞蹈教育是素质教育的重要载体，对于大学生道德素质的形成、心理素质提升、审美素质的培养和创造思维能力的培养有着非常重要的现实意义。舞蹈教育使大学生的形体得到更好的塑造，心智与精神也在不断地磨砺中日渐成熟，不仅传承了传统文化，还将世界各种优秀的艺术形式融会贯通，为社会培养高素质、高品质的人才方面具有不可替代的实践意义和功能。

本文从素质教育、美育与舞蹈教育的关系、舞蹈教育在素质教育中的作用、高校舞蹈教育与相关专业结合点入手，对素质教育背景下的舞蹈教育进行研究，希望能为促进我国高等舞蹈教育的健康发展、全面深化素质教育的改革，略尽绵薄之力。

关键词： 舞蹈教育，素质教育，高校教育。

Abstract: Under the circumstance that quality education has been comprehensively promoted in our country, as a kind of all-round development education, the fundamental purpose of quality education is to cultivate successors who are suitable for modern development in moral, intellectual, physical, and artistic work. Dance education in colleges and universities is an important carrier of quality education, and it has very important practical significance for the formation of college students' moral quality, the improvement of psychological quality, the cultivation of aesthetic quality and the cultivation of creative thinking ability. Dance education can better shape the body of college students, and their minds and spirits are also becoming more and more mature through continuous tempering. It not only inherits traditional culture, but also integrates various excellent art forms in the world, and cultivates high-quality, high-quality dancers for the society. Talents have irreplaceable practical significance and

functions.

This study starts from the relationship between quality education, aesthetic education and dance education, the role of dance education in quality education, and the combination of dance education in colleges and related majors, and studies dance education under the background of quality education, hoping to promote higher dance education in my country and the healthy development of the school, the comprehensive deepening of the reform of quality education, and a small effort.

Keywords: Dance Education, Quality Education, College Education.

引言

舞蹈作为一门古老的艺术，根植于原始先民物质与精神生活的双重需求。舞蹈本身就起源于特定历史人文背景下对生产劳动、战斗等生活动作的模拟再现，图腾崇拜和表现、交流思想感情的内在冲动，使这种雏形的舞蹈成为了人类社会最早的教育手段。到了 21 世纪的今天，将舞蹈作为一种文化让学生去了解和学习，加强其艺术修养，提高审美鉴赏能力，塑造优良品格，促进身心健康，从而提高自身的综合素质。现今，随着素质教育理念的不断发展，高校教育日趋多元化，舞蹈教学的地位也得到了很大提升。舞蹈教育作为素质教育的重要内容和形式，对提高和培养素质具有重要意义，对于大学生道德素质的形成、心理素质提升、审美素质的培养和创造思维能力的培养有着非常重要的现实意义。

1.绪论

1.1 研究背景

李泉泉（2017，10）在我国已经全面推广素质教育的情况下，作为一种全面发展的教育， 素质教育的根本目的就是培养德智体美劳适合现代发展的接班人。Wenjun Wu(2020,8)随着素质教育理念的不断发展，高校教育日趋多元化，舞蹈教学的地位也得到了很大提升。Ge Chu(2020,2) 舞蹈教育作为素质教育的重要内容和形式，对提高和培养素质具有重要意义。梁永程（2018，11）而高校舞蹈教育是素质教育的重要载体，对于大学生道德素质的形成、心理素质提升、审美素质的培养和创造思维能力的培养有着非常重要的现实意义。姜莲（2010，4）而且以舞蹈为媒介进行思想道德教育,其想象性、愉悦性、感染力都将大于思想道德教育抽象的说教的形式， 提高大学生的自己参与、自己感受、自己体验,陶冶高尚的道德情操。赵倩（2010，11）同样地舞蹈艺术教育广博的功效性能够有效促进大学生各项素质和能力的形成与提高，它不仅仅从审美的角度影响大学生，而且从审美的诸多方面培养提高大学生的综合素质

修养，能够调动大学生积极主动地投身其中，使大学生获得一门专门的艺术技能杨易，孙泉（2007，12）与此同时，舞蹈艺术教育具有丰富的文化内涵，蕴涵着人文思想、哲学和美学思想，培养学生的美学观念和鉴赏美、创造美的能力。于彬（2014，3）另一方面，通过欣赏舞蹈，让学生能够陶醉其中，精神得到放松，情感得到满足，日常的生活和学业压力也能够得到尽情释放，从而产生较强的心理愉悦，有利于大学生的身心健康发展，进而增强大学生的心理素质。李曼，孙达（2016，7）高校舞蹈教育在增强心理素质的同时，还有助于培养学生的创造思维能力，提高大学生的表现能力、创新能力和解决实际问题的能力，使学生的发散性思维得到发展，促进学生的身心健康。丁晶（2010，10）综上所述，舞蹈教育使大学生的形体得到更好的塑造，心智与精神也在不断地磨砺中日渐成熟，不仅传承了传统文化，还将世界各种优秀的艺术形式融会贯通，为社会培养高素质、高品质的人才方面具有不可替代的实践意义和功能。

1.2 研究思路与方法

本文的主要研究和论述的对象是素质教育背景下高校舞蹈教育的作用、改革与发展的策略。研究思路是通过对素质教育政策的解读、美育、舞蹈教育的属性、舞蹈教育在素质教育中的作用、高校舞蹈教育与相关专业的结合点以及素质教育背景下的高校舞蹈教育的改革与发展措施。本文将从四个部分对素质教育背景下高校舞蹈教育的研究。第一部分将运用文献分析的方法对素质教育、美育与舞蹈教育这五个方面进行分析。第二部分对舞蹈教育在素质教育中的作用进行重点表述，高校舞蹈教育是素质教育的重要载体，对于大学生道德素质的形成、心理素质提升、审美素质的培养和创造思维能力的培养有着非常重要的现实意义。第三部分将对高校舞蹈教育与相关专业的结合点进行重点表述，分别从音乐与舞蹈、文学与舞蹈、造型艺术与舞蹈三个方面进行论述。第四部分将素质教育背景下的高校舞蹈教育的改革与发展措施进行表述，主要阐述：1.加大素质教育的宣传力度；2.提高对高校舞蹈教育的重视程度，加大投入力度；3.改变老旧的授课方式；4.学生要不断加强舞蹈的训练。本文的研究采用文献研究法、实地调研法、经验总结法的等相结合的研究方法。（1）文献研究法：通过搜集、整理国内外有关舞蹈教育的相关文献。为课题拟定研究思路、确定研究核心问题提供基本依据。（2）实地调研法：走访个本校的各个学院，了解其专业特色，为舞蹈教育与其他专业结合点提供实证支撑。（3）经验总结法：研究素质教育政策和发展，结合舞蹈教育的特点，对了解到的素质教育背景下舞蹈教育的发展进行归纳总结，为课题论证打好基础。

1.3 研究目的和价值

从实践上来说，本论题应是一个关注当前我国舞蹈教育事业发展，极具现实意义的研

究论题，通过对素质教育背景下高校舞蹈教育的研究，不仅能够更加全面地认识素质教育、美育与舞蹈教育的相互关系，还能更好地把握舞蹈教育在素质教育中的作用，并针对高校的实际情况与教育特点，找到一条适合其发展的途径。

2. 素质教育、美育与舞蹈教育

2.1 素质教育含义的解读

素质教育是我国教育界在 20 世纪 80 年代末提出的一个本土化的概念，这是一个开放和发展的体系，到目前为止没有一个固定的模式。关于素质的定义，《辞海》是这样讲的：1、人的生理上原先的特点；2、是事物本来的性质；3、完成某种活动所必需的基本条件。但是，心理学与教育学领域对"素质"一词还有着这样的解释，心理学认为，素质是根据遗传或先天因素决定的神经系统和感觉器官的特点，对一个人的心理发展有着重要的作用。《简明心理学词典》解释："素质，又称之为天赋，是个人与生俱来所具有的解剖生理性的特点，也把这成为遗传的素质。"

《普通心理学》中对与素质有这样的解释："是指有机的机体具有一些生理性的特性，主要指神经系统、脑的特性以及器官和运动器官的特性。"而在教育学的领域中，素质大多情况下是指在先天的基础上经过后天的教育，通过外界的环境、自身的认识和社会实践之上，养成的较为稳定的身心发展的基本品质。关于素质教育目前比较认可的是，素质教育是指一种提高受教育者诸多方面素质为目标的教育模式。它重视人的思想道德素质、能力培养、个性的发展、身体健康和心理健康教育。素质教育与应试教育相对而提出，但不是绝对的对立概念。素质教育，是以全面提高人的基本素质为根本目的，以人的性格为基础，注重开发人的智慧潜能，注重形成人的健全个性为根本特征的教育。

2.2 素质教育舞蹈课的全面发展观

素质教育具有全面性，其全面性是指要通过素质教育实现全面发展的教育，促进学生个体的最优发展。素质教育的根本目标是促进学生全面发展。其中，包括两个方面，一个是针对于个体，另一个是针对学校来说，对于个体而言，是指个人的各个方面的一般发展和统一方面的特殊发展，学校的发展也可以分为"共同发展"和"差别发展"。全面发展纪要讲共同性，又要讲个别性，允许在一个群体中个体之间有差别的发展，达到最优的发展。

近年来，基础教育体系开始重视并逐步实施素质教育改革政策，舞蹈的美育功能逐步显现。素质教育舞蹈课的全面发展教育观，符合培养综合性人才的教育目标。通过舞蹈这门艺

术课程，　最终让普通学生得到素质能力的提升和创造性思维的开发，在潜移默化中获得智能的全面发展。素质教育中的舞蹈从幼儿阶段覆盖到高中阶段，现在也在逐步发展到高校，全面的普及舞蹈教育对于学生审美修养的提高有很大的助力。素质教育舞蹈的教育目标在于提高人的全面修养，　培养普通人所需要的素质能力，不以舞蹈技能学习为主，而是为了让学生获得更广泛的素质，　在多元化的学习模式中，以获取知识能力的全面开发为教育目标，给予学生在当代社会生活中应当具备而舞蹈又能提供的素质和修养。再次，素质教育舞蹈课教育的最终目的是透过舞蹈开发全体学生的天资，培养学生的问题意识与求新意识，促进创新思维能力、知识的迁移和发散能力的开发，挖掘并培育学生的潜在智能。

2.3 美育在素质教育中的地位

在学生德智体美全面发展的教育中，美育是一个重要的教育环节，是素质教育的重要组成部分。所谓美育，又称美的教育、审美教育或是美感教育，就是培养学生具有正确的审美观点和感受美、鉴赏美、创造美的能力的教育，是一种按照美的标准培养人的形象化的情感教育。美育的教学有利于陶冶人的情操，促进心理结构的"内化"。实施素质教育的关键，就是要将道德、知识等教育转化为人的一种精神素质，使之成为真善美相统一的人格。美育由于冲破了狭隘的功利主义，并且是一种自由形态的教育，所以比较容易与其他教育相结合，并渗透到其他教育之中去。通过"寓教于乐"的教学形式，让美育的教育无声的进入到课堂中，发挥其教育作用，提升学生的思维能力。孔子说："知之者不如好之者，好之者不如乐之者"。一个人仅知道什么是不够的，只有从情感上产生爱好，才能心悦诚服，才会在行动中发挥出最大的积极性与创造性。可见，美育具有全方位的作用，能够把其他教育带动起来，形成为一个有机体，　提高学生的思维能力，培养学生的创新精神。美育具有情感性的特征，是审美与教育的结合，　通过美育可以来培养和激励人的道德情感。在高校教育中，美育是加强大学生文化素质教育的重要组成部分，具有着超越性和综合性的特点，是其他教育形式所不能替代的。在大学生中进行审美教育，其目标是培养健全高尚的人格，形成正确的人生观和价值观，塑造完美的人性。美育的过程是一种审美体验的过程，是让大学生参与和投入其中，享受美的感觉，体验成功、喜悦和快乐，从而达到对美的感受力、创造力和自我完善能力的提升。

2.4 舞蹈教育是高校开展美育教育的重要形式

随着时代的不断发展，教育的大环境也在不断的改变，素质教育的发展，进一步带动了艺术教育的发展，而艺术教育的形式也是多种多样的，舞蹈教育就是其中的一种。舞蹈教育已不再是只培养专业性的人才，而是慢慢的走进高校中，成为大学生素质教育的一部分，建立

非舞蹈专业学生的一门艺术素质课程。舞蹈教育也要为各类学校以及社会培养舞蹈类的教师，通过高校教授、社会教授的方式来提高学校师生、社会公民的审美能力和艺术修养。这是教育的本质价值。而舞蹈教育又属于美育的一部分，是一种欣赏美、鉴赏美、追求美的过程，在此过程中有助于学生审美能力、想象力、创造力的开发，调节学生的精神力量和体力。因此，舞蹈教育是美育教育中的重要形式，也在素质教育过程中发挥着特殊而独到的作用，对提高大学生的综合素质有着积极的意义

2.5 舞蹈的教育属性

舞蹈早在口头与书面语言产生之前就已经产生，对生产劳动、战斗等生活动作的模拟再现， 图腾崇拜，都是舞蹈最早的表现形式。后来进入奴隶社会，舞蹈具有了教育的属性，夏商时期出现的女乐，西周时期的制礼作乐，建立了一整套礼乐制度，宫廷设置了相应的乐舞机构，掌管各种礼乐事宜，历史上著名的《六舞》、《小舞》都是在这时集中、整理、加工编制而成。在现代教育中，舞蹈更因其具有美化人体、美化心灵的特点受到重视，成为当今艺术教育的重要内容之一。

吕艺生在《舞蹈教育学》中曾对舞蹈教育进行过这样的阐述，艺术的教育对个人而言是关系着艺术修养的高低和艺术感知能力的强弱，而对于一个国家、一个民族来说，艺术教育又关系着这个国家和民族艺术素养水平与艺术成就的高低。在现代教育中，舞蹈是一门包含了教育学、艺术教育学、心理学的独立艺术学科。教授者通过肢体的实践传授和相关的理论知识传授，让受教者去感受舞蹈带来的美，培养其审美能力和艺术素养。对于学校而言，通过对学生进行舞蹈的训练，塑造其健美的形体、培养良好的气质，提升学生的艺术鉴赏能力。对于国家来说，舞蹈教育从小众教育转变为大众教育，正在慢慢渗入公众的生活中，通过对舞蹈的赏析和学习，进一步提高公民的艺术素养，树立公民正确的审美观和审美理想。舞蹈教育的属性是一种审美的教育。

3. 舞蹈教育在素质教育中作用

3.1 舞蹈教育对思想道德的作用

舞蹈作为古老的艺术表现形式，是人们传达情感的重要途径，具有愉悦身心、陶冶情操、健身、传达情感等功能。舞蹈作为艺术的一种表现形式，本质上是人们内心情感通过肢体语言的流露。我国著名的舞蹈家吴晓邦所说："艺术以他的感染力去培养人们良好的道德情操和高尚品质，鼓舞人们的乐观主义和进取精神。"舞蹈具有推动思想道德发展的作用。高校舞

蹈教育对大学生德育的推动作用。高校舞蹈教育可以激发学生对美好事物的创造能力,对于生活积极的观察和领悟能力。高校舞蹈教育可以培养学生对于美的追求,抒发对于美的表达。在高校开设舞蹈课程,通过教师生动、形象的舞蹈知识、原理的讲解,能使学生对舞蹈艺术有更深一步的认识、理解,能逐步养成他们积极、乐观的思想情绪,还可以培养学生集体主义精神和团结协作的配合意识,加强纪律观念。应该说在高校开展舞蹈教学是通过大学生自己参与、自己感受、自己体验的形式来实现的,它完全符合素质教育的基本原则,更是对学生进行德育教育的重要手段之一。例如:高校舞蹈鉴赏课程的开设,鉴赏优秀的舞蹈作品,领悟作品带来的思想和美, 就像作品《奔腾》通过塑造蒙族青年牧民的群体形象,映射出了积极乐观和奋发向上的精神风貌。激发当代大学生树立积极向上的人生态度。所以,舞蹈教学中舞蹈作品的展现过程也是提升学生思想道德素质的过程。

舞蹈教育可以帮助学生树立正确的人生观和价值观,开展舞蹈教学活动,不仅可以使学生强身健体,还可以使学生的整体气质得到提高,学生的言行举止得到很好的改正,从而更好地进行社会主义精神文明建设。舞蹈训练也是一项较为艰辛的活动,长时间的舞蹈训练能够培养学生吃苦耐劳的精神,锻炼学生的忍耐力与意志力。学生只有通过亲身体验舞蹈教学活动,才能够感受到舞蹈教学的道德教化,进而实现道德教育的内化舞蹈教育在实践过程中可以培养学生的坚强的意志,这个过程是艰辛而漫长的。舞蹈教学在教学方法、教学内容与教学过程中都具有道德教育的功能。教学方法上结合思政,锻炼学生的头脑,培养创新性的思维。身体上经过长时间的训练,磨练学生的意志力。而且舞蹈的训练也是一项集体的运动,在训练过程中可以很好的培养学生团结协作的能力。

3.2 舞蹈教育对心理素质的作用

现代社会,人们的心理防御相对来说较为薄弱,过大的生活压力、工作压力都可能成为心理防线崩塌的最后一根稻草。对于大学生而言,进入大学之后,由于环境的变化会引起心理感受的变化,自我意识会突出,在学习生活中,有些学生遇到竞选失败、学习成绩不理想、压力大等问题,都会产生心理上的健康问题。舞蹈是一种人体行为艺术,具有抽象的表达,可以很好的锻炼学生的创造性思维,学生在欣赏舞蹈作品时,大学生可以充分发挥想象力来领悟舞蹈作品的精神内涵。在欣赏舞蹈的过程中,学生能够陶醉其中,精神得到放松,情感得到满足,日常的生活和学业压力也能够得到尽情释放,从而产生较强的心理愉悦,有利于大学生的身心健康发展,进而增强大学生的心理素质。同时,通过优秀的舞蹈作品传递思想和意志,可以更好的提升学生的综合素质。正是在这样的一种大环境下,我们通过舞蹈教育,结合时代特点, 从学生的心理和生理特点出发,利用舞蹈教育推动学生的兴趣,提高学生的心理素质。

3.3 舞蹈教育对审美素质的作用

舞蹈作为美育的一项重要内容，既是对美的一种感受教育、理解教育，又是一门如何欣赏美、评价美的鉴赏教育。舞蹈艺术的文化内涵是非常丰富的，其所包含的文化知识、美学艺术、造型艺术等，有利于提高学生的审美素质。舞蹈的美感是人们通过视觉、听觉、动觉的感官器官在对舞蹈美的感知、想象、理解的审美过程中所产生的赏心悦目精神需要满足后，所引起的愉悦和欢乐的一种心理状态。在高校舞蹈教育中，学生在学习的过程中能够被舞蹈作品感染，也可以感悟到舞蹈的内在美与外在美的巧妙结合，并且不同的舞蹈可以带给学生不同的审美感受。大学生通过对优秀舞蹈作品的赏析，可以丰富自身的舞蹈知识，了解不同地域的风土人情，领悟东西方文化的差异。在舞蹈教学中，舞蹈的展现与音乐是息息相关的，每一种舞蹈都会有着不同音乐，舞蹈对于音乐的契合与表达是不同的，所表达的情感也是不同的。对于舞蹈作品的赏析是对大学生音乐鉴赏、舞蹈鉴赏能力的提升。大学生在舞蹈艺术的熏陶下，容易形成乐观向上的心态和培养积极进取的精神，有利于陪养他们正确、高尚的艺术品位，提升一个人的人格魅力和精神品质。

3.4 舞蹈教育对创造性思维能力的作用

高校舞蹈教育对学生智育的推动作用。高校舞蹈教育在陶冶学生情操的同时，还有助于培养学生的创造思维能力。舞蹈需要人们发挥想象力才能去更好的欣赏与学习。根据各种各样的舞蹈我们需要在脑海中进行人物的刻画，只有这样才能向观众展示出富有感染力的人物形象。丰富的舞蹈作品提高了学生的想象力和感受力，也同样的可以激发创作者的创作潜能。在对于大学生的舞蹈教学存在以下几个优点：专业技能的提升，潜能的发掘等。它更能促进学生的观察力与想象力的发展，在舞蹈的学习中，需要学生去仔细观察生活，想象自己的表达，让学生去深入的思考每个动作所蕴含着的情感，如何让观战去感触的到，提高学生的观察力、培养注意力。舞蹈教育的中心是以"人"为本，通过人体运动的学习，不断完善学生的感官并积累其感觉经验，从而不断提升人的知识智能，为迎接未来的知识更替准备好智能载体，为创新能力的培养打下智力基础。

4. 素质教育背景下的高校舞蹈教育的改革与发展措施

4.1 加大素质教育的宣传力度

国家推行素质教育以来，社会各界都给予了很大的支持，各高校也在素质教育中立下了汗马功劳，让素质教育被越来越多的人知道。素质教育的普及有利于学生的全方面、高素质

的发展，特别是对于学生的艺术素养提升，让学生不在是死读书的状态，而是多元化的培养学生。从素质教育的角度出发，设立一门在内容上循序渐进、复合性的课程，即根据学生的身体条件和学习能力，以讲解基本的舞蹈艺术理论为基础，通过对艺术作品进行欣赏、分析并从其它艺术社会科学的角度评价、鉴赏艺术作品。因此，我们更应该大力的宣传素质教育，让更多的人、更多的层面接触到素质教育，普及素质教育，营造全面发展的环境，让我们的学生未来可期。

4.2 提高对高校舞蹈教育的重视程度，加大投入力度

少年是国家的栋梁之才，系于祖国的未来，正所谓"少年兴则国家兴，少年强则国家强"， 所以高校重视素质教育中舞蹈教育的发展，加大财政的支持、填补素质教育的空缺，让各高校加入舞蹈课程的教授。对于高校而言，素质教育与专业教育同等重要，不能一味的秉持"避重就轻"的旧观念，学校要给予舞蹈教育提供足够的教学场地，添置更多的基础设施器材，保证有良好的学习环境；要加大舞蹈教育的投入，培养一批高素质、强技能的师资队伍。对于学生而言，在高校进修舞蹈教育的大多数人在毕业后都选择了和舞蹈专业相关的工作，所以，学生本身更应该重视自己专业的学习，在强身健体的基础上，既可以磨练自己的意志，也可以有一技之长。

4.3 改变老旧的授课方式

在舞蹈教育的授课方式上，高校要进行创新，不只只是实践的教学，可以加入理论的教学， 像是舞蹈鉴赏课程、舞蹈心理学等，这些课程可以很好的培养学生的艺术素养，同时也能丰富学生的视野。在教学方式上，打破"老师教，学生学"的传统理念，将主动权分到学生手中，充分发挥学生自己的创造力，发挥他们的主观能动性。学校可以举办一些舞蹈讲座、舞蹈比赛等方式，可以激发学生的学习主动性，磨练学生的意志，增进学生对舞蹈艺术各个方面的了解， 从而真正提高学生的艺术素养。

结论

舞蹈艺术是一种肢体的艺术语言，通过不同的肢体造型、肢体流动和肢体组合方式与天地沟通，与灵魂对话，承载着人类几千年的智慧与情感，既是人性本质的体现，又是人类智慧和思想的传承。舞蹈，正是通过"手之舞之、足之蹈之"的艺术形式健美着人的肢体、陶冶着人的情操、提升了人的精神境界，具有很高的教育价值。综上所述，高校舞蹈教育在高校素质教育的推动作用是巨大的，有利于大学生身心健康的发展，良好道德品质的形成，培养学生

的审美能力、创新的思维能力。我国高等教育的任务是培养专业的复合型人才，舞蹈教育的在高校的普及，提高了大学生的思维能力、表现能力，使之可以在艺术教育中深化知识结构，提高综合素质，成为具备艺术素质的复合型人才，以适应社会发展建设的需要。高校更要加大舞蹈教育，改变老旧的教学方式，加大舞蹈教育的宣传力度，让高校教育在素质教育背景下更加规范化、科学化，向社会输送复合型人才，为国家的繁荣昌盛贡献一份力量。

建议

首先，从素质教育的角度出发，高校要设立一门在内容和教学上都适合学生的课程，即根据学生的身体条件和学习能力。所以舞蹈艺术类的课程较为合适，既可以通过理论知识提升学生的艺术修养，又可以通过实践练习，磨练学生的意志。其次，舞蹈艺术素质教育的过程中，除了课堂讲授的形式外，可以组织一些课外的活动，扩大学生间的交流合作，在创作与实践的过程中学以致用，使理论在实践中得以深化进而达到通过艺术教育培养人才的目的。

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A STUDY ON THE CURRENT SITUATION AND COUNTERMEASURES OF COLLEGE STUDENTS' LEADERSHIP IN GUIZHOU PROVINCE

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Abstract: "Soft power" has become another new weapon of competition between countries, The goal of the competition is to obtain human resources as a contest, College students are at this moment under the background that was improving the leadership of college students not only meets the national demand for talents; but also meets the needs of college students for overall development. Through the questionnaire survey and comparative research method, according to the data, results found college students' leadership consciousness, education achievement is not ideal, unclear goals, understanding, insufficient attention and understanding, misunderstanding, and so on factors, lead to the present situation of college student's leadership appear to have different degrees of bias. This paper studies the current situation and countermeasures of college students' leadership in foreign universities, put forward strategies according to the current situation, hopes to Improve the supervision of college students, and provides a theoretical reference for national and social development.

Keywords: College Students Leadership, College Students, Leadership

1. Introduction

1.1 Research Objective

In the 21st century, the rapid development of science and technology and the transformation of information interaction make the distance between time and space constantly narrow. How to expand access to resources in a shrinking field. This requires joint efforts between colleges and universities, and the first step of colleges and universities should be to formulate feasible rules and regulations. This is not only to restrain people's words and deeds but also to escort the development of every student. The current research on college students' leadership is an essential field of contemporary leadership research. The recent change in college students' leadership has not only important strategic meaning for the development of the country, but also has important practical significance for the improvement of college students' personal quality. Nowadays, the research on Chinese college students 'leadership is in the

preliminary exploration stage, still to the limitations of various practical factors, the status of college students' leadership is not optimistic. How to change the current situation of leadership and formulate practical strategies is one of the problems that we should consider.

1.2 Research Questions

(1) What is the current situation of College Students' leadership?

(2) What are the significant differences in College Students' leadership under different backgrounds?

2. Research Objective

As General Secretary Xi Jinping has pointed out, "Youth, as a sensitive barometer of The Times, give their responsibility to them with their mission. The glory of the times belongs to the youth;" As the leading force in the development of the Party and the country, the youth should not only shoulder historical missions and social responsibilities but also live up to the expectations of the nation. Therefore, the cultivation of youth leadership is even more indispensable. College students are the largest and most potential youth group, enough to see that college students have unlimited leadership potential. This study analyzes the current leadership situation of college students, combines a variety of research methods, and takes two private universities and two public universities as the investigation background. Understand the current condition of college students 'leadership, find out the existing problems, and put forward the countermeasures and suggestions that can optimize the college student's leadership, to improve the college student leadership. To meet the actual needs of college students to integrate into life and study, and to improve their comprehensive quality and self- cultivation.

3. Literature Review

3.1 Concept Definition

(1) Leadership

The theoretical source and related discussion of "leadership" are mainly supported by social psychology theory as the background. If leadership is introduced into other research fields, it needs to be adjusted according to the research content and practical needs of different disciplines. The concept of "leadership" is analyzed according to English etymology and is also "Leadership" with "leadership." However, the words are not simply juxtaposed, or the relationship between subordinate and subordinate and inclusion. All these complex relationships are considered the derivative of the concept of leadership. Gao (2021) believes that the construction of leadership is not based on authority but based on learning. The emergence of words itself is problem-oriented, and leadership is independent. Since the

20th century, education scholars in various fields have been very keen on studying leadership. Leadership itself is a complex behavior and process, so the connotation of leadership is very rich. Based on the above discussion, this study defines the concept of leadership as leadership is an influence that can influence followers' behavior in team activities. It is also, a combination of the personal qualities and abilities that can drive the team to achieve its goals.

(2) Leadership for College Students

Yan (2017) College students' leadership is only relying on the relatively mature leadership theory, combined with the actual situation of college students, and began to study the administration, of college students. Zhang (2020) The research on leadership conducted by college students is developed based on relatively mature leadership theory, relying on the current situation of college students, and combined with the reality faced by western countries. More than 30 years ago, there was relevant research. Although western scholars have given the types, sources, and methods of leadership, there are different opinions on the definition of leadership among college students. In the student leadership challenge, the two authors define college student leadership as the ability to motivate others to volunteer excellence in an organization. Leadership is a relationship between leader and follower, which is complex and inconsistent. Based on the above discussion, this study defines the concept of college students' leadership as: college students have clear value orientation and vision goals, and every college student can have the ability through learning or practical activities. A social power that can motivate others, voluntarily make outstanding achievements in the organization, and actively exert their influence, can also develop, and improve through learning.

3.2 Research Status at Domestic and Foreign

College students are an essential foundation and backbone of future social construction, and their growth and development are significant for the country. The college period is a critical time node for college students to form the "three views," Clear training plans and goals can not only quickly create the correct "three views," but also improve the leadership of college students. The leadership of college students is the rational demand of every college student, and it is the most appropriate time point to cultivate students' leadership consciousness and leadership ability at this stage. Since the 20th century, the leaders of American universities have begun to implement leadership training programs for college students and began to pay attention to the current situation of college students' leadership. In China, the concept of leadership training has also started to be recognized by various universities, More and more university leaders have started to strengthen the leadership cultivation of college students.

(1) Domestic Research Status

The development of "leadership" has been a popular topic in leadership science in recent years. China has been involved in "leadership" for a short time, with full scope and a small coverage

area. Lv et al. (2016) pointed out in the article: college students are the critical foundation and backbone of the future construction of the society, and their leadership level is related to whether we can effectively deal with the "leadership crisis" and the international competitive pressure of countries in the world. For now, the lack of leadership is a global problem, and the leadership crisis is affecting the world.

The current leadership situation of college students is urgent, Yang (2017) also said that leadership, as one of the essential individual abilities, should not be enjoyed by a few so-called people with leadership potential, because college students are the source of core leadership. In addition, (Yan, 2017) examined the current leadership situation and concludes that not people in formal leadership positions can have it, and everyone has potential leadership potential. in fact, from the first second, the future career and life; some people will be confused, but more college students begin to plan for work. Once the model takes shape, college students start to build "blueprints" and collect helpful information and learn-related courses through various channels.

Therefore, college students will find that cultivating their leadership and leadership development, can not only better combine theory with practice, but also integrate themselves into it faster. In the Outline of the National Medium-and Long-term Education Reform and Development Plan (2010-2020), it is also clearly pointed out that China should list the training of college student leadership as the focus of university talent quality training. Later, Yu et al. (2019) pointed out that leadership is a kind of ability, a person's ability to exert "influence" on the organization or others. This ability has a decisive goal and purpose orientation, and it is of great significance to cultivate leadership. It exists not only in a particular person but also in ordinary people in an organization. Leadership has research and practice to promote leadership development in school systems, communities, and corporate and government organizations.

To sum up, it is not difficult to find that improving the leadership of college students is the strategic positioning of universities and the needs of college students themselves. Our analysis of the current situation of college students' leadership is to improve the quality of college students' leadership and stimulate their potential leadership awareness. College education should take the training of educated, innovative, responsible, and sense of mission as the first place of the training goal. Comprehensive talents that can serve society are our goal, and these talents can become excellent leaders no matter what position they.

(2) Foreign Research Status quo

Since the 1980s, the United States began to conduct leadership education for college students. At the same time, the United States has studied leadership issues for a long time, covered a wide range, and involved many fields, and the subjects have been in the leading position. Based on the mature leadership theory, it has also extended the approach to the education field of college students. Programs

that also use the leadership framework help students become stronger leaders on campus, improving their ability to influence the higher education environment. And was found in the investigation. The success of college students' leadership has improved the leadership level of college students and made a particular contribution to the development of the community, which cannot be separated from the correct theoretical direction and goal.

The continuous development of the times and the constant change of the social demand for talents tell us that the constant renewal of knowledge has become inevitable. Chao and Li (2016) say that leadership has become a scarce resource today, both for the country and for personal development. The current organization should also have higher requirements and goals for college students' leadership. In addition, Williams (2020) has also proved that leadership programs can not only help develop college students' leadership skills but also provide personal development. Improve students' self-awareness, critical thinking ability, and self-efficacy.

Their study noted that the results show that leadership lectures or seminars, leadership courses, multicultural leadership programs, and leadership education experiences have a significant positive impact on students' choice of social perspective. In addition, Pietrowski (2020) found that their leadership experience, both in their career and in the community, will affect their career and leadership after graduation. But they are too few opportunities to learn this leadership on campus. And the university's efforts are not enough; The crisis awareness is not strong. To help students understand the benefits of leadership, in addition to sufficient attention, analyzing the causes, explore and innovate countermeasures, and be able to provide leadership experience in credit and non-credit courses before graduation.

Otherwise, as Xu (2019) stated in the article, leadership will show different situations under tremendous pressure and difficulties. in other words, Kim (2021) notes that the proportion of college students participating in extracurricular organizations is relatively low, that more participation in extracurricular activities produces higher leadership performance, and that the most crucial predictor of self-perception improves more leadership skills.

College student leadership is not the beginning of college problems, but the end of college problems. Private and public colleges and universities are not strong and weak. They are the relationship between fish and water. The reason why we take them as an instance is just to illustrate a unique example with the universal phenomenon, to see the development and progress in the shortcomings, which is the significance of college students having leadership. College leadership is not a set of words or meaningless words; it is a beacon for confused college students to find the light. Light means hope. Just like college students, they are also, the development of the country and the people's hope, which is the significance of studying the leadership of college students in public and private universities.

4. Methodology

4.1 Data Collection

In this study, 202 college students from two private universities and two public universities were selected, and a total of 202 questionnaires were distributed, with a recovery rate of 100%.

4.2 Research Method

(1) Questionnaire Survey Method. The research mainly uses the method of a questionnaire survey to investigate 202 college students in colleges and universities in Guizhou Province, to understand the difference and status of the leadership of college students in different periods. The "College Student Leadership Questionnaire" compiled by previous people was distributed to college students from four universities through the online platform of the questionnaire Star. A total of 202 valid questionnaires were collected.

(2) Comparative Research. This paper uses the comparative research method to explore the current situation of college students' leadership, draw on the rich experience of other countries, and promote the reform of college students' administration according to local conditions.

4.3 Questionnaire Design

With the progress of science and technology, according to the current situation and model formulation of college students' leadership, the localization research model and the technology of college students' leadership are lacking in China. The main models mainly adopt foreign structural models, and then construct theoretical or technical models according to their research direction or perspective; demonstrate the rationality of different models, thus forming scales and questionnaires related to college students' leadership. The scale in this study is divided into five dimensions: "Lead by example" is to clarify your value, With the common goal, Set an example for others. On this basis, keep our actions and values in line; Vision uses imagination to discover exciting possibilities. In the form of an appeal, Encourage others to join in, Work together for the future; "Challenge the status quo" is to proactively seize the opportunity to, blaze new trails in a pioneering spirit, Keep taking risks, gather experience, Continuous small success; "Making all" lies in promoting cooperation by building trust and enhancing relationships, Strengthen the autonomy of others, Develop the ability of others; "Inspirational" is recognizing the outstanding contributions of others, Celebrates the realization of factors such as values by creating team spirit.

4.4 Questionnaire Test

The questionnaire survey and the scale are composed of three parts, the first part is personal

data; the second part is the leadership training strategy; the third part is the leadership measurement of college students. The contents of the questionnaire and scale were developed based on the student leadership challenge model. It is divided into five dimensions: leading by example, sharing the vision, challenging the status quo, inspiring, and inspiring, each, size is reflected in six questions, a total of 30 queries.

(1) Reliability Test

The reliability test of the questionnaire is for the reliability of the questionnaire results. From the data reliability analysis results, the value between the total table and the dimensions is more significant than 0.8. Therefore, the internal consistency of the questionnaire used in this study is promising. The detailed results are shown in Tables 1 and 2 below.

Table 1: Reliability Test

The Cronbach's Coefficient	Standardized Cronbach's Coefficient	Number of Terms	Sample Number
0.992	0.992	30	202

The Cronbach's system value of the model is 0.992, indicating that the reliability of the questionnaire is outstanding.

Table 2: Dimension Analysis

Dimension	The Alpha of the Cronbach
Practice What You Preach	.955
Share the Vision	.959
Challenge The Status Quo	.969
Make Everyone Do It	.967
Encouraging	.971
The Total Amount of Table	.960

(2) Validity Test

The validity test of the questionnaire refers to the degree to which the measurement results of the questionnaire can genuinely reflect the situation to be investigated. According to Table 3, the scale used has good validity. After examination, the KMO value of the questionnaire was 0.963, and the significance was less than 0.001, which is suitable for factor analysis, as detailed in Table 3 below.

Table 3: Validity Test

The KMO test and the Bartlett's test		
KMO value		0.968
The Bartlett Sphericity Test	Approximate chi-square	10190.378
	df	435.000
	p	0.000***

Note: ***, ** and * represent the significance levels of 1%, 5% and 10%, respectively.

5. Results

5.1 Demographic Variables

The essential information is shown in Table 4. According to the survey results, the current leadership status of college students is analyzed as follows:

Table 4: Descriptive Statistics of The Samples

Project	Classify	Sample Number	Percentage
sex	man	78	38.61%
	woman	124	61.39%
school	state-run	107	52.97%
	run by the local people	95	47.03%
Education level	undergraduate course	63	31.19%
	junior college education	139	68.81%
grade	freshman	60	29.7%
	sophomore	119	58.91%
	junior	16	7.92%
	senior	7	3.47%

In terms of gender distribution:78 male respondents, accounting for 38.61% of the total population, and 124 female respondents, or 61.39% of the total number, showed significant gender distribution. Regarding school distribution:107 respondents in public institutions, accounting for 52.97% of the total number, and 95 respondents in private institutions, accounting for 47.03% of the total number, are relatively balanced. In terms of the distribution of education level:63 undergraduate respondents, we are accounting for 31.19% of the total population, and 139 junior college students account for 68.81% of the total population, with different gender distributions significant difference. In terms of grade distribution:60, freshmen were analyzed, accounting for 29.7% of the total;119 sophomores were surveyed, accounting for 58.91% of the total; There were 16 junior respondents, accounting for 7.92% of the total; were seven senior respondents, accounting for 3.47% of the total; There are significant differences in grade distribution.

5.2 Current situation of College Students' participation in leadership

Inaccurate responsibility positioning and unclear student subjects lead to the failure of college students' leadership play a role. According to the information in Table 5, it is found that the difference between the number of students who participate in student associations and incorporate leadership into the quality evaluation system is not apparent, and there are few leaderships training measures for college students, which cannot meet the needs of college students. The result is just nothing, but also a waste of resources and student time.

Table 5: Current Situation of College Students' Participation in Leadership

Project	Classifies	Sample Number	Percentage
Have you ever joined the school club in college	yes	109	53.96%
	No	93	46.04%
Does your school include leadership in the student quality evaluation system	yes	104	51.49%
	No	98	48.51%
The measures you think you can take at the school level to improve their leadership at the school level are	Create a forum and provide a discussion platform	126	62.38%
	Invite high-known alumni of well-known enterprises to share special lectures	131	64.85%
	Open more general education courses to help students improve their leadership through classroom presentation	152	75.25%
	Hold a variety of practical activities to give students a stage to show their leadership	172	85.15%
	Provide student assistant and other jobs, innovate the community organization student backbone selection	141	69.8%
	other	1	0.5%
Do you know anything about college students' leadership?	not have	15	7.43%
	a fat lot	36	17.82%
	same as	120	59.41%
	more	31	15.35%
Frequency of leadership activities	Two times or less	117	57.92%
	3-5 Times	62	30.69%
	5-7 Times	9	4.46%
	7 times and above	14	6.93%

In terms of the proportion of participating in associations: the number of participants in associations is 109, accounting for 53.96% of the total number; 93 people did not participate in the association, accounting for 46.04% of the total, and the participation was relatively balanced. From the perspective of being included in the school quality evaluation system: 104 people agreed to be included, accounting for 51.49% of the total; 98 people disagreed with the inclusion, accounting for 48.51% of the total, with relatively balanced distribution. From the measures taken: except for the low proportion of other items, the percentage distribution of other options is relatively balanced. From the understanding of College Students' Leadership: the number of people who do not understand is 15, accounting for 7.43% of the total; The small number is 36, accounting for 17.82% of the total; The

general number is 120, accounting for 59.41% of the total; The larger number is 31, accounting for 15.35% of the total; The distribution difference is significant. In terms of the frequency distribution of leadership activities: 117 people less than twice, accounting for 57.92% of the total; The number of people in 3-5 times is 62 people, accounting for 30.69% of the total; The number of 5-7 times is 9 people, accounting for 4.46% of the total; The number of people with more than 7 times was 14 people, accounting for 6.93% of the total; The distribution difference is significant.

5.3 Obstacles Restricting College Students' Participation in Leadership

According to Table 6, when the relevant education departments set the goals, they have comprehensive problems, backward concepts, unable to achieve the principle of universality, and the teaching methods are solidified, which brings troubles to the actual operators. In addition, the leader level of insufficient attention, students' independent consciousness is poor. The current situation of college students' leadership is limited by their goals, making it difficult for students who want to learn more extracurricular knowledge to have a foothold.

Table 6: Obstacles Restricting College Students' Participation in Leadership

Project	Classify	Sample Number	Percentage
You think of the current factors that restrict the leadership cultivation of college students	The concept of school education lags	94	46.53%
	There are problems in the school education system, and the leadership development object of college students is mainly the student backbone	123	60.89%
	School education mode is solidified, mainly for classroom education, and the lack of practical operation opportunities	147	72.77%
	Society as a whole does not pay enough attention to leadership	108	53.47%
	Lack of courses in related areas	120	59.41%
	Students' lack of independent will	138	68.32%
	other	1	0.5%

6. Discussions

The purpose of studying the leadership situation and countermeasures of college students is to help college students better acquire knowledge and skills and to adapt to the actual needs of social development and their development. However, the problems found in the investigation process break

the status quo of college students' leadership, and gradually deviate from the original track in the implementation process. Considering the above problems, some discussion directions are proposed, such as follows:

Firstly, the public and private college students should understand the leadership and cultivate the consciousness of openness and need to strengthen the construction and development of student associations. Secondly, universities can promote the online leadership evaluation system and curriculum development, and during the same period, the university will strengthen the combination of leadership practice and social practice and carry out targeted leadership education. Education difficulty and direction should be adjusted.

Finally, but equally importantly, the practice base of college students' leadership education is urgent. Next, university leaders and education departments should further grasp the development status of college students around the world, strengthen their understanding and study of leadership, and develop practical strategies.

Public and private colleges should take developing students as their primary goal, rather than cultivating "money" as the top priority. Similarly, universities have misunderstandings in the goal-setting of college students' leadership. They do not pay enough ideological attention to it, resulting in the administration of college students becoming the current situation.

The lack of leadership among college students is mainly manifested in two aspects of knowledge and ability, lack of leadership knowledge and curriculum, and lack of practical operation opportunities, it is difficult for college students to establish a scientific understanding of leadership. In addition, college students are also relatively weak in terms of independent willingness, and these two abilities image the leadership quality.

In conclusion, we hope that the education department will accelerate learning, strengthen educational connections between universities, and establish the correct sense of leadership among students; after all, we can never predict the future or recover the past, but today is what we can decide and seize every opportunity. The change of the status quo of college students' leadership as the goal, the explicit objective will be quickly caught up, will be quickly pursued, and the significance of discussion is extraordinary.

7. Conclusions

College student leadership is the service leadership knowledge of personal character and ability, but also the leadership of self-career development vision. From the current survey of college students, many college students do not have a clear understanding of leadership. To determine the goal and status of college students' leadership, but also due to the continuous accumulation of various factors, the current situation of college students' leadership is worrying. The research results show that the

leadership development of college students is at the middle level, with more restrictive factors, less frequency of activities, the responsibility positioning of college students' leadership education is not accurate, and the associations cannot play a role.

College students' leadership teaching objectives are not clear, teaching concepts are backward, less training opportunities, leaders pay insufficient attention, administration, awareness is relatively weak, fewer measures to improve the leadership of college students. In terms of demographic variables, the influence of gender, cadre experience, association participation, and the nature of running schools is not significant in the administration of college students. There were significant differences in education, age, primary, and activity frequency. According to the scale, the average leadership score of college students is only 3.96, and the current leadership status is lack of sustainability and poor cognition in the leadership role.

8. Recommendations

With most students' low familiarity with leadership awareness and awareness, schools can offer related courses to cope with the changes in students' needs for knowledge. Leadership improvement is a hugely interdisciplinary and Multiple ways project, that helps college students to improve their self-cognition level and awareness, starting from understanding their characteristics, three views, hobbies, advantages, and disadvantages. To help college students to enhance their influence, effectively maintain and play the functional role of leadership, to enhance the leadership cognition level and leadership awareness of college students.

Secondly, scientifically formulate the teaching objectives, and improve the teaching link. Scientific teaching goal is an integral part of the implementation of the teaching process. College students' leadership starts late, and it is more necessary to learn from the experience of predecessors to improve the teaching link, and make administration more distinctive and attractive, to help students adapt to various emergencies.

Then, Clarify the responsibility subject and object-subject of College Students' leadership education, and the standardization and transparency of policy formulation by the leadership. In case of difficulties, you can quickly find practical solutions. When the team disagrees, they can try to find the answers recognized by all parties. The determination of the answers will change the status quo of college students' oversight. The clarity of the responsibility subject makes the college students' leadership be held accountable. Educators can improve the administration of college students through the various form. The school level will also create more effective measures to enhance the administration of college students due to the determination of the responsible subjects. What is more apparent is that clarifying the subjectivity of the thing can explain the training time of the object and the difficulty of the course location and enhance students' interest. Increase the frequency of leadership training activities and the

setting of related courses, to cultivate and improve the leadership of college students in various forms. Strengthen the safeguard measures, so that college student leaders can develop and progress.

Behind it, build a third platform to develop the leadership industry. The open, inclusive, innovative, and prosperous leadership platform meets the requirements of contemporary college students for leadership learning. The new learning mode and practice mode can better attract the attention and interest of learners. It is the choice of the times and the cooperation of universities and third-party network platforms to explore new education models and practice modes, but also the need for the development of college students. College students' leadership cannot be realized by the study and practice of a small part of knowledge. Strong cooperation is a lasting solution.

Finally, but equally, the learning of leadership cannot be single. Creating a practice platform and building student associations. Use the network as an additional teaching tool to help students establish or create a practical platform. The emergence of the practice platform makes initially limited to classroom knowledge extended to extracurricular. Also, the information support leadership teaching, integration directly into the student community extracurricular practice, "student community + practice platform" mode, to help students develop the use of their influence to create team ability and the ability to lead the team to promote change.

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浅谈高校教育改革中关于创新创业的教育探索与实践

DISCUSSION ABOUT EXPLORATION AND PRACTICE WITHIN INNOVATION AND ENTREPRENEURSHIP OF COLLEGE REFORM

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摘要： 创新创业教育在运营的同时也培养出具备创新创业能力的人才，是教育未来发展的重要指向。近年来，这个领域的研究和讨论大多集中在创新创业教育生态系统中的师资队伍建设（Ruskovaara and Pihkala，2015）、课程开发（Falck et al.，2016）以及创新创业教育能否影响创新创业教育的意图本身等方面。（Martin 等人，2013 年；Pittaway 和 Cope，2016 年）。基于社会认知理论，学习者所处的教育氛围对创新创业教育的实现也有很大影响，深入研究创新创业教育驱动创新发展的机制，可以进一步完善创新创业教育研究（Baum等，2001；Morris等，2013）。作为创新创业教育的主要载体，高等学府不仅要承担素质教育的责任，更有为社会培养、输送大量创新创业型人才的重要使命。因此，中国高等教育要全面适应素质教育，着力提高教育质量，培养学生的创新创业能力、实践能力和社会责任感，就必须深化创新创业教育改革。

关键词： 创新创业教育，创新创业教育氛围及影响力，教育改革。

Abstract: Entrepreneurship and innovation education also cultivates entrepreneurship and innovative talents while operating, which is an important direction for the future development of education. In recent years, much of the research and discussion in this field has focused on faculty development in the entrepreneurship and innovation education ecosystem (Ruskovaara and Pihkala, 2015), curriculum development (Falck et al., 2016), and whether entrepreneurship and innovation education can influence the intent of themselves or not, etc. (Martin et al., 2013; Pittaway and Cope, 2016). Based on the theory of social cognition, the learners and the educational and innovation atmosphere in which they live also have a great impact on the realization of entrepreneurship and innovation education. In-depth research

on the mechanism of entrepreneurship and innovation education driving entrepreneurship and innovation development (Baum et al., 2001; Morris et al., 2001; Morris et al. et al., 2013). As the main carrier of entrepreneurship and innovation education, colleges and universities should not only undertake the responsibility of quality education, but also have the important mission of cultivating and transporting a large number of entrepreneurial and innovative talents for the society. Therefore, in order to fully adapt to quality education, focus on improving the quality of education, and cultivate students' innovative ability, practical ability and sense of social responsibility, it is necessary for higher education of China to deepen the reform of entrepreneurship and innovation education.

Keywords: Innovation and Entrepreneurship Education, Innovation and Entrepreneurship Education Atmosphere and Influence, Education Reform.

引言

我国高校创新创业教育始于 1989 年 11 月联合国科教文组织在北京召开的"面向 21 世纪教育国际研讨会"，首次强调高校须要重视具备事业心和开拓技能的教育。李克强（2014）在公开场合也发出"大众创业、万众创新"的口号；埃德蒙德.菲尔普斯（2017）坦言如果大多数中国人，因为从事挑战性的工作，并且能从创新创业事业获得成就感，而不仅仅是通过消费得到满足，那么文化氛围会更加美好；由此可见，他们都在强调创新创业与文化氛围的相关重要性。

习近平（2019）在中国创新创业发展战略高峰论坛呼吁创新是社会进步的重点，创新是有效的发展经济社会、民生的改善重要途经之一。青年学子是拥有想象力和创造力的主要人群，是承载创新创业教育的有生力量。张东海（2019）强调了加强创新创业教育改革，是推动高等教育提高人才培养综合质量的重要举措。约瑟夫.熊比特（1912）指出创新创业是建立一种新的生产函数，也就是让从来没有过的一种关于新的组合因素生产要素和生产条件，从而衍生出生产体系；并且赋予人力资源创造财富的新能力和行为（彼得.德鲁克，1989）。创新创业是形成创新创业性思想并付诸实践的过程（康德瓦拉，2005）。冯之竣（1999）创新创业是存在于生产力、生产关系和上层建筑全体人员的创造性活动，既包括生产过程的创新创业，也包括社会活动的创新创业。综上所述，就创新创业而言，创新是其特征和前提，创业是其追求和目标。创新带动创业，创业促进创新，两者密不可分。总之创新创业在教育变革与整体氛围中的自我实现与超越。

盛亚等人(2013)重申经典的 Sahlman 创建的创新创业模型中有强调人与环境因素的相互影响、相互协调、相互促进的重要性，然而中国高校大学生创新创业大环境仍然欠佳，基于

社会气氛方面，有利于引导学生创新创业的社会舆论导向和积极向上的政策、浓厚的资金支持不足，更别说支持更多人踏入创业行列的社会主体价值观念的形成。另外，社会对于未毕业大学生创业方面存在一定的偏见和误区，认为创业就要从事技术行亮高、学习专业要与毕业相吻合等，视大学生如果卖小菜、摆小摊是大材小用也不是严格意义上的创业，或者说认为置办幼儿教育就算不上创新创业，因为比成人教育低端，甚至对此嗤之以鼻。实际上，每年接纳几百万大学生就业创业或对于中国的服务业来说不是一件困难的事。错误的社会认知和社会意识让我校大学生创新创业的氛围也显得不够浓厚甚至是带有偏见的。整体创新创业环境欠佳，加上受传统观念的影响，当前由于大学生自身创新创业的意识和激情不高、创新能力和创业精神有限。

各级各部门应重视创新创业教育，为大学生创新出行业提供制度保障、政策倾斜和资金支持，为大学生创新创业营造宽松环境。教育部已经成立了高效创业教育指导委员会，重点开展高效创新创业教育的咨询、研究、指导和建议。各省市高校就业主观部门也应成立相应的创新创业教育指导委员会，建立专家组成大学生创新创业教育指导专家组，也建立健全创新创业教育专项考核评估体系，加强对高校创新创业教育指导和咨询服务、巡视督导及考核评估工作等。

激活校园文化的氛围能让创新创业教育在观念和行为上发生翻天覆地的变化，例如在系统组织刺激下的创新精神，如果能改善高校学生任职，利用方法和途径，达成合作共识，也能带来无限资源，来加强竞争力和特色发展，从而加强其学术研究的重要性。然而，为了激发学术地，还应在院系间合作和创业文化整合方面加强氛围营造。创业大学具有一种弥漫整个校园、以追求创新为使命的文化。与传统大学在历史文化底蕴的积淀过程中形成的文化不同，创业大学更像是一个教育组织与企业组织的结合体。它追求对于未知事物的各种探索和科学研究活动，但是它并不将其作为自身的唯一使命，它需要形成一系列的理念、文化、制度来推定上述科学研究结果的最终实现，这一实现过程更多的则是依赖商业组织所具有的种种特性，如对市场环境的及时反应、对社会需求的趋势研判和准确把握、对资源的有效利用。

2012 年 8 月 1 日，教育部办公厅严肃下发《普通本科学校创业教育教学基本要求（试行）》的印发通知，主要内容包括：对于高校内部呼吁提倡创业教育，属于国家在经济发展的转变与发展，优质人力资源打造是提高高等院校教育教学改革、人才培养质量加强和大学生全面发展促进的重要途径，也是提高与落实高校毕业生就业率与质量的重要措施。我国创新创业教育研究成果呈现了增长的态势，截止到 2013 年，以创业教育为主题的期刊论文总计达到了13197 篇。

全国各大高校可谓百家争鸣，万紫千红，几乎每所大学都在强调自己的创新创业成果。

下面我们简述下几所有代表性的学府：

北京大学作为中华人民共和国最顶尖的学府之一，它的官方网站上至今详细解析了北大的创新创业教育平台致力于营造校内校外丰富创业氛围所取得的成果：在北京大学提供一系列开放课程，教授学生创业基础知识，以建立学生创新意识的培养。该课程于 2012 年 9 月开课，是创新创业领域首个大学级开放课程，成功启蒙了大学生的创新意创业识和精神；此外，创新创业教育平台还为学生提供实践创业计划，例如一个深受学生创业者欢迎的校园热点中心被称为"北大学生创业咖啡馆"。这家咖啡馆是由实践创业计划的学生发起的一个项目，并且仍在不断改进，在这个创意空间中，学生可以聚在一起为他们的初创企业进行头脑风暴会议，激发出学生的创造力，营造了一个健康、不带偏见的创业环境。此外，平台还设立了"北大企业家论坛"和"北大创业训练营"，进一步将成功的企业家与北大学生联系起来，培养学生的动手能力和创业热情。2013 年秋，北京大学创新创业学院平台还成立了中国创新指数研究中心，以致力于对本高校学生的创新能力和效率进行科学、客观、准确的评价，相应地，该平台定期也会举办一系列创新创业学术论坛、会议和工作坊等形式的项目。

以下这个图标 1 解析不难看出北大平台的各项模式分别有：商业领袖，风险投资，政府机关，科学园地，沟通中心，新兴企业，学术机构，科研机构，以上所有力量促成了北京大学创新创业教育的生态环境，基础架构与杰出领袖；然而存在一个疑问：他们在创业创新教育的实践模拟过程中，是怎样面临创业风险和各种困难的，什么样的精神力量成为他们的有力保障，仅仅是创新理念的建立就足够了么？
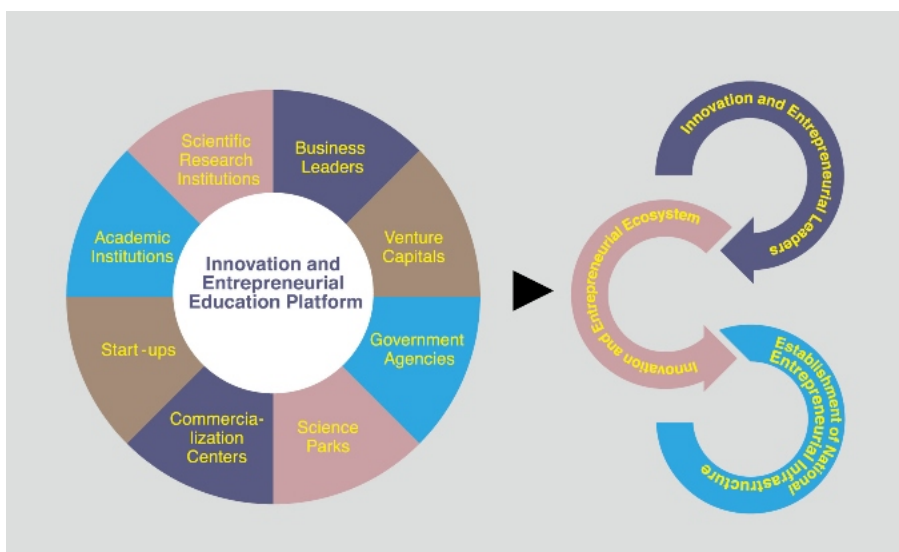
图表 1：创新和企业的教育平台

（来源：北京大学官方网站）

表 1：大学生创新创业教育中心

序号	类别	专业名称	负责单位	负责人	立项年份
1	大学生创新训练中心	电子信息类大学生创新训练中心	信息与机电工程学院	邬书跃	2013
2		体育学类专业大学生创新训练中心	体育学院	陈才发	2015
3	大学生创新创业教育中心	电子信息类专业创新创业教育中心	信息与机电工程学院	高金定	2018
4		体育学类创新创业教育中心	体育学院	陈才发	2018
5		经济与贸易类创新创业教育中心	商学院	吴建功	2019
6		音乐与舞蹈类专业创新创业教育中心	音乐学院	王跃辉	2019

（来源：湖南涉外经济学院官方网站）

　　还有，湖南涉外经济学院是一座典型的私立本科院校，根据表格内容得知该校的大学生创新创业教育中心从创新训练入手，跨越了 2013 到 2015 这几个年份，有次第的发展着，2018 年到 2019 年间有突飞猛进的发展，并且大学生创新创业教育中心包含着双创内容在四个内部学员中由专门的负责人带队展开工作，而我们不难发出这样的疑问：商学院与音乐学院没有经过创新训练直接进入了双创模式，他们是如何被熏陶的，是否被前几年的信息与机电工程学院和体育学院的创新训练中心的氛围影响着；此外，源源不断地发展下去是有必要的，而仅仅是这四个学院开展创新创业教育的普及程度是仍然不足的。

　　此外，崔媛(2016)在对一座具有代表性的专科院校天津职业大学的创新创业教育进行支持体系研究中明确指出，关于高校生感受到的创新创业氛围进行的调研结果，选择氛围淡薄答案的学生占了 55.87%，选择中等答案的学生占了 24.87%，选择良好答案的学生占了 13.24%，而选择浓郁答案的学生仅有 6.11%，从这些细节数据可以说明创新创业文化氛围在该校的缺失。

　　早在 1915 年，美国政治经济学家 Taussig 就在名著《经济学原则》一书中指出：创业者的作用不仅仅是创新，还包括创造财富，值得一提的是创业创新文化早已经融入了美国人的基因中，这种融入甚至早于美国的建国史。时至今日，美国经济也早已完成了工业化，开始步入到了以信息技术为代表的后工业化时代。成熟的经济社会环境、利于创业的社会氛围使美国绝大多数的创业活动都集中在以高科技创新为主的机会型创业。由此可见，对于美国的大学来讲，他们不太需要从最基本的创业文化培育入手，因为每个美国人心中都有着自己的创业梦想，美国的大学更需要做的是为了这些充满了创新精神的年轻人营造一个良好的创业校园。崔媛

(2016)犀利地总结过中国的创新创业教育起步是相对其他发达国家来说比较晚的，最大的弱点在于创新创业教育理念还不够深化，尤其是虽然各大高校蓬勃发展，但仍然属于探索阶段，因为关于创新意识的建立与综合能力的培养还存在着诸多不足，尤其是当今社会急于解决大学生就业问题的同时，还要满足经济发展的需要，很少着重于创新创业教育的文化建设。

Chandler 和 Hanks 两位研究者早在 1994 年就对创业机遇识别的课题做了研究，二十年过去了，Cai 等人（2014）又对同样的课题做了更多测量，目的是去衡量学生创业者发现新机遇的能力，并且它们的创业机遇识别量表具有良好的信度。随着知识作为经济资产的重要性日益增加（Davenport and Prusak，1998），学生正在成为知识工作者，同时也在学习某种专业。教育组织正在成为参与知识创造、共享和转移的知识机构。这对高校的教学氛围以及教授学生创业和创新的方法产生了重要影响。Miller（1983）是首个提出"前瞻性"创新理念的人，并认为创新能力是不论任何形式下的创业机构的重要维度之一，当然这也包括教育领域里的创业。 Covin 和 Slevin（1989）开发了一个衡量创新维度的量表，内容融合了特征和态度的结合，这项研究与 Naldi 等人(2007)的观点是一致的，后者认为创新能力与主动性有正相关的关系，这样一来，就相应提高了 Covin 和 Slevin（1989）的研究范围，研究结果也指向了学生创业者的主观能动性越高，创新思维就能越明显，那么教育工作者们应该面向学生们了解的内容理应涵盖以下方面：他们是否具备强烈的好奇心？他们是否倾向于多角度思考和解决问题？他们是否会产生新的方法与想法、能否吸收和应用新的理念？

首先中国的高校普遍承认创新与创业之间的不可分割与相辅相成，随后各大高校将"创业基础"课纳入本科必修，也标志着中国高校内的创新创业教育开始与世界接轨了。王长恒（2012）有专门提醒创新创业教育的最终落脚点无疑是在学生身上，因为他们充分吸收了创新创业观念，才能勇于实践，继而产生实际的良好效果，但是更不能忽略的是来自社会各方的支持，尤其高校也要考虑到每位学生的背后都有家庭，来自亲属的支持是学生实践创新创业精神的重要支撑之一。在社会、家庭层面、社会公众和学生家长对于高校创业教育和大学生自主创业也还有较多顾虑。大学生创业首先就需要大量的经历、金钱投入，风险系数较大，收入不甚稳定。即使祖辈有成功的从商历史，家长也希望子女能有稳定的工作；从农村考上的大学生，家长更是希望子女有一份体面的工作。社会对于大学生创业的发展性和成功率持较大的怀疑态度。高校提供的数据显示，公务员、事业单位以及国有企业所谓的铁饭碗岗位还是被惯性左右，成为毕业生就业的首选。要进一步发展高校创业教育、鼓励更多大学生投身创业，需要社会、家庭的大力指出与正确引导。然而在大多数情况下，创新创业教育中关于环境因素的变化会对创业者的态度有影响这件事被忽视了（Baron，2006；Medvedeva，2011），因而建立怎样的高校创新创业环境成为了重要任务，比如关于氛围的带动，校园文化的建立等等。毕竟具有高度

创造力的学生创业者往往可以有效地控制动态和变化的环境，并使事物的发展具有可预测性（Kacmar et al.，2013），并且可以通过增强创业者本身的个人魅力来积极影响创新能力（Baron and Tang，2009）。田玉敏(2016)特别指出创新创业精神文化的教育关键是帮助学生提升自信心、进取心、责任心，分别强调对自身综合素质的认同感，积极向上的心态，迎接挑战的勇气和信心、超常规的探索以及对自己行为活动负责的敬业精神，具有广泛的人文关怀，其侧重一种情感与态度的表达。任路瑶和杨增雄 (2017)还补充了高校教育是源于区域经济和服务面向区域经济的教育，其与社会关系最为紧密，因此，在高校开展创新创业教育，要强调其社会性，要充分意识到创新创业教育是一项繁杂的社会工程，必须有全社会的参与，既包括高校开展创新创业教育的投入，也包含政策支持，以及良好的社会氛围推动其发展。

总结

高校学生作为创新创业教育的学习主体，应考虑其明显的校园特色。在学生创业中，很多创业项目都是基于创新的技术转化和创意。创新是创业项目发展的动力。创业教育的重点不是在课堂上传递理论知识，而是在行动的基础上提高创业专业技能（Kassean et al.，2015）。学生创业者通过参与学习，在良好的创业教育环境中形成学习网络，利用自身影响力，通过说服与协作，不断获取和交换有价值的资源，构建共享的社会资源网络，提升专业技能。创新知识的有效性和转化率强化了感知创业教育对创新的影响。当然，创业者的技能是可以塑造的（Volery et al.，2015），创业教育作为创新人才的新孵化器，着眼于创业专业能力的提升。社会认知理论可以用来理解环境因素对个体创新意识、创新能力和创新人格的影响。高校组织开展形式多样的教学实践活动；创业教育通过社会学习网络提高学生的专业能力。学生创业者被视为具有学习和创业实践的高管，其良好的人际关系和庞大的社交网络等高超的人际沟通技能可以增强识别机遇的能力。因此，这些学生创业者更有可能成为创业团队的核心人才，在感知创业教育对创新的影响中发挥作用。

总而言之，创业创新教育的校园文化需要带有一种混合体的特质，它发端与当地大学的发展而进行的组织变革或创新，随后成为支持大学发展的核心理念，最终成为整个校园的文化或灵魂。这种文化自我发展与形塑的过程来源于对实践的不断反思以及观念和实践之间的交互影响，D. Smith (1999)就强调伯顿.克拉克曾经认为，良好的文化可以产生对组织的认同，并形成最大的决心来实现组织目标。因此中国高校建立良好的有针对性的创新创业教育氛围至关重要；大学生创新创业教育理念除了须要依托有效的课程载体之外，要扩大范围，面向全体学生，不仅是为了培养学生的创新创业意识，激发学生创新创业动力，还要鼓励学生去达到突破的创新理念，在强烈的创业创新氛围中潜移默化的改变和塑造出学生在各类实践活动中的实

际运用能力，不仅仅是以项目、活动为引导，将教学与实践相结合，还要有针对性地加强与学生家庭的连接与互动，开发家庭支持功能，提高各项社会的因素支持率。研究者考虑到不同时期人类行为和选择的重点也有所不同，未来的研究可能会从组织管理者的角度考虑动态跟踪；大部分文献的内容研究偏于静态分析，其特点是缺乏动态跟踪。此外，创业创新教育毕竟是多方面和多维度的。未来研究可以增加创业教育研究变量的维度，比如将中介、监管和家庭因素皆纳入研究框架，进一步丰富和发展研究模型和结论。

高校创新创业教育未来的发展趋势

美国学者Burgess（1977）早就认为，社会融合就是个体和群体相互渗透、相互融合的过程；在这个过程汇总，通过共享历史和经验，相互获得对方的记忆、情感、态度，最终整合于一个共同的社区文化生活之中。从个人与社会关系来看，教育对人与社会的融合影响显著，尤其是高校教育为青年学生与社会之间融合提供了缓冲时间、过渡空间以及庞大的信息量，此外，能力提升平台是非常直观的。同时，创业群体所发生的经济行为、社会行为、开创的创业文化等也将影响当前经济社会环境的变化，从而引发大学生创业群体与社会之间的融合的模式产生变化。总而言之，创业群体与社会融合是一个双向互动的过程，高校创业教育对创业大学生的社会融合具有重要影响。融合型是高校创业教育以教授创业知识为基础，以锻炼创业能为关键，以培养创业精神为核心，使学生能掌握创业的基础知识和基本理论，熟悉创业的基本流程和基本方法，了解创业的法律法规和相关政策，激发学生的创业意识，提高学生的社会责任感，创新精神和创业能力，从而实现创业者能在当前的社会经济环境中获得经济利润，为融入大好基础，同时能与社会人群相互接纳、相互渗透、彼此适应、共同发展，达到融合，在这个阶段，相互渗透。这是比较理想的状态，也是未来高校创业教育所需努力的目标。

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A STUDY ON THE INFLUENCE OF PRIMARY SCHOOL PRINCIPAL TEACHING LEADERSHIP AND SCHOOL ORGANIZATIONAL ATMOSPHERE ON TEACHER TURNOVER INTENTION

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Abstract: This thesis mainly aims to research the correlation among the variables of "principal leadership", "school organizational atmosphere" and "teacher turnover intention" in order to explore the impact of principal leadership and school organizational atmosphere of primary school on teacher turnover intention. questionnaire survey method is used in this thesis. questionnaire survey method is conducive to objectively find the reasons for the turnover intention of current primary school teachers, so that can deeply explore the factors behind the turnover intention of primary school teachers. therefore, it is convenient to put forward corresponding resolution to solve the turnover problem of primary school teachers.

Keywords: Principal Teaching Leadership, Organizational Atmosphere, Teacher Turnover Intention.

1. Introduction

1.1 Research Background

As a respected profession, teachers aim to teach knowledge and cultivate talents. They have made great contributions to the development of education which are loved by parents and students. However, due to some reasons such as burnout and psychological pressure, the issue of brain drain on teachers is becoming more and more serious. Therefore, teachers' turnover should be paid attention to, so as to continuously promote the development of education. Shang et al. (2020) pointed out that all countries have paid extensive attention to the loss of teachers. Strengthening the stability construction of teachers will not only improve the quality of education all over the world but also promote education to a higher level. At the same time, Liu (2021) found that many teachers want to leave because of the low salary, slow promotion and the unfavorable school environment for teachers' personal development. Therefore, the document of the Ministry of Education of People's Republic of China points out that the key point of work in 2022 is to guarantee the salary of compulsory education teachers and ensure that

the average salary income level of compulsory education teachers is not lower than that of local civil servants. Based on the overall situation of teachers' development level, this thesis starts with teacher turnover intention, focusing on the impact of principal teaching leadership and school organizational atmosphere on teacher turnover intention.

1.2 Research Significance

At present, there are many studies on principal teaching leadership at home and abroad, but few studies on principal teaching leadership of primary school. At the same time, there are also few studies on the effect of principal teaching leadership of primary school to teacher turnover intention. Therefore, this thesis studies the relationship among principal teaching leadership, school organizational atmosphere and teacher turnover intention through researching the effect of principal teaching leadership and school organizational atmosphere to the teacher turnover intention, which not only makes up for the shortcomings of previous academic research, but also discusses the factors of teacher turnover intention, as well as lays a foundation for subsequent academic research. As the beginning of compulsory education in China, primary education plays a vital role in the growth of children. Teachers are an important part of primary education and teachers with different teaching styles have different effects on students, so the loss of teachers will bring great losses to the school. Therefore, it is very necessary to explore the impact of principal teaching leadership of primary school and school organizational atmosphere to teacher turnover intention. It is helpful to further grasp the specific situation of principal teaching leadership of primary school, as well as put forward corresponding measures to alleviate the loss of primary school teachers, which will reduce the turnover rate of primary school teachers.

1.3 Research Innovation

The frequent change of teachers will have a negative impact on students' academic achievement and personal development. Therefore, it is very necessary to study the factors affecting teacher turnover intention. Previous studies have rarely explored the relationship among teaching leadership, school organizational atmosphere and teacher turnover intention, but study the relationship between the factors of teaching leadership and school organizational atmosphere, teaching leadership and teacher turnover intention, school organizational atmosphere and teacher turnover intention. Based on the previous research, this thesis makes innovations in variables that takes the school organizational atmosphere as the intermediary variable to explore the relationship among the three. In addition, there is more literature on the turnover intention of various professional groups at home and abroad, but there is less research on the group of primary school teachers. Therefore, starting from this blank, this thesis actively explores the factor of primary school teacher turnover intention and the impact of primary school

principal teaching leadership and school organizational atmosphere to teacher turnover intention.

1.4 Research Objectives

(1) Explore the degree of impact of primary school principal teaching leadership to teacher turnover intention. (2) Explore the influence of school organizational atmosphere on teacher turnover intention. (3) Explore the impact of primary school principal teaching leadership and school organizational atmosphere to teacher turnover intention.

2. Literature Reviews

2.1 The Connotation and Related Research of Principal Teaching Leadership

Bevoise (1984) pointed out that teaching leadership refers to a series of methods and activities that the principal or other personnel are required to implement in order to improve teachers' teaching quality and students' academic performance. Hallinger (2003) believes that teaching leadership is a type of leadership for students' learning results and their personal goals. Zhao (2013) pointed out that the leadership shown by leaders in teaching is called teaching leadership which include the construction of culture, the maintenance of cadre mass relations and the encouragement to teachers, but it should be put into practice in the learning and growth of students. According to the definition given by previous scholars, the definition of teaching leadership in this thesis is the principal teaching leadership over the school teaching work to promote the all-round development of students' academic and physical and mental health through the guidance of teachers' teaching work. Lim et al. (2017) pointed out that it is generally believed that the reason why employees want to leave is due to the lack of leadership ability, which shows that leadership ability plays an important role for a collective. Fuchsman & Zamarro (2019) pointed out that teachers with low sense of responsibility will be driven by principals with high leadership, which reduces the turnover rate of teachers with low sense of responsibility. Rezaee et al. (2019) found that the principal teaching leadership plays a key role in the construction of good school atmosphere. The more pleasant and positive the school atmosphere is, the lower the turnover rate of teachers will be. He (2020) pointed out that teacher turnover intention is greatly affected by the principal teaching leadership of primary and secondary school. The better the role of principal teaching leadership, the less obvious the teacher turnover intention.

2.2 The Connotation and Related Research of School Organizational Atmosphere

Zhang & Fan (2007) pointed out that school organizational atmosphere refers to the different psychological characteristics of different schools, including the same values, social beliefs and standards among the school staff. Mitchell (2010) and others pointed out that the school organizational

atmosphere is considered to affect the beliefs, views and attitudes towards things among teachers, students and leaders. The positive atmosphere is considered to be the environment in which school staff grow up. Owens & Valesky et al. (2015) pointed out that school organizational atmosphere is the individual's feeling and cognition of the overall environment in the organization. Yu (2021) pointed out that the school organizational atmosphere is the general atmosphere of the school, including the unique environment and culture. The school organizational atmosphere has an invisible impact on the cultural construction, rules and regulations, educators and academics. According to the definition given by previous scholars, the definition of school organizational atmosphere in this thesis is as follows: the overall feeling and cognition of primary school teachers about the atmosphere of their school and the overall atmosphere of the school affects the construction of campus culture and the attitudes and ideas among people. Sabeena et al. (2017) found that talented teaching leaders can effectively know the situation of school organizational atmosphere and make corresponding efforts to improve school education, while leaders who lack this ability only promote school education by improving students' performance. Romero & Krichesky (2018) pointed out that principal teaching leadership and distributed leadership play a positive role in improving the school atmosphere. In addition, the school's environment can be established by improving the overall learning atmosphere with the help of principal teaching leadership. Zhao (2021) pointed out that the principal teaching leadership and its four dimensions, goal leadership, promoting teachers' growth, teaching guidance and management, and the creation of teaching environment is closely related to the school organizational atmosphere.

2.3 The Connotation and Related Research of Teacher Turnover Intention

Porter & steels (1973) believe that turnover intention refers to an evasive behavior chosen by school staff who are difficult to adapt to the environment. Mobley (1977) believes that people in institution will have the idea of leaving after expressing dissatisfaction with their work. After looking for another job and having the idea of leaving, the last step before really leaving the job is turnover intention. Therefore, turnover intention can predict whether the staff to leave in advance. Islamy (2018) believes that turnover intention is the personal tendency of staff in the institutions whether they want to stay. Yang (2018) pointed out that as an implicit cost of the institutions, turnover intention generally refers to the tendency of employees to find new job opportunities to overcome the dissatisfied part of their present work. Shan (2020) pointed out that turnover intention refers to the degree to which employees in the institutions want to leave for some reasons. When the staff are not working in the institutions, the turnover behavior happens. According to the definition given by previous scholars, the definition of turnover intention in this thesis is the degree to which primary school teachers want to leave for dissatisfaction on their present work.

The research results of Yin et al. (2019) show that the relationship between colleagues and the

school organizational atmosphere have obvious negative effects on the turnover intention of rural teachers. The better the organizational atmosphere of the school and the more harmonious the relationship between colleagues, the lower the turnover intention of rural teachers will be. Wei & Tong (2020) pointed out that the positive school organizational atmosphere benefit to improve teachers' love for their profession, so as to reduce the turnover rate. Meanwhile, if the school leaders adopt strong administrative management for teachers, teachers will be more willing to leave.

3. Research Design

3.1 Research Method

This thesis takes the primary school teachers of seven schools in Jinzhong City, Shanxi Province as the research object and give the questionnaires in the form of "electronic questionnaires" to the primary school teachers in the seven schools. The questionnaire is divided into four parts. The first part is "basic personal information", including gender, age, educational background, professional title, teaching age, monthly salary, marital status, etc. The second part is "principal teaching leadership". The third part is "school organizational atmosphere", and the fourth part is "teacher turnover intention". The questionnaire survey is conducive to objectively grasp the reasons why primary school teachers have the idea of leaving in order to explore the factors behind the turnover intention of primary school teachers, so that solve the turnover issue of primary school teachers.

3.2 Research Object

The research object of this thesis are 215 primary school teachers from seven primary schools in Jinzhong City, Shanxi Province. Convenience sampling method was taken in this study. A total of 215 questionnaires were sent out and 201 valid questionnaires were recovered, with an effective recovery rate of 93.5%.

3.3 Research Tool

(1) Principal teaching leadership scale. The questionnaire of principal teaching leadership is the teacher version of Principal Instructional Management Rating Scale, PIMRS compiled by Hellinger et al. and revised by Liu. The questionnaire has three dimensions and 22 questions, and adopts 5-point Likert Scale from 1 to 5 which are equivalent to strongly disagree, disagree, agree, neutral, strongly agree. The higher the score, the more effective the principal's teaching leadership is. The overall Cronbach's alpha is 0.964. According to Hellinger's research, the questionnaire includes three dimensions of clarifying the school objectives, managing the teaching plan and creating a positive school atmosphere. The specific meanings are as follows: clarifying the school objectives means that

the principal works with all teachers and other staff to ensure that the school has clear objectives that can be implemented and to pay attention to students' academic development; managing the teaching plan refers to the principal can coordinate the teaching situation and curriculum of the school. The most important part of the function of the principal teaching leadership is to develop the teachers' teaching ability through the feedback of others; creating a positive school atmosphere means that the principal can not only ensure that the school teachers have enough time to teach, but also promote teachers' development towards specialization, as well as giving awards to teachers makes teachers have higher expectations and continuously improve the motivation of teachers' growth and development. It can also reshape the values so that the atmosphere for reform can be created for students' learning and teachers' teaching.

(2) School organizational atmosphere scale. The questionnaire of school organizational atmosphere adopts School Level Environment Questionnaire, SLEQ (2007) revised by Johnson and selects four dimensions of teacher communication, teacher-student cooperation, decision-making participation and teaching innovation, with a total of 17 questions. The scale adopts 5-point Likert Scale from 1 (strongly disagree) to 5 (strongly agree). The reliability of the scale was tested, and Cronbach's α of each dimension is greater than 0.6, which meets the requirements of reliability analysis. The total reliability of the scale is 0.874, while the reliability in each dimension is 0.716 in teacher communication, 0.800 in teacher-student cooperation, 0.669 in teaching resources and 0.624 in decision-making participation. And the CITC is generally greater than 0.35 which is equivalent the good reliability of the scale. After further test for the scale, the value of KMO is 0.832 and the P value is 0.000, which is suitable for Exploratory Factor Analysis with Factor Cumulative % of Variance in 64.973%. According to Confirmatory Factor Analysis, x2/df=3.303，RMR=0.032, CFI=0.976, TLI=0.953, RMSEA=0.055. construct validity meets the minimum fitting standard, and the reliability and validity of the scale are good.

(3) Turnover intention scale. The turnover intention scale adopts the version compiled by Mobley (1977), which includes 4 questions. It takes 5-point scale marking (from 1 to 5 respectively means "completely disagree" to "completely agree"). The higher the total score of turnover intention scale, the stronger the intention to leave. In this study, the Cronbach α of turnover intention scale is 0.831.

3.4 Data Analysis Method

This study applies SPSS26.0 to analyze the data of each variable. Also, the study adopts the methods of descriptive statistics, difference analysis and correlation analysis to verify the relationship between various variables. (1) Descriptive statistics: Make statistics on the three variables of principal teaching leadership, school organizational atmosphere and turnover intention, and analyze the scores of each variable in the questionnaire. (2) Difference analysis: Using one sample T test and one-way

ANOVA to analyze the differences of principal teaching leadership, school organizational atmosphere and turnover intention under different demographic factors. (3) Correlation analysis: Using Pearson Product-moment Correlation Analysis to test the correlation between principal teaching leadership, school organizational atmosphere and teacher turnover intention.

3.5 Reliability Analysis

Reliability test can test the reliability of questionnaire question and items. If the reliability is high, it indicates that the internal structure of the scale is relatively complete, and the question setting of the questionnaire is relatively reasonable, so the data results are more accurate. This thesis adopts reliability analysis of SPSS26.0 to test 43 items of the questionnaire. The overall Cronbach's Alphaα is above 0.9 while the Cronbach's Alphaα of each dimension are all above 0.7, which shows the good reliability of the questionnaire. That is, the questionnaire items setting in this thesis have high reliability so that the next step of data analysis can be carried out with high reliability data.

Table 1: Reliability Analysis Table

Dimension	Cronbach's α	Items
Principal teaching leadership	0.980	22
School organizational atmosphere	0.847	17
Turnover intention	0.725	4
Total score	0.959	43

3.6 Validity Analysis

Validity test is to test the effectiveness of the measurement scale. The test results can judge the validity of the measurement scale depend on whether conform to standard based on Bartlett's Test of Sphericity and KMO Test. Through KMO Test and Bartlett's Test of Sphericity, it is found that the KMO value is 0.947 and significance probability of Bartlett's Test of Sphericity is 0.000 which indicates that the correlation coefficient is not an identity matrix, but has good constructive validity.

Table 2: Validity Analysis Table

KMO Test and Bartlett's Test of Sphericity		
KOM value	Approx. Chi-Square df	0.947
	P value	
Bartlett's Test of Sphericity		8899.173
		903
		0.000

4. Research Results

4.1 Information of Questionnaire Sample

Table 3 shows the specific information of the samples collected in the formal questionnaire. From the perspective of gender, there are more female teachers, accounting for 75.12% of the total.

The number of teachers aged over 40 is the largest, accounting for 31.84% of the total, while the number of teachers aged 20-25 and 26-30 accounted for 22.89% and 22.39% respectively, which reflects the rationality of the collected sample data. There are a large number of people with bachelor degree or below, accounting for 91.04% of the total. The number of teachers in rural areas where the school is located accounts for 52.74% of the total. The number of payroll teachers accounts for 52.24% of the total. The number of teachers with senior professional titles is the least, accounting for 6.47% of the total. The number of teachers in grades 5-6 is the largest, accounting for 40.3% of the total. The number of people with teaching experience of more than 10 years is the largest, accounting for 35.82% of the total. There is no obvious difference between the number of teachers as class-teacher and those who do not. The number of people who do not serve as class-teacher accounts for 52.74% of the total. The number of teachers whose monthly salary income is less than 4000 yuan is the largest, accounting for 42.79%. The number of married teachers is very large, accounting for 17.66%.

Table 3: Descriptive Analysis of Demographic Variables

	Data	Frequency	Percent (%)
Gender	Male	50	24.88
	Female	151	75.12
Age	20 - 25 years old	46	22.89
	26 - 30 years old	45	22.39
	31 - 35 years old	38	18.91
	36 - 40 years old	8	3.98
	Over 40 years old	64	31.84
Education	Bachelor degree or below	183	91.04
	Master degree or above	18	8.96
School Location	Rural areas	106	52.74
	Urban areas	95	47.26
Whether Is Payroll Teacher or Not	Yes	105	52.24
	No	96	47.76
Title	Nothing	89	44.28
	Third class teachers	10	4.98
	Second class teachers	45	22.39
	First class teachers	44	21.89
	Senior qualification teachers	13	6.47
Teaching Grade	Grade 1-2	64	31.84
	Grade 3-4	56	27.86
	Grade 5-6	81	40.3
	Before Grade 1	36	17.91
Teaching Age	2-5 years	57	28.36
	6-10 years	36	17.91
	Over 10 years	72	35.82
Whether Is Class-Teacher or Not	Yes	95	47.26
	No	106	52.74
Monthly Wages	Less than 4000 yuan	86	42.79
	4000—6000 yuan	78	38.81
	6000—8000 yuan	26	12.94
	Above 8000 yuan	11	5.47
Marital Status	Married	133	66.17
	Unmarried	68	33.83
Total		201	100.00

4.2 Descriptive Analysis of Basic Indicators of Each Dimension of Variables

215 teachers were investigated by questionnaire and the scores of three variables of principal teaching leadership, school organizational atmosphere and turnover intention are counted. According to the questionnaire analysis, the principal teaching leadership score is the highest, with an average of 4.01; and then turnover intention, with an average score of 3.73, and the last school organizational atmosphere, with an average of 3.65.

Table 4: Descriptive Statistics of Scale

Scale	N	Min.	Max.	Mean	S.D.
Principal teaching leadership	215	1	5	4.01	0.87
School organizational atmosphere	215	1	5	3.65	0.61
Turnover intention	215	1	5	3.73	0.95

5. Conclusions and Discussions

5.1 Conclusions

Principals should strengthen the construction of their own teaching leadership, actively paying attention to teachers' teaching quality, timely focusing on students' learning and cooperating with teachers' teaching work in order to promote the growth and development of students. It benefits to improve teachers' teaching enthusiasm and teachers' self-confidence in teaching. Therefore, teachers' thoughts of leaving will be reduced. At the same time, the principal should also create a good school atmosphere for teachers, so that teachers can feel the humanistic care and collective belonging of the school. Finally, teachers can give more love in their own work. There are many reasons why teachers want to leave their jobs. Thus, principal should deeply know the inner thoughts of teachers and often organize activities for teachers to make them feel the happiness of working in school.

5.2 Discussions

Just as the finding of students' learning in the research of Carver Thomas & darling Hammond (2017), teachers play a very important role in students' learning. Therefore, retaining teachers and reducing teachers' turnover can effectively ensure the sufficiency of teachers in the school and teachers can get plenty of time to teach. However, teachers' turnover will be affected by many aspects, so principal need to effectively fulfill their teaching leadership to reduce teachers' turnover rate. At the same time, principal teaching leadership will also affect the teacher turnover intention. The study (Bickmore & Sulentic Dowell，2018) found that the principal will ask teachers to do things according to their own wishes. If the work done by teachers does not meet the expectations of the principal,

teachers who are willing to improve themselves will choose to continue working in school, but teachers who can't bear the pressure will choose to leave. Similarly, strengthening the principal leadership and establishing a good school atmosphere is helpful to reduce teachers' willingness to leave.

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大概念视域下大学生创新创业素养培育研究

A STUDY ON THE CULTIVATION OF COLLEGE STUDENTS INNOVATION AND ENTREPRENEURSHIP FROM THE PERSPECTIVE OF BIG CONCEPT

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摘要： 大概念作为当前教育领域的热词，业内对其还未形成统一认识，但是其中丰富的理论基础与内涵为培养学科专业素养指明了方向，成为教学设计的出发点。大概念的丰富内涵为高校课程改革提供了新的思考，促进了改革框架的形成；同时，大概念蕴涵的现实意义也为推动创新创业教育培育体系建设提供了完整的价值观和方法论，本文在细化大学生创新创业教育全过程、培养学生的创新意识和能力、合理制定课程目标、开发多元课程、整合现有课程资源、创设更专业的创业基地和平台等方面提出个人的意见，希望对高校培育出更多创新型人才提出些许建议。

关键词： 大学生，创新创业，大概念。

Abstract: The concept as a hot word in the field of education, has not been universally recognized, but its rich theoretical basis and connotation have pointed out the direction for the cultivation of discipline and professional quality, and become the starting point of teaching design. The rich connotation of the concept provides new thinking for the university curriculum reform and promotes the formation of the reform framework, the practical significance of the concept also provides a complete view of value and methodology for promoting the construction of the education and Cultivation System of innovation and entrepreneurship, in this paper, the author puts forward his personal opinions on the details of the whole process of innovation and entrepreneurship education for college students, the cultivation of students' innovation consciousness and ability, the reasonable formulation of curriculum objectives, the development of diversified curriculum, the integration of existing curriculum resources, the

establishment of a more professional entrepreneurship base and platform, etc. , i hope to make some suggestions on how to cultivate more innovative talents in universities.

Keywords: College Students, Innovation and Entrepreneurship, Big Concept.

引言

　　大概念的理念引领了教育界的热潮，"大概念"是一种非常有力的、并且具有大范围迁移性的适应性很强的概念。大概念将众多学科加以贯穿，从而延伸出抽象的深层概念，位于课程的核心位置，表现为一个主题，同时具有核心性、持久性、网络性和迁移性。大概念的价值在于教师设计隐形的教学线索，大概念要求教师不能再以单一的传播方式和知识脉络进行线性处理，必须开展跨学科的思考和研究，选取合理科学的课程设计主线进行综合布局，大概念跨越了学科的概念，支撑了跨学科的理解力提升了教师课程的整合能力。当前高校把培养高素质创新人才作为重要的发展目标，大学生创新创业实践能力已然成为一把标尺，来衡量一所高校的教学质量以及办学水平的重要标志。创新创业教育（简称双创教育）概念是一种新的理念，是新形势下大学生素质教育改革催生而来的。因此，各高等院校的实践教学工作的主要内容包括构建符合创新人才培养目标的、课内外创新创业实践教学体系，丰富校内创新创业学生社团和活动，完善创新创业教育项目及课程、搭建紧密合作的校企合作实践平台，从而更好地扩大学生的受益面。所以将"大概念"与大学生创新创业教育相结合，能够解决目前很多高校在大学生创新创业教育过于单一化的缺点，在大概念的理念下，将多学科的知识贯穿于双创教育中，使不同得学科进行连接，不断地使知识融会贯通，进而不断提升学生的创新思维能力。

内容

1. 大概念概述

1.1 大概念是孕育学科"大概念"的依托

　　大概念的概括性、抽象性与普遍性特征使其形成了迁移性特点，能将其他知识为己所用，具有很强的生长力，因此，大概念也成为培养"大概念"的主要载体。大概念作为学科培养的核心知识，在满足学科基本教育任务的同时能够培养学生的知识迁移运用能力，准确把握不同情境和主题中的思想内涵，实现知识迁移运用。而这种能力不仅能够帮助学生提高知识运用能力、提高学习效率，还能增强学生思维的灵活性，开阔学生的思维，从容应对现实生活中复杂多变的情境。学科"大概念"是通过学科知识学习，促使在学生牢固、准确掌握专业内容的基础上实现灵活运用，开阔学生的思维。而大概念的基本内涵与学科"大概念"理念不谋而

合，能够帮助学生养成良好的思维习惯，不断的进行思考、学习，深入钻研学科知识，直接体现了培育学科"大概念"的要求，因此，大概念也成为了新课标下课程内容的核心组织。

1.2 大概念的常见误区

目前，不少高校教师积极开展基于大概念的大学生双创课程设计，但大多数对大概念存在一些认知误区，比如有的老师认为：大概念教学策略有助于突破目前存在的教育学习问题，能有效抓住核心；也有的老师认为，大概念可以整合一系列知识概念。这些观点都将"大概念"等同于"大"的概念，而忽视了大概念的概括性和强包容性。大概念不是简单挪用概念而上位的课程内容设计，而是主张认真总结，揭示本质的课程设计内容。有的老师认为大概年教学和情景教学、单元教学之间可以互相代替，事实他们的教学方法存在差异，教学重点各不相同。情境教学充分调动学生的五感对真实情境的感知，认为身体的感知非常重要，但是会受到教育空间和活动的限制。单元教学是指学习的教学内容是以单元来划分的，大概念教学则主张打破这种固有的知识结构，认为教师应传授学生知识而不是教材。

2. 创新创业教育的内涵与目标

2.1 创新创业教育的内涵

"创新创业教育"是从联合国教科文组织提出的"创业教育"衍生而来的，认为 21 世纪的青年在接受传统的学术教育和职业教育外，还应进行创业教育以培养新时代青年的创新意识、提高创新能力。创业教育在我国的发展历史可以追溯到 1999 年，我国政府在《面向 21 世纪教育振兴行动计划》中首次提出"创业教育"，随着高等教育不断发展，以 2010 年的《教育部关于大力推进创新创业教育和大学生自主创业工作的意见》为主要标志，我国创新创业教育形成了"四位一体、整体推进" 的格局，此格局为：创新创业教育、创业基地建设、创业政策支持、创业服务四位为一体。2015 年国务院办公厅发布《关于深化高等学校创新创业教育改革的实施意见》进一步丰富了"创业教育"的内涵，提出了"创新创业教育"。我国创新创业教育是结合高等教育的实际发展状况提出的，旨在培养学生的创新精神和创新意识，切实提高创新能力，实现学生的多元化、创新化、可持续发展。

2.2 创新创业教育的目标

创新创业教育的核心是创新，而不是以创业为目的。我国创新创业教育并不是创新教育和创业教育的简单相加，而是作为一种教育理念，不断根据社会变化改革教育内容、教学方式，开阔学生的思维，激发学生的兴趣与潜能，提高学生的创新创造能力，培养出社会需要的创新型人才，实现学生的多元化发展，进而实现大众创业、万众创新。大学生双创教育是就是为了提升高校毕业生就业质量的重要途径，并利用竞赛、实践等活动作为提升途径，高校应建

立大学生创新创业中心，并配备专业的就业指导教师，全方位培养一专多能的高素质人才。

3. "大概念"与创新创业教育的对比

对于"大概念"和创新创业教育的对比上，可以从以下方面出发。第一，本质方面。"大概念"的培养和创新创业教育都坚持以人为本为出发点开展各项教育活动。"大概念"的教育理念是坚持以人的发展为本位，其定位更侧重于教育的顶层设计，通过专业知识教育和思想品德教育等提高学生的综合素质，在助力学生实现个人成功的基础上推动社会进步，回答的是"教育应该培养什么样的人"这一问题。而创新创业教育侧重培养学生的创新意识、创新精神，提高学生的创新能力，促使学生多元化发展，旨在培养符合高等教育改革方向和社会发展方向的创新型人才。虽然"大概念"和创新创业教育的侧重点不同，但是二者都体现出以人为本的教育理念，都注重人的发展，推动学生不断发展、完善自身。第二，背景方面。"大概念"与创新创业教育的产生都具有鲜明的时代特征。政治、经济、科技以及社会发展需要等因素深刻影响着教育重点的变化，"大概念"与创新创业教育都是在这些因素的作用下兴起的，有所区别的是，"大概念"更多的是受社会需要、文化因素的影响，而创新创业教育则是经济、科技以及社会就业等因素催生出的概念。二者都体现出了社会环境对教育改革的影响，而反过来教育重点方向的变化又能培养出符合时代需要的人才，推动社会变革。

4. 高校双创教育存在的问题

4.1 双创教育浮于表面

以某高校为例，在双创教育实施过程中各大高校均表现出积极的态势，某高校每年双创项目有二三百项，当然也有许多项目入围"国创"项目。但是在此过程中我校双创项目略显追求形式主义，以及追求数量的达标，双创教育停留在表面，学生只能通过课堂教学了解创业创新方面的基础知识，教育方法略显刻板，课堂枯燥乏味，而忽视了创新创业实践能力的培养，导致双创教育无法得到有效落实，阻碍了学生创新创业能力的提升。此外师资力量和资金等投入不足，也导致无法实现素质教育与双创教育有效融合。

4.2 松散的创新创业团队

在组建创新创业团队方面，某高校采用的形式是由一名学生负责人发起，联合三到五名团队成员，组成一个项目组，再由一到两位本校有经验的指导教师对其进行培训，大创项目经过立项、中期检查、结项答辩等环节，此后此项目组成员解散。由于结项一般为提交结项报告或发表一篇论文，后续无实践考核，所以项目成员的合作只局限于方案的设计、结项报告的书写。

4.3 课程体系不完善

许多高校虽开设了创新创业课程，但该课程基本上是独立的，课程内容上比较浅显，而且教师在创新创业课程中还是以理论教学为主，忽视了学生动手操作、主动探索的实践能力的提升，理论与实践相分离，不利于大学生的综合素质的发展。这种理论与实践相分离的双创教育模式，无疑会导致学生们创新创业意识减弱，受限于理论体系的培育，将会导致创新创业综合实践能力不足，影响大学生们的全面发展。

4.4 缺少多方合作平台

如果没有校企合作机制，只依靠学校现在的教学资源去开展双创教育，很难到培育创新创业人才的教育的本质。许多高校在开展双创教育过程中，指导老师主要以本校教师为主，事实上大多数的老师是缺乏相应的实践工作经验的，在指导方向上会存在偏差。而提高大学生创新创业能力的重要途径是校企合作、产教融合，在实际从事工作过程中，来更好地促使学生们找到更多的创新灵感和创业思路。但许多高校却将双创教学重点放在教育课堂上，脱离了社会实践需要，更没有很好地去开发和利用校企合作项目，然而这样的项目却能给学生提供广阔的实践平台。此外就全国来看，高校、企业和政府三者之间并没有建立起良好的桥梁去进行有效的沟通，导致双创教育只局限于学校内部的模式化教育，缺乏更具实力的外部支持，所以在高校中很难有效地推动双创教育深远发展。

5. "大概念"背景下培养和提升大学生创新创业能力的途径

创新创业教育的提出与发展是建立在国家"大众创业、万众创新"的政策背景下的。创新、创业这些知识性密集、专业性较强的活动更多的是由高等人才来实现的，随着我国高等教育的不断发展，大学生就业形势愈加严峻，学生自主创业逐渐成为了一种热门趋势，既能实现学生就业又能推动社会经济发展。而培养大学生创新创业的"大概念"则需要多方共同发力，从以下几个方面着手。

5.1 细化高校人才培养计划中的大学生创新创业教育全过程

虽然国家、高校大力支持大学生创业，但是目前高校教育方向、侧重点等仍集中于专业知识培养，对创新创业教育的配套方案仍有待完善。首先，高校人才培养方案可以适当进行调整。加大对创新创业教育的支持力度，不断完善其教育内容，采用多种形式开展创新创业教育。例如，促进教育知识与实践相结合，高校与社会企业、单位合作，为学生提供基层实践机会，使学生能够将知识学以致用。其次，高校开展创新创业教育课程要扩大覆盖面。创新创业教育作为新时代学生就业的一个重点方向必须要覆盖全体学生，不能将创新创业教育局限于有创新创业想法的同学，而是将其作为必修课程开展，才能全面提升学生的创新创业意识、发现

学生的创新创业潜能。最后，合理安排高校课程学习与社会实践。高校的课程设置要以学生的发展阶段为依据，与学生的发展情况相适应。创新创业教育课程要在大学生学习初期进行，循序渐进，激起大学生的创业热情，与大学生求职时间错开，给予大学生足够的时间容错率。

5.2 培养学生的创新意识和能力、提升学生的创新兴趣

为了培养出与社会发展相适应、符合国家需要的创新型人才，高校需要采取多种措施激发大学生创新创业的热情、提高创新创业能力。首先，在课程设置方面，高校要将以理论学习为主转变为实践为主。目前，大学生的学习仍侧重于理论知识学习与考察，虽然要求学生假期进行实习活动，但是大学生仍在理论知识学习上花费过多时间精力却忽视了实践能力的提高，导致实践能力不足、缺乏社会经验。因此，高校可以邀请成功的创新者、企业家和杰出校友等开展演讲，激发学生的创新创业热情；建立专业的教师团队，提高学生的实践能力，并与企业合作，为学生提供更多的实践机会。另一方面，学校应该采取激励、保障手段鼓励大学生进行创新创业。学校可以与企业联合，创办校园孵化基地，既为有创新创业想法的学生提供足够场地开展项目，又能营造出浓厚的创新创业氛围，激发学生的创业热情；同时，学校可以主动与企业结合，为发展前景良好的创新创业项目提供启动资金，助力创新创业项目的发展。

5.3 合理制定课程目标、开发多元课程

高校要根据人才培养定位、学科优势以及学生素养发展需求制定课程目标、开发多元课程。在制定课程目标方面，高校要以培养学生的创新创业意识、精神为核心，转变学生毕业即就业的惯性思维，帮助学生建立创新创业的思想价值体系；其次，通过创新创业教育课程提高学生的实践能力，根据学校定位培养具有学校特色和竞争力的创新型人才。在课程开发方面，高校可以从不同角度出发，综合开设创新创业课程。从知识结构、教育方式和课程类型等方面分别设立课程目标，基于模块主题和教育重点，开设理论课程与实践课程，并依照逻辑发展层次进行课程强化。

5.4 整合现有课程资源、并融入创新创业理念

创新创业教育的推进并没有统一规定、行之有效的方法，高校可以根据自身课程开设状况，促进创新创业教育理念与现有课程相结合。高校特色课程资源是在高校自身优势的基础上开设的，这些课程既是高校实力与特色的展示，又是培养学生的重要途径。现有课程资源的增减短时间内是难以实现的，因此，高校可以将创新创业理念融入现有课程中，促进创新创业有专业教育相结合。此举既为高校现有课程加入新元素，推动现有课程的改革与发展，又为创新创业教育找到良好载体，提高学生专业创新力，有利于培育出具有高校特色的创新型人才。

5.5 创设更专业的创业基地和平台

高校作为人才培养与创新创业教育的主要阵地，要充分利用高校的科技、师资与外部

资源，为大学生提供更为专业、更广阔的创新创业平台。首先，高校可以建立校内孵化基地，为大学生创新创业项目提供初步孵化场地，并建立健全完善的配套措施、提高孵化基地的科技水平，为创新创业项目的成功孵化与发展提供科技支持；利用孵化基地内的技术设备开展学生创新创业课程实践活动，提高学生的实践能力，使学生在实践中产生新的思考、寻找创新创业的动力，提高大学生创新创业的实践能力。其次，高校可以联合外部力量开展多种活动、助力创新创业发展。高校可以联合其他高校、知名企业，举办创新创业大赛，邀请专家、成功创业者、企业家等组成评判团，筛选、发现具有发展潜力的项目，根据比赛形式设立奖金。这些比赛既为有潜力的大学生创新创业项目提供了资金支持，也提供了珍贵的交流机会，使得大学生在比赛中不断提高创新创业能力、汲取更多新颖的想法，实现以比赛促创新、以赛促学的目的。

结论

在经济迅速发展、社会竞争愈加激烈以及大学生就业形势愈加严峻的背景下，高校要大力推进创新创业教育，切实提高创新创业教育水平。高校要根据自身教育现状，合力安排创新创业教育的开展时间、调整专业课程学习与创新创业课程的比重，使学生在学好专业知识的基础上切实提高创新创业实践能力；创新创业对于尚未真正实现经济独立的大学生而言是重要抉择，很多有创意的项目由于资金等现实因素搁浅，因此，高校可以创办高校孵化基地，为大学生创新创业提供场地；联合外部力量，开展创新创业比赛，提供更大、更广阔的交流、发展平台，使有发展潜力的项目得到更多的经验指导和资金支持，提供大学生创新创业项目的转化率。切实推动创新创业教育，培养学生创新创业意识、激发创新创业热情、提高其实践能力，提供更广阔的交流平台，才能培养出更多创新型人才，真正实现"大众创业、万众创新"。

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铸牢中华民族共同体意识的心理机制及路径探析

THE PATHS AND PSYCHOLOGICAL MECHANISM OF FORGING THE CONSCIOUSNESS OF CHINESE NATIONAL COMMUNITY

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摘要：本文从群体认同和集体记忆的角度出发对中华民族共同体意识的心理机制进行了分析，并提出应从尊重民族独特性、加强各族人民积极接触及讲好中华民族故事三个维度探索铸牢中华民族共同体意识之路径。

关键词：中华民族共同体意识，群体认同，集体记忆。

Abstract: From the perspective of group identity and collective memory, this paper analyzes the psychological mechanism of forging the sense of community of The Chinese nation, and proposes to explore the path of forging the sense of community of the Chinese nation from three dimensions: respecting the uniqueness of ethnic, strengthening the positive contact of people of all ethnic groups and telling the stories of the Chinese nation.

Keywords: Chinese National Community Consciousness, Identity, Collective Memory.

1. 铸牢中华民族共同体意识概念内涵

1.1 "中华民族" 概念内涵

"进入上古时期之后，中华民族涌现出了诸多的思想，总体来说形成了两类不同的观点：一种是国家观，还有一种是世界观。前者是法家学派所提出的，后者是阴阳家学派所提出的"（梁启超， 2011， p215）。这是梁启超先生 1902 年在《中国学术思想之变迁之大势》中首次提出 "中华民族" 概念时的表述，此时的 "中华民族" 主要指由多个诸侯国民众混合而成的汉族的前身；后来，孙中山又用 "五族共和" 的含义来解读这项概念。1923 年，梁启超再一

次对"中华民族"的概念进行了定义，指出"在面对别的民族时，能够在头脑中浮现出'我是中国人'的思想观念，那么便可认为其是中华民族的成员之一"(梁启超， 2011， p3211)。即判断是否属于"中华民族"的标准，是在与外族接触时是否有"我是中国人"的意识。著名学者杨松于 1938 年在编写的《论民族》这部作品里强调，"我国是多元化的民族构成的一个完整的国家，中华民族是我国域内所有民族的统称"(中共中央统战部，1991)。随着抗日战争的全面爆发，在亡国灭种的危机下，在建立抗日民族统一战线的实践中，全体中国人民团结一心、共同御敌，推动了"中华民族"的全体自觉(张淑娟，2018)。费孝通(1989)参与香港中文大学举行的讲座时明确表示，"中华民族主要指的是当前在我国境内存在民族认同意识的数以亿计的国民，其涉及到了 56 个民族，中华民族是多民族构成的一个整体，尽管这些民族均被叫做"民族"，然而涉及到的层次有所差别"。这意味着中华民族是我国多民族构成的一个完整共同体的统称，它和多元化的民族所处层次有所差异，二者之间的关联体现为整体和部分。

1.2 铸牢中华民族共同体意识概念内涵

2014 年习近平同志在参与第二季新疆工作座谈会议的时候，立足于费孝通所提出的中华民族多元一体化格局理论，同时考量到中国的发展国情、不同民族所存在的关系，第一次创造性的提及"铸牢中华民族共同体意识"(新华网， 2014)，2017 年中国共产党发布的十九大报告里，再次对此予以重申，同时把它纳入到了《党章》之内(人民网，2019)。虽然目前关于中华民族共同体意识的概念内涵尚无定论，但有较多学者倾向于认为其与"认同"相关，甚至有学者认为中华民族共同体意识的本质就是群体认同(哈正利， 杨胜才， 2017； 严庆， 2017；王新红， 2019； 高承海， 2019； 郝亚明， 2020)。在心理学领域，著名的研究者 Frued 最先创造性的提及"认同"(Identity)这一概念，其指出："认同是个体和他人或者和群体在心理层面、情感维度上趋向于统一的过程"(车文博,1989)。后来，Erikson 在此基础上提出"同一性"(即"认同")概念，认为认同是个人对自己身份的认知，在内心要与理想群体趋同，可以分为"自我同一性"和"社会同一性"两种(埃里克森， 2015)。当前学术界基本沿用 Erikson 的理解，区分了个体认同和群体认同（也称社会认同）两个水平，认为"认同"问题主要关注或解答的是"我是谁"或"我们是谁"的问题。同时，2015 年习近平同志在参与中共中央第六届西藏工作座谈会议的时候，明确表示：应当积极的增强各民族的团结统一，强化不同民族的人民群众对中华民族的认同感，对我党的认同感，对中国优秀传统文化的认同感，对中国特色社会主义的认同感，对国家的认同感。(中国网，2016)。"

通过以上的论述，在笔者看来，铸牢中华民族的共同体意识本质上来说，是要高度的认同中华民族共同体。主要包含国家、民族、文化、执政党和制度五方面内容。

自"铸牢中华民族共同体意识"提出以来，引发了较多学者的探讨和关注，有大量的课题和研究围绕"中华民族共同体意识"展开，也输出了大量研究成果。笔者在中国学术资源总库(CNKI)中搜索篇名中包含"中华民族共同体意识"的文章，发现：自 2014 年以来，总计发表学术期刊论文 1565 篇（截止 2022 年 3 月 29 日），发布的学术论文名次位居前 5 位的科目分别体现为行政学（1169 篇）、高等教育（196 篇），文化（80 篇），中国政治与国际政治（67 篇）以及思想政治教育教育（50 篇）。其中，无属于心理学学科的论文。

无论是从学理上出发还是在实践中体悟，"意识"问题或"认同"问题，本质上都属于心理现象。也就是说，虽然近年来发表了大量与"中华民族共同体意识"相关的论文，但对其心理机制的探讨是严重缺失的，这显然不利于"铸牢中华民族共同体意识"相关理论完善及实践成效凸显。因此，本文拟回归"铸牢中华民族共同体意识"的问题本源，从心理学视角出发，分析其背后的心理机制，并据此提出铸牢路径建议。

2. 铸牢中华民族共同体意识心理机制

铸牢中华民族共同体意识，本质上来说则要高度认同中华民族的共同体，也就是说，个人应当高度认同个人所属的群体。以往研究表明，在群体认同的过程中，集体记忆发挥着重要的作用，因此本文拟从群体认同和集体记忆两个维度分析铸牢中华民族共同体意识的相关心理机制。

2.1 群体认同

2.1.1 社会认同理论

社会心理学家 Tajfel, Turner 等 20 世纪七八十年代提出的社会认同理论（Social Identity Theory 也叫社会同一性理论）认为社会认同是一个人自我概念的一部分，它主要是立足于个人对自我社会群体成员角色与这项角色创造的情感、价值认知基础上所形成的(金盛华, 2005, p26-27)。个人以社会分类为基础来对内群体与外群体予以划分。立足于减少主观不明确性与加强自尊这两种心理动机的驱使。进而从行为以及态度等方面出现了对内群体的一种偏好，同时也形成了对外群体的一种歧视，这其实是导致群际冲突诞生的实质成因(Everett et al., 2015; Hewstone et al., 2002; Negy, Shreve, Jensen, & Uddin, 2003; Sidanius, Van Laar, Levin, & Sinclair, 2004)。社会认同理论是群体认同领域影响最深远的理论。

2.1.2 自我类化理论

Tajfel, Turner 等学者通过参照前人们的学术成果，创造性的构建了自我类化理论 (Self-Categorization Theory)，希望对社会认同理论作出有益的弥补与完善。该理论强调人们会根据

一些线索或原则，自动地将自己和他人划分为内群体或外群体，在群体中个人同一性会让位于社会同一性，个体倾向按照群体成员身份指称自己(金盛华, 2005, p28-29)。自我类化理论还强调个体对自我的分类具有不同水平，且不同水平分类的包容性有差异。如个体既可以将自我归类为"汉族"，也可以将自我归类为"中华民族"。

2.1.3 共同内群体身份模型

Gaertner, Dovidio 和 Bachman (1996)在社会认同理论、自我类化理论的基础上提出了共同内群体身份模型(Common Ingroup Identity Model)。该模型认为，建构一个包容性更高的共同内群体（如中华民族），鼓励亚群体成员（如傣族）将自己归到共同内群体中，此时对原内群体（傣族）成员的偏好能够延伸至先前的外群体（如汉族）成员，从而减少群体之间的偏见和歧视，这一模型得到了很多研究结果的支持(Dovidio et al., 1997; Gaertner & Dovidio, 2000)。所以构建共同内群体，既是回避群际冲突的重要形式，又是推动群际和谐的最优举措。

"中华民族"是五十六个民族共同构建的一个完整的共同体统称，它和各个民族所处的层次有所差别。相比之下，它是包容性较高的上位群体。立足于对中华民族的认同基础上，中国人民形成了"中华民族共同体意识"。因此，铸牢"中华民族共同体意识"有助于避免和减少 56 个民族间可能的冲突或歧视，是促进各族人民像石榴籽一样紧紧拥抱在一起的根基，是做好民族工作的出发点和落脚点。

2.2 集体记忆

2.2.1 集体记忆的概念

知名的社会学家 Halbwachs 最先创造性的提及集体记忆 (Collective Memory) 这一概念，其指出，集体记忆并非约定俗成的固定概念，本质上它是社会建构的一类概念。它不是某种神秘的思想"(莫里斯·哈布瓦赫, 2002)，Halbwachs 对集体记忆所具有的社会建构性给予了广泛关注，认为它不单单属于社会学的范畴，也是心理学的(Hirst & Echterhoff, 2012)，在心理学领域，Zerubavel 将集体记忆定义为"被所有群体成员所共享的记忆"(Schwartz, 2002)，可理解为一个群体对过去经验的心理反映形式。

2.2.2 集体记忆与铸牢中华民族共同体意识

集体记忆塑造群体认同，尤其是攻坚克难的集体记忆让群体成员印象深刻，对群体认同影响深远。一些学者在对中华民族共同体意识展开分析与探讨的时候，明确指出，由于爆发了辛亥革命这一事件，再加上中日两国之间的抗日战争影响，这让中华民族共同体由理想演变发展成现实，同时也使得华夏人民对于王朝与种族的认同慢慢的变成对现代民族国家给予高度的认同（罗福惠, 2011; 青觉, 徐欣顺, 2018）。我国历来有"多难兴邦"的思想传统，面对灾难，

各族人民往往表现出空前的凝聚力和向心力。以往研究也表明，"共患难"的经历是重要的人际关系粘合剂，如个体倾向于对与自己具有同样经历的他人抱有更高的信任 (Nakayachi & Ozaki, 2014; Turner & Wainwright, 2003)，共同经历自然灾害、恐怖袭击和战争等会增加幸存者之间信任和联结(Bauwens & Tosone, 2010; Boulanger, 2013; Cohen et al., 2015; Whitehouse & Lanman, 2014)，更有研究表明，共同经历相同负性情绪事件（而非'共同经历负性情绪'）"相比单独经历负性情绪事件，促进了个体间的合作行为（苗晓燕, 孙欣, 匡仪和汪祚军, 2021）。

　　2019 年 12 月爆发了新冠疫情之后，各国人民深受其害，一方面面临严重的经济损失，另一方面人们的生命安全也遭受了巨大的威胁。中国在抗击新冠疫情过程中，在中共中央的统一领导之下，所有的国民积极参与抗疫工作，获得了十分显著的抗疫成果(人民网，2020)，形成了与之相关的珍贵抗疫记忆，这对于中华民族来说，是一笔非常宝贵的精神财富。杨硕、郑宇莲(2021)的问卷调查结果也显示，疫情后我国大学生国家认同感与角色责任心具有显著提升。这一定程度也说明了集体行动的过往会转化为集体记忆，进而促进集体认同（严庆，2020）。这意味着在铸牢中华民族共同体意识时，集体记忆发挥出了不容小觑的影响。

3. 铸牢中华民族共同体意识路径建议

　　前文已做过全面的论述。铸牢中华民族共同体意识本质上来说，是在加强个人对社会成员群体角色的认同。而对群体认同来说，集体记忆发挥着重要的作用。结合我国作为一个统一的多民族国家的基本国情，本研究拟从尊重少数民族独特性、加强各族人民积极接触及讲好中华民族故事三个维度分析铸牢中华民族共同体意识的路径建议。

3.1 尊重民族独特性

　　中国是诸多民族共同构成的一个国家，为进一步强化人民对中华民族的高度认同感，不能简单的只强调"一体"而忽视"多元"，保持"中华民族"下位概念"56 个民族"，尤其是 55 个"少数民族"亚群体的独特性，也同样重要。

　　大量的实践经验证实，在开展群际互动时，想要保障拥有良好的群际关系，那么一定要维护好群体所具有的独特性。双重认同策略指出，在形成上位群体认同的同时，若能维持亚群体的独特性，就会使成员形成双重认同 (Dovidio, Gaertner, & Validzic, 1998)，这时，内群偏好和外群歧视也会减少 (González & Brown, 2006)。自 20 世纪 50 年代开展民族识别工作开展以来，我国先后确定了 55 个少数民族，受历史文化、风俗习惯等影响，每个少数民族都有其独特性。以往的研究表明，当某一个群体特有的传统、文化或特质正在逐渐消失时，便会产生群体之间的独特性威胁 (Wohl, Giguère, Branscombe, & McVicar, 2011)。在这一情形下，感知面临

威胁的群体为了维持群体的独特性，通常会采取歧视、攻击、偏见等一系列行为，所以应当对不同民族的独特性给予充分的尊重，这样才可以真正的铸牢中华民族的共同体意识。

在具体实施的过程中，不能简单粗暴的实施认同整合，而是要在相互尊重历史、文化、风俗、习惯等基础上，在各民族和中华民族共同体间构建彼此包容、彼此依附、相辅相成的关系，这样才可以使得铸牢中华民族共同体意识拥有源源不断的力量支持。

3.2 加强各族人民积极接触

2019 年 9 月习近平同志在参与中华民族团结表彰会议的时候明确表示，"中国的五十六个民族应当团结起来，共同构建具备强大的包容性、组织力与向心力的中华民族命运共同体，共建美好家园，共创美好未来(西藏网, 2019)"。中国是多元化的民族共同构成的国家，为了强化国民的中华民族共同体意识，一定要想方设法实现民族团结。

大量的研究证实，群际接触有利于减少外群体偏见，提升群际成员的信赖度，优化群际成员彼此的关系，实现群际和谐。(Pettigrew & Tropp, 2006; Wright, Aron, McLaughlin-Volpe, & Ropp, 1997; Wright, Mazziotta, & Tropp, 2017)。比方说一些学者通过探究指出，群际接触能够让个人感受和体验到内外群体二者之间所具有的共性之处（Ng, Kulik, & Bordia, 2016; Stathi, Cameron, Hartley, & Bradford, 2014），减弱了对内群体的强烈认同（Pereira, Green, & Visintin, 2017），增加与其他群体的共情能力（Aberson, Shoemaker, & Tomolillo, 2004），能够减少群际威胁（Pettigrew et al., 2011）等。群际接触可以分直接接触(direct intergroup contact)、拓展接触(extended intergroup contact)和想象接触(imagined intergroup contact)三类(辛素飞, 明 朗, 辛自强, 2013)。直接接触主要指的是内群体与外群体中的人员当面进行互动、沟通与交流，这种接触模式之下，可以使个人对外群体成员的信赖感得到显著的提高 (Hewstone et al., 2008; Tam et al., 2009; Vezzali et al., 2012)，进而促进群际和谐。拓展接触具体来说指的是倘若个人周围的内群体成员里存在外群体的成员，那么此时个人便会对外群体产生正面的态度（Wright, Aron, McLaughlin-Volpe，Ropp，1997），比如一位傣族青年有很多傈僳族朋友，那么这位傣族青年周围的傣族同胞就会对傈僳族同胞有更积极的态度。拓展接触也能促进群际和谐(Tam et al., 2009)。想象接触主要指的是公众在心理层面上，通过虚拟想象的形式来和外群体中的成员予以互动、沟通、接触，幻想双方能够积极正面的予以互动。相关研究表明，即使是让人们想象与外群体成员的接触，也可以改善群际态度和行为，从而促进群际和谐(Crisp, Stathi, Turner, & Husnu, 2009; Crisp & Turner, 2009; Turner & West, 2012; Vezzali et al., 2012)。所以应当积极的增强不同民族民众之间的积极接触，这样才可以强化各民族群众的中华民族共同体意识。

在具体实施过程中，接触的形式不局限于面对面的直接接触，可以是丰富多样的。比

方说，可通过网络平台这一载体开展线上云交友、比赛等一系列活动；同时相关机构（如学校、社区等）进行民族团结宣传教育时，如果没有条件邀请各民族同胞参与，可以利用情境创设、角色扮演等方式，引导宣传教育对象想象与各族同胞的积极互动，也能起到不错的效果。

3.3 讲好中国故事

前文已做过阐述，集体记忆在强化各族人民对中华民族共同体的认同上发挥出了不容小觑的积极影响。那么相关的集体记忆如何形成呢？叙事传输无疑是一种有效的方式。

"叙事传输"主要指的是沉迷于某个故事里来，该过程是汇集了情感、意象以及注意等一系列心理要素的一个过程 (Green & Brock, 2000)。倘若个人沉迷于故事，集中精力来关注故事，对故事呈现出的情境形成了和真实非常贴近的心理表象，那么伴随着故事情节的进一步演化与变动，人们会形成十分剧烈的情绪反应(李启毅, 王鑫强, 刘晓雪, 2015)，如果个人由虚拟的故事情节里返回至实际生活，那么其态度、情感、信念等很容易出现变化，可能会和故事维持统一 (Dunlop, Wakefield, & Kashima, 2010; Richter, Appel, & Calio, 2014)，这种改变具有稳定性 (Green & Donahue, 2011)。传输效应产生的条件相对简单，不局限阅读书籍、观看电影、电视、聆听故事等，即使是一张图片加小段文字也能引发传输效应（Escalas, 2004）。相较于其他传输形式，人们很少能感知到故事中的说教目的 (Moyer- Gusé& Nabi, 2010；Dal Cin, Zanna, & Fong, 2004)，因此个体对故事所传输的观点、态度接受度较高。此外，故事还可以引起个体生动的心理表象，使故事传输的记忆效果和真实经历的记忆效果相类似(Gordon, Gerring, & Franklin, 2009)。以上这些特征都使得叙事成为一种非常有效的传输方式。英国人类学家罗宾·邓巴甚至提出"所有故事，都会创造出一种群体感，把存有共同世界观的人编织到统一社会网络内（罗宾·邓巴, 2016）。"即人类讲故事能"创造群体感"，凝聚共同体。

总体来说，讲好中国故事有利于加强国民的中华民族共同体意识。当前的民族工作虽然也涉及相关内容，但存在片面、零散、见子打子的问题，没有形成体系化、常态化、制度化的机制，相关叙事素材也不够丰富。因此，充分挖掘与国家、民族、文化、执政党和制度相关的优秀故事，尤其是在各个领域攻坚克难、共度难关的优秀故事，并以适当的途径（如学校教育、社区宣讲、影视作品、宣传广告等）体系化、分层次、有针对性地加以传播，应是相关部门重点关注的内容。

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职业院校内涵发展浅析

VOCATIONAL COLLEGE CONNOTATIVE DEVELOPMENT ANALYSIS

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摘要：职业教育的实施，就是要让学生能在短暂的时间之内具备日后在某个领域游刃有余工作的能力，在知识、技能、道德水准方面达标。本文简单介绍了职业教育的内涵及建设，阐述了职业教育在新时代中国制造业发展中的积极作用。总结了目前中国职业院校发展的机遇和挑战，并结合山东公路技师学院的实际，对职业院校内涵建设的以下几个方面进行探讨：学校定位和科学规划管理；双师型教师队伍建设；深化教学改革；发挥思政教育在职业教育中的积极作用；考核激励体制改革。

关键词：职业教育，内涵建设，思政教育，产教融合。

Abstract: The implementation of vocational education is to enable students to have the ability to work in a certain field in a short time and reach the standard in terms of knowledge, skills and moral standards. This paper briefly introduces the connotation and construction of vocational education and expounds the positive role of vocational education in the development of China's manufacturing industry in the new era. It summarizes the opportunities and challenges in the development of Vocational colleges in China. Combined with the actual situation of Shandong Institute of Highway Technician, the following aspects of connotation construction of vocational colleges are discussed: School orientation and scientific planning management; strengthen the construction of double-qualified faculty team; deepen educational reform; give full play to the positive role of ideological and political education in vocational education; and improvement of the school evaluation system.

Keywords: Vocational Education, Connotation Construction, Ideological and Political Education,

Integration of Vocational Education with Industry

引言

职业教育的实施，就是要让学生能在短暂的时间之内具备日后在某个领域游刃有余工作的能力，在知识、技能、道德水准方面达标。职业教育在当代发展中面临着重重困难，特别是我国阔步向着制造业强国发展的当下，更要构建完善的职业教育体系，这就需要深入而全面地把握住职业教育的本质、内涵、地位，分析怎样才能促进其实现突破式发展。我国把人才培养确定为长期战略，职业院校要承担着向社会输送技能型人才的责任，内涵建设显得尤为重要。

1.职业教育的含义

门振华（1988）认为，应该从两方面对职业教育进行理解。从广义上看，职业教育是培养人才的一种方式，要满足社会需求，促进学生智力与个性的全面发展，让其对某一职业产生浓厚的兴趣、拥有较强的能力。从狭义上看，职业教育就是要让学生利用在校期间具备日后能胜任某一工作、在某一行业中实现发展的知识与技能，也要具备良好的道德品质。职业教育就是要培养应用型人才，要让劳动者的文化素养、专业技能达到一定的层次。与普通教育相比，职业教育致力于实践技能的培养。

约翰·杜威（John Dewey）指出，在工业革命的影响下，社会的方方面面有了明显改变，反映在学校教育上那就是教育内容必须和工业生活联系起来，杜威于 1990 年表示，在工业发展过程中出现了一系列产生了良好效果的制作方法且引起了全社会的关注，学校教育与工业生活之间的关系成为一个新的研究问题，引起了人们的重视。这种社会调整规模比较大，必定向教育发起挑战，让教育面临着许多新问题。可见，在学校教育体系中，职业教育有着重要地位，其发展要回应现代社会的呼唤。他还认为，传统的学校教育忽视了工业革命带来的一系列变化，这种传统的学校教条教育是行不通的。在他看来，经济在当代经济生活中发挥出极其重要的作用，教育不仅要对每一种职业的内容及社会意义进行揭示，同时也要意识到，教育与工业生活是不可分割的整体，二者不能互相错位，如果只是靠书本和推理的方式进行学习，难以产生良好效果。因此，杜威主张必须对现有的学校教育进行改革："职业教育的作用不仅在学生谋生、就业的前景与适应性的增强上，能让传统的'读书学校'发生质的改变，在多个工业因素的促使下让学校生活更有朝气，让学校教育产生更高的现实价值（赵卫，1998）。"

2.职业教育在新时代中国制造业发展中的积极作用

2.1 我国制造业发展现状及发展趋势

我国制造业由于改革开放政策的全面推行实现了快速发展，当前我国的制造业取得的成就是世界公认的。据统计，当前世界范围内的工业产品达到了 500 余种，我国有四成以上占据着领先位置。

第一、劳动力成本上升，既是压力也是动力

制造业最近几年间在我国的发展中，最大的问题就是劳动力成本急剧增长，制造业企业为了应对这一问题，不得不把工厂转移到东南亚国家，因为这些国家的劳动力成本低于我国。要意识到，我国制造业之所以能阔步向前，与劳动力成本低廉有必然联系，但当前中国工业化发展速度放慢，人口老龄化严重的情况越来越明显，劳动力成本方面的优势难以保持。可见，经济发展水平越高，我国的劳动力成本将随之提高，这是现代化经济建设中必定会出现的情况。中国已经有很多企业开始将企业化成本压力转化为创新动力，通过创新实现智能化、信息化发展，产品与管理模式、生产链与加工工艺等都实现了突破，经济增长获得了新动能。第二、新工业革命，既是机遇又是挑战。由于多次遭遇了金融危机，越来越多的发达国家充分意识到实体经济发展的重要性，把制造业的发展当成重要的竞争战略。在这方面，德国提出了工业 4.0 计划，美国为高端制造业回归提供有利条件，对这些国家的举措进行分析，不只是要让制造业有更高的产值比重，而要把现代信息技术全方位地渗透到制造业之中，要制造出更多的复杂产品，使消费者的多种诉求得到满足，这样才能让制造业保持良好的竞争位置，标志着工业革命的再次发生。

新工业革命之下，为我国带来了机遇与挑战，当前我国已经迈进工业化后期，在经济结构转型中处于最特殊、最艰难的一段日子。新工业革命的快速发展，实现了技术与产业的升级， 这是产业发展的重要根基，下一阶段的发展有了方向，为我国产业发展战略的制定带来了有利条件，也能让经济建设拥有主动权。不管哪一个国家与地区，都要以制造业为发展根本，当前我国在特色化社会主义发展中已经进入了全新的征程，工业转型发展、打造制造强国，这些都是伟大中国梦复兴中最关键的内容。为了实现发展目标，不仅要有意志、有韧性，也要有责任、有担当，还要有远见、有实力， 更重要的是有愚公移山、滴水穿石的勇气，让制造业能实现更好的发展。有些地方政府出台《关于支持发展"十强"现代优势产业集群财政政策的实施意见》，把更多的期望寄托在新兴产业之中，由此设定了"十强"产业，包括绿色化工、新能源、高效农业、医养健康等产业，力争通过 3 年左右的扶持，基本形成布局结构优、规模体量大、延伸配套性好、支撑带动力强的现代优势产业集群体系，夯实高质

量发展的基础。

2.2 加快创新职业教育体系建设，培养符合新时代社会发展的应用型人才

我国把新旧动能转换提升到战略层面，伴随着这一战略的深入推进，向应用型人才提出了更高的要求，职业教育体系在这样的背景之下显得尤为重要，我国在经济社会建设中最重要的一项内容就是要拥有大量高素质的应用型人才。只有人才队伍建设跟得上，才能给企业新旧动能转换带来保障。但目前我们与国际上先进的职业教育水平还存在很大差距，"基础职工的素质很大程度上代表了执行力，所以对于基础职工的职业教育培训至关重要。"职业教育作为一种教育类型，其特殊性在于直接面向企业和市场办学，具有明显的职业性、教育性、社会性特征。所以，职业教育发展不仅需要遵循教育规律，更需要遵循社会经济发展规律。产教融合、校企合作是我国职业教育人才培养的主导思想，旨在通过产业系统与教育系统内部要素之间的融合，打破企业与学校、生产与教学之间的壁垒，形成"校企双元育人"格局（朱德全，石献记，2021）。

在企业新旧动能转换之中，每个岗位的员工都是不可缺少的力量，但目前，就业形势依然十分复杂，转型升级中就业结构性矛盾突出，部分职工因自身素质跟不上改造旧能发展新能的趋势以及在去产能中面临被分流的可能导致失业风险加大，这就迫切需要对职工素质进行提升。加快创新职业教育体系需要政府、高校、行业协会及企业等多方的合作。职业教育逐渐形成"专业依托企业、实习深入工厂"的人才培养模式。这种模式背后所折射出的思维"关注的是人才工作模式与人才培养模式之间的匹配程度"（石伟平，郝天聪，2019），人才培养模式的改革与发展更多被看成是教育问题。曹晔（2019）认为，企业与学校都要摆脱计划经济思维的影响，不能只是依赖于行政手段实现发展，要建立良好的合作关系。在人才培养方面，企业是重要基地，职业教育更要得到企业的支持。企业既是人才的需求方，也是站在技术、模式等最前沿的机构，　企业在职业人才培养中也能提供一些硬性和软性条件。只有企业真正参与其中，加强与职业院校和培训机构合作，各自发挥自身特长，实现优势互补、资源共享，才能真正形成适应新旧动能转换需求的职业教育能力。

3. 目前中国职业院校发展的机遇和挑战

当前，职业教育已经进入以知识社会为标志的职业教育 4.0 时代（高书国，张智，2020）。职业教育在经济社会发展中的巨大作用日益凸显，将担负起为国家培养新时代高技能人才的重要责 任。为了更好地促进职业教育改革的深化，我国于 2019 年制定了《方案》，明确表示在经济社会建设、教育改革创新之中，职业教育都处于突出位置。在当年召开"两会"时，

李克强总理明确指出，高职院校将快速实现对招生考试的改革，要让更多人群能获得参加职业教育的机会， 包括农民工、退役军人、高中毕业生等，设定了扩招 100 万人的目标。总理也指出，为了实现职工技能的提升，为了让转岗转业培训能发挥出更大的作用，将从失业保险基金结合中提取1000 亿元，为 1500 万人次培训提供服务。在 2020 年的政府工作报告中指出，我国将用两年时间组织 3500 万人次职业技能培训，高职院校学生数量将增加 200 万人，要从整体上促进劳动者技能水平的提升，以便于他们更好地就业。从我国教育部提供的数据看，在 2020 年 6 月底，我国共有 1468 所高职高专院校，其中公办学校数量较多，而民办、中外合作的学校数量较少，分别为 1128 所、337 所、3 所（汤太祥，2021）。

可见，职业教育的发展引起了党中央的重视，将为其发展带来更多的机遇，但也使其遭受到考验。党中央明确指出，现代职业教育的发展不仅能让全社会的就业压力得到缓解，也能及时向社会输送大量高技能人才，是重要的战略部署，这意味着职业教育的发展提升到了新层次。

4. 职业院校内涵建设方面的探讨

与时代同行，这是职业教育在发展中必须要体现出的一点，特别是制造业当前在我国的发展倍受重视，必须要在准确地把握职业教育的内涵基础之上才能构建完善的职业教育体系，要在育人实践中实现突破。我国在当前与未来较长一段时间之内都会对人才培养予以重视，把这当成长期战略规划，职业院校要承担社会责任，致力于学生素质与能力的综合提升，要让他们成为高层次的技能型人才，要实现内涵式发展，重点关注如下几点：

4.1 准确定位，科学规划，坚持依法治校、依法管理

一是定位精准。高职院校育人工作的开展，就是要让人才具备良好的就业能力，与学术教育有本质不同；高职院校培养的是应用型人才，他们在日后的工作中基本不参与学术研究；高职院校在教学中要符合岗位需求，要有实用性，要体现出与本科教育的不同之处；高职教育在开展中要极力提升学生能力，知识与能力都不可偏废。可见，高职教育的育人工作要把就业当成导向，要培养学生的应用能力，产学研合作显得十分重要，要为各个行业生产一线输送大量素质过硬的技能型人才。高职教育的可持续发展，要建立在精准定位的基础之上（杨英芸、等， 2009）。

二是制定与国家总体发展目标相一致的学院发展规划。高等职业院校必须认真结合自己在发展过程中存在的问题，明确学院的发展目标。在制定发展规划之前，要把握国家经济社会发展趋势，制定服务社会区域经济发展，服务企业用人的需求的发展规划。设置合理

的专业，制定科学的培养目标。

三是职业学校要恪守法律条款，增强管理有效性。一些高职院校的办学时间短，管理不太规范，存在着人治大于法治的现象，往往是领导的一言堂。内涵式发展目标的设定，要求职业院校要致力于管理质量的提升，要从整体上对规章制度的完善、管理制度的形成、育人工作的开展进行监管，管理者的行为不得僭越法律条款，被管理者的权益也要得到维护。我国的《职业教育法》、《教育法》等都是职业院校要遵守的，各所学校要立足于具体情况在内部形成健全的管理体系，增强质量管理的全面性，而且要保证所有管理制度都能得到有效执行（杨英芸等， 2009）。

4.2 双师型教师队伍建设

"双师型"教师并非新概念，国家教委于 1998 年就对这一概念做出了解释，要求职教教师向着"双师型"教师的方向努力，要在理论与实践性教学两个方面实现突破，既是学生的理论指导者，也是有着良好实战能力的工程师。

从高职院校发展上看，"双师型"教师包含两种类型的人员，一是专门从事理论教学的人员，二是对学生进行实践指导的人员，他们广泛分布于各个行业之中，除了高职教师以外，还包括长期奋战于生产一线的水平较高、经验丰富的从业人员。为此，我国鼓励教师同时获取教师资格证与行业技能证书，以此对教师资质进行衡量。"教师+工程师"，这是对"双师型"教师的直观解读与高度概括（王晓刚等，2013）。

对"双师型"教师的外在表现形式看，同时要拥有两种证书；对他们的个人能力与素质进行分析，要在如下几方面达到要求：

一是专业基础要稳固。教师能力之中最重要的一点就是要掌握专业知识，如果知识储备量不足，教学任务难以保质保量地完成。

二是教学能力要突出。作为教师而言，教书育人任务的完成，教学水平一定要达到要求， 理论知识学习要及时，实践操作能力要快速提升，应该是教学中的行家里手，从业经验必须要丰富，要带领学生领略前沿技术的风采，致力于学生实践能力的培养。

三是管理与创新意识要强，这是一名"双师型"教师必须要具备的。建设良好的"双师型"队伍应该从如下几个方面入手：

第一、聘请企业一线技术人员担任学校兼职教师

高职院校的发展倍受重视，因为其承担着向社会输送技能型、应用型人才的使命，这也是此类学校最突出的特色。为此，在教学中要培养学生的实践能力，理论教学并非不重要，但不能将其当成全部。为此，要把在生产线中有着丰富经验、有着创新能力的人员吸纳

进教师队伍之中，他们能把前沿技术带给学生，能手把手地对学生进行指导。学校要分析怎样才能拥有高素质的兼职教师。

第二、转变教育观念，培养学校自己的"双师型"教师

高职业院校要转变办学理念，创新教育教学思想，重视兼职教师的引进和培养。因此，学校要舍得为教师培训投资，要拥有更多数量的"双师型"教师，这是职业院校人才培养成功的前提。

第三、加强校企合作，培养实用型人才

在人才培养方面，职业院校不能盲目地设定目标，要以服务于企业发展为目的，要让走出校门的学生都能得到企业的重用。为此，在高职院校人才培养中要引入大量一线技术人才，要让"双师型"队伍得到扩充，把先进的技术呈现在学生面前，为学生提供锻炼的机会，使他们在没有进入企业之前就能了解并掌握新技术（王晓刚等，2013）。

第四、完善我国双师型教师的保障制度

一方面，财政投入要充足，这是职业院校发展的保障。另一方面，兼职教师聘用制度要持续完善，让兼职教师能鼓足干劲参与人才培养，能安心投入教学活动中，体现出自身价值。通过"请进来和走出去"安排老师到企业带领进行生产实习，并请企业专家到学校进行专业课教学，同时该系以项目团队建设为驱动，创建了完善的任务驱动教学模式，以具体的项目为引领培养人才，让"双师型"教学队伍的实力得以增强，同时发挥出专任教师、企业技师在人才培养方面的作用。

4.3 深化教学改革

高职院校在发展中，教学改革已经十分紧迫，要以这种方式实现内涵提升，为企业新旧动能转换提供人才保证，把更多工匠型人才输送到不同的岗位之中。学校近年来创建了汽修实训中心，一辆新能源汽车格外引人注目，这是学校为更好地服务于企业新旧动能转换而引进的，学生在这里紧锣密鼓地进行练习，为参加第 45 届技能大赛做准备，希望能在技能大赛的舞台中展现自己的风采，以便于升入心仪的大学。学生纷纷表示，要积极参加技能培训，增强自身的技能水平，成为新旧动能转换中的重要力量。

以学院智能控制系为例，该系紧贴市场需求，现在开设了机电一体化、消防工程技术、智能制造和工程机械实训项目，在学习、实践、创新等方面提升学生能力，学校为此实现了教育教学方式的调整，引入先进的信息化教学手段，用智能化的方式吸引学生，帮助他们点燃成功的信心。

学院在各个专业建设中充分发挥出产业的支撑作用，结合产业结构调整的要求，以更

好地服务于新旧动能转换为目的，增强专业设置的合理性。目前，在学院的 21 个专业中有 3 个山东省品牌专业，1 个专业为交通部重点专业。今年，学院一方面保持原有专业的优势，另一方面根据区域之内产业发展动向，积极建设新专业，包括医养健康、航空服务等，致力于把这些新专业打造成优秀品牌。与此同时，与高水平的高职院校进行沟通、合作，共同致力于专业升级， 促进专业做大做强，让人才培养能更好地满足用人单位的需求。

4.4 发挥思政教育在职业教育中的积极作用

思政教育的开展，以立德树人为根本，在教育中处于核心地位的永远是学生，遵循教育教学规律，转变教育观念，深化职业教育改革，以培养学生成人成才为目标，除了对思政教育予以重视以外，还要培养学生的良好习惯，实施安全教育，发挥出核心价值观的作用，促进学生素质的提升，从"一二三四五"入手实现发展。

第一、坚持一个"中心"。

这个中心始终是不能改变的，即"学生"。全校上下都树立了"学生为中心"的发展理念， 在学校、教师、学生之间划定了权责义务。学生是学校所有工作开展的主体，学校里的每一个人都要服务于学生，要在对他们实施管理的同时进行引导，要让他们都能成为栋梁之材。在教学上，学校始终坚持构建"课程思政"育人体系，在教学过程中，采用灵活教育方式，让初心薪火相传，把使命永担在肩，推动学生思政教育实现创新发展。在学生管理上，认真践行以"学生为中心"的工作理念，不以管理者自居，始终做到理解学生、尊重学生、爱护学生、引导学生和服务学生。在教育教学过程中，全校上下牢记正确导向，始终坚持以学生为中心，讲究工作方法，做深入细致工作，把学的事情办好，让学生和家长满意。

第二、严守两个"阵地"。

两个阵地指的是 40 分钟内的课堂"阵地"和 40 分钟外的学生活动。在课堂内，充分发挥课程思政"立德树人"主渠道作用，引导学生坚定理想信念，传承红色基因，在全校开展党史学习教育融入课程思政活动。把课堂当成主阵营来建设，把党的历史当成教科书，在思政育人体系中突显党史学习的重要性。在课堂外，通过组织进行主题教育活动的形式，深化"立德树人"作为教育的根本任务。把"习惯养成"当成重要的教育内容，要让学生学会自我管理、自我控制；通过开展"文明礼貌"主题教育，加强学生礼貌礼仪规范；向学生传播传统文化，用老祖宗给我们留下的文化财富促进学生成长；通过各类主题教育活动，不仅充实了学生的课外生活，更丰富了学生的精神文化生活。课上课下，两个阵地，相辅相成，以文化人，以文育人。

第三、锻造三支队伍

　　三支队伍分别是教师队伍，学管队伍和学生干部队伍。教师队伍通过培训制度、集体备课制度和去企业指导学生工学交替制度让老师成长；学管队伍通过培训制度、传帮带制度和到企业和兄弟院校交流学习提高自己的管理水平；学生干部队伍同样通过一系列的措施让他们成为学生管理中不可或缺的力量。

　　第四、夯实"四季"管理。

　　智控系根据一年四季特点在不同月份开展具有鲜明四季特征的主题教育活动。在春季月份，我们开展了以"学雷锋、见行动，强责任、重担当"为主题的教育系列活动；在夏季月份，开展"学习五四精神，传递青春正能量"主题教育活动，弘扬五四精神，坚定信念、树立青年理想；在秋季月份，开展以"心怀家国，面向未来"为主题的爱国、爱校和热爱集体系列教育活动；在冬季月份，开展"诚信立身，以德修身，"主题教育活动。组织教育活动时要根据不同的时间节点确定合适的主题，要让教育工作焕发出活力，符合学生的特征，让学生有激情、有元气，让他们能在活动中得到锻炼！

　　第五、发扬五种精神。

　　必须要有敬业精神，既要忠诚于自己的事业，也要在岗位中进行创新，积极对上级、同事予以配合，形成强烈的团队精神，做到知行合一。严谨认真敬业精神是教师素质的基本要求。"敬业者，专心致志事其业"。教师敬业精神的培养，不仅能体现出对教育事业的尊重，也能承担人才培养的责任，敬业精神是必不可少的。在思政教育推进中，奉献精神是教师必须要具备的。教师要有强烈的人格魅力，无私奉献、默默无闻，对学生的行为产生潜移默化的影响，要让学生有良好的品行、端正的态度、高尚的情操。

　　与时俱进的创新精神是教师思政教育工作的内化动力。在教学上，专业教师推陈出新、与时俱进的做好教学和课程思政工作。在学管上，创新班级管理工作，转换学生的管理理念，改进工作方法，管理效果明显。事物因为时间变得因循守旧，墨守成规，一切又因为与时俱进而更新观念，日新月异。在教育中要发扬创新精神，紧跟时代的发展要求。

　　学校在发展中，要求每一位教师付出努力，凝神聚力是学校发展的根基，团队精神是发展的灵魂。教师具备团队精神，能为集体目标的实现付出努力，能在工作中对他人予以配合。团队精神强的教师，能把自己的精力全部投入教育教学工作中，能做出正确的管理决策，在工作中展现出活力。

　　知行合一的实干精神是教师思政教育工作的根基。习近平总书记在多次重要讲话中强调"空谈误国，实干兴邦"治国如此，治教亦然。做教育就应当是踏踏实实干工作，让实干精神像旗帜一样迎风飘扬。每一名教师都要具备强烈的实干精神，要在平凡的岗位中有出彩的表现，勤勤恳恳地做好本职工作。选择了三尺讲台，就要在育人的道路上坚定地走下去，

要尊重学生、热爱工作，这是思政教育有成效的前提。

4.5 考核激励体制改革

对于职业院校考核激励体制有如下建议

第一、加大人事部门分配的自主权

在法律和学校内部允许的范围内，使人事方面各组成部门拥有自主分配权，推行岗位绩效工资制度，也要形成自主灵活的分配制度，搞活学校内部的分配机制，激发教师的工作热情。

第二、完善职称评聘制度；

第三、建立和完善绩效管理体系；

第四、建立有针对性的薪酬管理机制

第五、形成合理的业绩考核制度。此项制度中要涉及到多方面的内容，对教师的能力、水平、科研、竞赛、社会服务等做出全方位的评价。

职业学校内涵建设能否取得成功，很大程度上取决于激励机制效能的发挥。以山东公路技师学院班主任考核激励体制为例谈谈考核激励改革，山东公路技师学院由搬迁新校时的20 多名兼职班主任，1000 多名学生，发展到现在的 40 名专职班主任和 20 多名兼职班主任，13000 余名学生，学生的教育和管理水平也有力很大的提高。山东公路技师学院的考核激励制度如下：

《山东公路技师学院班主任考核办法（试行）》

为了对班主任的工作起到引领的作用，也是为了提升管理效果，打造一支强大的班主任队伍，让班主任更好地履职，特制定符合我院实际情况的考核办法。

班主任考核分为月度工作考核和学期工作考核。

一、班主任月度工作考核

总分 100 分，用加分和减分相结合的方式来来计算，60 分以下为不合格。

（一）学生管理综合情况考核（占 70%）

1. 扣分系列

（1）班级量化考核扣分，按照学生工作处班级量化考核月排名确定。

排名第一不扣分，第二至最后一名依次扣分，最后一名扣 20 分；

（2）违纪：学生因为违反纪律被受到了警告与严重警告两类处分，每人次扣 3 分；如果被处以记过或更严重的处分，每人次扣 5 分；本班级学生违纪未及时上报处理的，每人次扣 5 分（由学生工作处检查确认）；

（3）保持率：由于班主任工作不当流失学生每生扣 3 分（由于班级管理松懈，纪律较差， 班主任工作方法不当，班主任未能与学生及时沟通交流等原因造成的学生流失现象，由学生工作处检查确认）。

2.加分系列

（1）学生有拾金不昧加 3 分/次；

（2）学生有见义勇为行为加 5 分/次；

（3）参加省部级比赛的学生，一、二、三等奖每人次分别加5、4、3 分；参加国家级比赛，一、二、三等奖每人次各加 8、7、6 分；（4）其他情况由考核领导小组认定后可适当加分。

（二）班主任工作质量（占 30%）

1.出勤：迟到或早退扣 1 分/次，因旷工疏于班级管理工作扣 2/半天、扣 5 分/天（由学生工作处提供统计资料）；

2.例会：迟到扣 1 分/次，无故不参加例会扣 4 分/次（由学生工作处检查）；

3.完成任务：任务不完成或是执行不力者，每次扣 2 分，工作出错扣 4 分/次，不执行扣10 分/次（由学生工作处检查）；

4.班会：无班会备课日志扣 2 分/次，无故不参加班会的扣 4 分/次（由学生工作处检查）；

5.值班：迟到或早退扣 1 分/次，请假扣 1 分/次，不认真履行职责扣 2 分/次，无故缺席扣5 分/次。

（三）班主任费发放

班主任月度工作考核的结果分为优秀（≤20%）；良好（≤15%）；合格（≥60%）；不合格（≤5%）四个等级。

班主任费基数 10 元/人/月，按考核结果分别为 1.5、1.2、1.0、0.6 的系数。

1. 月度考核为优秀的班主任，其班主任费=（班主任费基数×1.5×所带班级人数）/月；

2. 月度考核为良好的班主任，其班主任费=（班主任费基数×1.2×

所带班级人数）/月；

3.月度考核为合格的班主任，其班主任费=（班主任费基数×1.0×所带班级人数）/月；

4.月度考核为不合格的班主任，其班主任费=（班主任费基数×0.6×所带班级人数）/月。

二、学期考核

（一）考核办法

每学期都要组织考核工作，不仅个人要进行总结，还要请学生、同行等进行评价，学生工作处也要参与考核。班主任要对照考核标准，深入、细致地对一个学期的工作进行总结，把相关资料呈报给学生工作处。

1.学生工作处考核：先由班主任填写《学院班主任考核表》，在个人总结的基础上，根据每月对班主任的考核评分结果进行评定。该项占总考核的 70%。

2.任课教师评议：学生工作处组织各班主任所带班级的任课教师采取不记名方式填写《山东公路技师学院班主任考核任课教师评分表》，对班主任的工作情况进行测评，占 10%。

3.学生评议：学生工作处组织各班主任所带班级的部分学生采取不记名方式填写《山东公路技师学院班主任考核学生评分表》，对班主任的工作情况进行测评，占 10%。

4.同行评议：学生工作处组织所有班主任采取不记名方式填写《山东公路技师学院班主任考核同行评分表》，对班主任的工作情况进行测评，占 10%。

考核小组对学生工作处考核、任课教师评议、学生评议、同行评议的考核结果等情况进行汇总，报学院领导审核。

（二）考核结果

考核分为四个等级，不合格者占 5%，优秀与良好者分别占 20%、15%，其余部分均为合格，即 60%。

考核中凡有下列情况之一者，考核等级不得为优秀：

1.班主任会议（学院或学生工作处组织的）无故缺席两次以上的；

2.全年累计因病因事离开本职岗位 15 天以上的；

3. 班级学生流失严重，学期非正常流失学生超过三人以上者。凡有以下情况之一者，直接定为不合格：

(1) 把一些不利于团结与稳定、违背基本原则的言论带给学生；

(2) 不接受工作任务三次以上的；

(3) 学生出现了造成严重不良影响的违纪事件，而此类事件的发生就是因为教育和管理不到位，或是由于对突发事件处理不及时而造成恶劣影响；

(4) 受到党纪、政纪处分及治安拘留或刑事处罚；

(5) 工作不到位、失职，由此损失了学院与集体经济财产；

(6) 在开展评优、评奖等工作中有弄虚作假行为的。

（三）奖惩措施

1. 考核结果达到了优秀等级，要纳入个人档案管理之中。"优秀班主任"即为连续两个学期都达到了优秀等级的班主任；

2. 优秀班主任在评聘职称时其他条件相等情况下优先考虑；

3. 考核等级为不合格，学院安排专门领导与之谈话，共同分析问题并整改；连续两学期考核不合格的，不再聘任班主任工作，且当年取消评先树优资格。

三、本办法由学生工作处负责解释。

四、本法自公布之日起施行，学生工作处组织落实并做好考核工作。

4.6 产教融合与校企合作不断深化，增强企业的育人参与热情

一是对产教融合予以重视，加深校企之间的合作，为"政行企校"良好格局的开创搭建联盟平台，让学校育人与企业生产同时受益（吴丽萍，2021）。

二是在新旧动能转换过程中，学校与企业都是不可缺少的力量，学校要助力企业创新成果的转换，真正实现共赢。学校要对周边地区企业新旧动能转换情况有足够的把握，要积极参与其中。在这一过程中，学校要意识到最重要的导向即为就业，要把校企合作当成有效的切入点，把企业引入学校之中，让学生能了解当前企业的生产情况，把上学当成上班，把

课堂学习当成上岗的必要条件，校企合作层次逐渐加深。

三是在校企合作之中，学院要对高级技工班的发展予以重视，在与企业进行合作、互动过程中可以采取的方式比较多，例如冠名班的设立、试点采取现代学徒制、委培等，但不管采取哪一种合作模式，都要保证合作的扎实有效。在教学计划制定时，学院要及时向企业征求意见，在专业教材开发时，教师要与企业技师商讨，让企业文化与校园文化互相渗透，安排教师进车间，把企业的发展、要求等带给学生，从多个方面增进两者的交流。只有做到"入学即就业"，才能培养出让用人单位满意的人才。

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A CASE STUDY OF MULTICULTURAL EDUCATION CURRICULUM IN JAPANESE MIDDLE SCHOOL

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Abstract: In the context of globalization, Japan has gradually moved from a single ethnic group to diversity due to historical factors such as the immigration boom and economic development. This change also calls into question the traditional form of education in Japanese society, which is unable to adapt to the current society where multiculturalism coexists, and where the trend toward diversity in Japan has become inevitable as the world continues to globalize. Therefore, it is necessary and urgent to discuss the reflection on how to solve the social problems of multicultural impact. In this study, we analyzed the implementation of multicultural education in schools and the difficulties encountered, and discussed measures to solve the problem based on interviews and research conducted in middle schools in Hamamatsu City, using multicultural education as the main research topic and analyzing the research conducted by Japanese scholars and experts.

Keywords: Multicultural Education, Curriculum, Japanese Middle School.

Introduction

With the acceleration of globalization and the increasing internationalization of Japanese society, the cultural diversity created by different ethnic groups has become a growing concern for Japanese higher education. Japanese society has traditionally had a diverse cultural background, and its history is made up of a variety of traditions and customs from various parts of Japan as well as foreign cultures. Therefore, it can be said that Japan's current multi-ethnic and multicultural character comes mainly from both internal and external sources.

Internally, it comes mainly from regional cultural characteristics; externally, it comes from the entry, impact and integration of foreign peoples and cultures, including immigrants, foreign laborers, foreign students, refugees and other foreign residents. Since the 1970s, the significant growth of the new immigrant population has rapidly increased the internationalization and cultural diversity of Japanese society and has gradually affected the economic, political, educational, and cultural spheres. In the 1980s, Japan introduced the concept and philosophy of multicultural education from the United States, as it was clear that the traditional Japanese educational philosophy could no longer adapt to the

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impact of diverse cultures. The purpose is, first, to provide all students with the skills, attitudes, and knowledge needed to be able to stand in situations such as the dominant culture of society across ethnic cultures. The second is to reduce the painful discrimination faced by members of certain ethnic groups because of their unique physical appearance and cultural characteristics.

On the one hand, this study explores the developmental history of the formation of Japanese society and analyzes how Japan transitioned from a mono-ethnic to a multicultural society, the collision of traditional and emerging ideas in thought, and the transformation of native minds in the early stages of development. On the other hand, this paper analyzes the current operation of multicultural education in schools and its acceptance by Japanese and foreign students, as well as the current obstacles encountered, through an in-depth survey of Japanese high schools. In this way, we analyze the status of multicultural education and its shortcomings and desirability. We also analyze the current problems and obstacles in the implementation of multicultural education in schools, and consider and propose corresponding measures.

1. Literature Review

Many Japanese writers and scholars have put forward their unique ideas and suggestions on the implementation of multicultural as an educational concept, exploring the feasibility and inevitability of multiculturalism in education from various perspectives such as equality, respect, and historical evolution.

Mr. Yamashita (2011) mentioned the importance of multicultural education for the development of the Japanese nation in the article *Multicultural Symbiosis: Transnational Migration and the New Multicultural Japan*. Starting with the characteristics of Japanese transnational migrants, this article made clear that the course of social development driven by Japan's foreign population has led to the inevitable development of Japanese culture toward pluralism. The article took Filipino immigrant women as a typical case, and through the depiction of the injustice they suffered in Japan, such as domestic violence, children not being recognized by their Japanese fathers, and being forced to be involved in human trafficking, it showed the Filipino women's desire for the identity of "ordinary Japanese women" and highlights the current situation of racial discrimination in Japan and the urgency and importance of changing it. It also highlighted the urgency and importance of changing the status quo in Japan. Taking the Philippines as an example, the article highlighted the historicity and inevitability of Japan's transformation into a pluralistic society and emphasizes the feasibility of introducing American pluralism into Japan as an inevitable product of Japan's history and social change.

Mr. Ota (2016) mentioned the importance of the Japanese multicultural symbiosis education concept for international orientation and global perspective development in the article *Trends and Issues Related to the Internationalization of Higher Education*. From the perspective of globalization, this

book proposed that as Japan attaches great importance to the dynamics and participation of globalization, national education should also gradually increase its international versatility, openness, adaptability, connectivity, mobility, and diversity. And it is essential to do this to attract a large number of foreign students.

It also directly contributes to the collision and compatibility between different cultures, for which there is a need to constantly seek flexibility in the education system. The development of multicultural education is an inevitable trend in the development of Japanese education. In the face of globalization, if Japanese society wants to develop comprehensively and better in various fields, it must increase the frequency of exchanges and communication with other countries, so it is a trend to use pluralism to absorb and understand foreign cultures and to understand each other in interaction.

In the article *Multicultural Education in Social Sciences*, Mr. Morimo and four other scholars (2019) suggested that multicultural education should be promoted in terms of policy, also cited the "basic policy of education for foreigners in Japan (mainly national and Korean)" as a manifestation of "deepening education for international understanding based on respect for the human spirit" and "cultivating a sense of seeing through discrimination and prejudice", or "cultivating children and students who have the courage to criticize and exclude discrimination and prejudice." Although the book did not use terms such as "multicultural education," it has a positive attitude toward "fostering understanding of different cultures, ethnicities, nationalities, and religious groups." The local governments have implemented a multicultural education policy that aims to "foster positive attitudes toward different cultures, ethnic groups, nationalities, and religious groups." The book also contains opinions and ideas for future multicultural education policies.

By describing a series of reforms and policies made by the government to implement the concept of multiculturalism, the paper emphasized that the development of the concept of multiculturalism cannot be carried out without government policy support, and some policy ideas for the future development of multicultural education can serve as a reference for the future development of Japan.

Mr. Mabuchi (2011) discussed the feasibility of the concept of multicultural symbiosis in Japanese society, focusing on the feasibility of education, in the book *Is "Multiculturalism" Possible?* The book analyzed how multicultural ideas should be better disseminated and applied in educational classrooms in Japan through a survey of research on topics related to multicultural ideas.

It is noted that the implementation of multicultural education in schools is not a task that can be accomplished in a short period of time, but requires a long-term commitment to school improvement and structural change. In terms of curriculum, it is proposed that the school's curriculum should ensure that students are able to view concepts, events, topics, and issues from an ethnically diverse perspective and standpoint; ethnic content should be integrated into the curriculum, as opposed to adding ethnic

content to the curriculum, etc. The book fully analyzed and suggested specific implementation policies for diversified education, and was a great reference for future Japanese education in higher education.

In his book *An Introduction to Multicultural Education*, James. A. Banks (2020) suggested four principles about multicultural education: First, learning takes place in a broad socioeconomic and historical context, moderated by local cultural practices and perspectives. The authors argued that learning occurs in the home, community and school are closely related and interact with each other; second, learning is not limited to school, but all scenes and habits in daily life are full of learning processes. The book identified the need for teachers to integrate new media, technologies and students' broad experiential knowledge to teach in diverse ways. Third, all learners need the support of multiple resources from a variety of institutions to promote personal and intellectual development. Fourth, learners are encouraged to use family and community language resources as a basis for expanding their language reserves. It is proposed that learners should be encouraged to be flexible in their use of language resources when faced with different ethnic situations. Although these four principles are proposed by American scholars, they are also applicable to the implementation of multicultural education in Japan, and there are many ideas in the book that can be used and learned to help implement multicultural education in schools.

Based on these prior studies, it can be seen that the theoretical study of multicultural education in Japan is relatively well developed. Therefore, this paper analyzed multicultural education in a middle school in Hamamatsu City, Shizuoka Prefecture, Japan, based on a more mature theoretical study. It is expected to explore the issues on the practice of multicultural education in Japan by means of a case study.

2. Defining the Concept of Multicultural Education

Multicultural education is an educational philosophy that emerged in the 1950s and 1960s based on the American racial equality movement. It is essentially an understanding or concept, and an educational reform, a process. Multicultural education is a concept of education that aims to achieve the structural equality and symbiosis of people belonging to multiple cultural groups, such as ethnicity, religion, language, social class, gender, sexual orientation, barriers, and age. Multiculturalism emphasizes equal educational opportunities for all students, regardless of gender, sexual orientation, social class, ethnic and racial origin, or cultural identity.

In the 1980s, Japan introduced the American concept of multicultural education, but it is different from the American concept. On the whole, the essence of multicultural symbiosis education in Japan is to solve the problem of balance or equality in the relationship between multiple cultures coexisting in the same social space. The statements made by a few Japanese experts and scholars that multicultural education is the pity of the majority for the minority, and that the purpose is to lead to the

division of the country, etc. are all false ideas about multicultural symbiosis. Multicultural symbiosis means "making full use of the richness of differences in nationality or ethnicity, mutual recognition of cultural differences by all, respect for human rights, and living together as equal members of the local community and Japanese society."

Since China is a multi-ethnic country composed of 56 ethnic groups, multicultural education in China is more of an ethnic education under the slogan of "national unity", and the main focus is on the study of educational equality and educational opportunities for ethnic minorities.

Therefore, it can be seen that the perception of multicultural education varies from country to country. In this paper, we take Japan as the research target, so the concept and practice of multicultural education are discussed based on the Japanese concept mentioned above.

3. The Formation of Multicultural Society and The Development of Multicultural Education Theory in Japan

3.1 The Trajectory of The Formation of Multicultural Society in Contemporary Japan

Japan has long claimed to be a mono-ethnic Yamato society, but in fact Japan is a society that has traditionally had a diverse cultural background. After the Second World War, Japan gradually overtook Britain, France and Germany to become the second largest economic power in the world, and its position became more and more solid with the development of comprehensive national power. With the globalization of the economy, especially the new development of transportation, network, communication and other technologies, the increase in the use of aircraft and the development of transportation have triggered an unprecedented world-scale mobility. Coupled with a growing labor shortage in Japan and the beginning of a loosening of government immigration policies, the number of foreigners flowing across borders into Japan has increased dramatically since the 1980s, with the number of foreigners doubling for ten consecutive years in the capital city of Tokyo alone. In addition to those who work and settle in Japan for a long time, the number of foreigners intermarrying with Japanese is also increasing year by year, which is beginning to have an impact on the Japanese nationality policy based on jus sanguinis.

With the increasing number of foreigners, Japanese society has begun to face changes in its multi-ethnic social structure as a result of economic globalization, internationalization, and cross-border mobility. As a result, the Japanese government has been forced to confront the fact that the foreign population is growing, while at the same time it is considering revising its policy on permanent residents, which is based on the premise of integration into Japanese society. The increase in the proportion of foreign population also means that Japanese society is inevitably becoming multi-ethnic. Although Japan is not considered an authentic immigrant country, a multi-ethnic and cultural society has been

largely formed.

In terms of ideas, the native Japanese generally lack a consciousness of communicating with foreigners. The increase in the number of foreign settlers has put the Japanese people under the pressure of living with various ethnic groups, and the differences in culture, language, and life and lack of understanding have led to conflicts and conflicts between the natives and foreigners, resulting in exclusion, isolation, and even discrimination. This is gradually becoming one of the major issues affecting the social order in Japan. As a result, some scholars in Japanese society have begun to realize that the Japanese people must change some of the old ideas of exclusion and discrimination that have been formed in the context of traditional society, which is relatively isolated and closed to the outside world.

After the 1980s, Japan introduced the concept and philosophy of multicultural education from the United States, and in the early 1990s, terms such as "multi-ethnic symbiosis" and "multicultural symbiosis" began to be used publicly by the Japanese media. Traditional and emerging ideas are beginning to collide and merge in Japanese society. Local governments have also begun to adjust their policies in response to the concept of multiculturalism, and multiculturalism has gradually entered every aspect of Japanese society.

3.2 The Germination and Development of Multicultural Education Theory in Japan

The theoretical idea of multiculturalism originally came from the United States, which has always been a pluralistic society. In order to better deal with the discrimination between the white race and other races and to help better integration, pluralism was proposed: Knowing one's self and knowing others can bring understanding and respect to each other. With the economic and political development of Japan, the influx of foreign immigrants, foreign students and other populations has made the pluralistic form of Japanese society increasingly evident.

In the 1980s, Japan introduced the American idea and concept of multicultural education. However, unlike the American "salad plate" style of cultural pluralism, Japan is more concerned with respecting cultural diversity and emphasizing respect, and tends to highlight the subjectivity, demand, rights, social meaning and values of cultural minorities in a broad sense. In the early 1990s, the terms "multi-ethnic symbiosis" and "multicultural symbiosis" began to be used publicly in the Japanese media, and the idea of pluralism gradually came into the public. However, during this period, the dominant culture in Japanese education remained the traditional native culture, and there were many misunderstandings and misconceptions about multiculturalism, such as the belief that it was the majority's compassion for the minority. More and more Japanese scholars in the 21st century have given a name to pluralism, further clarifying multicultural symbiosis education and combining it with the concepts of lifelong education and education for international understanding.

3.3 National Level Awareness of Multicultural Development in Japan

After the end of World War II, the first to take responsibility for the development of multiculturalism in Japan was the local government, which implemented reforms. In the early 1970s, local governments in Japan, with the help of social organizations, organized themselves to defend human rights and abolish disparities among the "old immigrant groups" and provided some preferential measures in education, medical care, housing, and pensions. After the 1980s, the number of local governments that recognized the formation of a multicultural society and advocated the implementation of related policies increased. Many local governments granted foreigners the same rights as Japanese people in terms of healthcare and education in order to better adapt to local life. For example, Kawasaki City Hall, where most Koreans live, established the Korea-Japan Exchange Hall in 1988 with the goal of symbiosis between Korean and Japanese residents. Local governments also emphasized the establishment of mutual assistance systems such as cooperation and division of labor within local municipalities and between civic organizations, citizens' groups and residents. All of these measures have greatly contributed to the spread and development of multiculturalism in society.

However, unlike local governments, the central government has been reflecting on the issue of multiculturalism in Japan since 2000, and in 2005 the Ministry of Internal Affairs and Communications established the Society for the Promotion of Multiculturalism and Symbiosis, and also formulated a plan to promote "nationwide multicultural society"; in 2009, the Cabinet Office established an organization to promote the settlement of foreigners; in 2012, the Cabinet began a series of measures such as a new system of resident management and basic ranking of residents. These specific programs and related policies provide institutional facilities for local governments to better implement multicultural policies.

Japan's multicultural policy, led by local governments and promoted by the central government in a participatory manner, has contributed to the further development of Japan's multicultural society. Foreigners in Japan have not only improved their status in terms of housing and education, but have also changed their status from "labor force" and "managed subject" to "resident" who is a member of society together with Japanese. As a result, foreigners who are not classified as Japanese can participate in various activities in Japanese society with legal status. For example, "the abolition of the nationality clause in the recruitment of local civil servants", "the support for foreign students after they enter high school", and "the inclusion of foreign children's culture in the content of multicultural understanding education", these regulations have greatly improved the discrimination that existed in a multi-ethnic society and the inability to communicate and integrate cultures between multiple races.

4. Curriculum Design and Characteristic Analysis of Multicultural Education in Japanese Middle

Schools: Taking Hamamatsu Gakuin Middle School as Example

4.1. Overview of Multicultural Society in Hamamatsu City and Survey of The Current Status of Multicultural Education

I. Overview of multicultural society in Hamamatsu City:

Hamamatsu City is a government-designated city located in Shizuoka Prefecture, Japan, and is one of the central cities in the Tokai region. The city has long been characterized by an industrial cluster consisting of various manufacturing companies. Hamamatsu City has a background of large numbers of immigrants into the city, typified by Japanese Brazilians, including those resulting from the 1990 revision of Japan's *Immigration Law*. According to statistics from October 2016, the largest number of Brazilians live in Hamamatsu, Japan, with 88,230 people, and the value has not changed substantially over the years. Since Hamamatsu City hosts these large numbers of non-Japanese using residents, the authorities have had to deal with this new social pattern. For example, some associations in Hamamatsu City cooperate with overseas companies in an effort to provide job security and job opportunities for these foreigners; since 1981, the government has been committed to spreading and promoting different cultures from the perspective of creating a "home of musical instruments" so that multiculturalism can flourish in Hamamatsu.

Over the years, Hamamatsu City has developed into a manufacturing base for products such as motorcycles and other transportation equipment. Based on these manufacturing traditions and industrial richness, the city has launched its Innovation City policy. Hamamatsu's goal is to capitalize on its own historical roots, including manufacturing, music and multicultural life. To this end, the city government has initiated various activities. In addition, the city emphasizes a collaborative approach between local governments and citizens.

II. Survey of the current status of multicultural education development:

In terms of multicultural education, Hamamatsu City has provided some official support for students from non-Japanese speaking backgrounds and has sent some academic supporters. In 2002, in order to solve the problem of education for foreign children, the Foreigner Learning Support Association, an organization affiliated with the city's foreign child support program, established three Canarinho classrooms. Some bilingual teachers here teach in their mother tongue to support the overall education of these children; local governments and businesses also work together to support school operations; in Hamamatsu City, the local government provides some foreign language services for non-Japanese speakers for basic daily life information and interpretation services from municipal offices, and some hospitals employ some interpreters in Portuguese and Spanish, and patients can communicate in their native languages. In April 2008, the Hamamatsu Foreign Residents Committee was established, with its board of directors elected from among local foreign residents. The committee discusses

initiatives regarding foreign residents and provides a forum in which to discuss ways to improve relations between foreign and Japanese residents in the community. Board members summarize the results of the discussions and make recommendations to the mayor, etc. It can be said that Hamamatsu City is one of the models for introducing and developing the concept of multiculturalism.

4.2 Multicultural Education Curriculum at The Middle School of Hamamatsu College:

Based on the current development of multiculturalism in Japanese society, this paper selects the Middle School of Hamamatsu College in Hamamatsu City as the target school and investigates the curriculum of multicultural education in the school. According to the school's website and the lesson plans provided by the school's teachers, the school has introduced the concept of multicultural education in the following two areas.

I. Practice of integrated study time

(1) As a non-disciplinary teaching activity in Japanese school education, integrated study time allows teachers to set topics that are not limited by textbooks and fields, and to design ad hoc multicultural courses through the school year and semesters. The goal of the teaching activities is to develop a unique multicultural curriculum that is not limited by textbooks or fields and that includes "diversity" and "social identity", and to develop and practice units that focus on "multicultural symbiosis". The goals are set as follows. The first is "to realize that there are various interpretations of the definition of being Japanese" (diversity). The second is "the formation of a social base in silence through the perceptions and values of the majority in a society that promotes the recognition that this is tied to the social privileges of the majority". The third is "to understand the diversity of each individual in a multicultural symbiotic society, to discover the unconscious relationship between the majority and the minority, and to think about solutions".

(2) The method of reconstitution from the point of view of multicultural education (which also includes the possibility of developing learning) is added to the existing learning contents in each discipline and field as shown in the study guide. (1) is mainly envisioned as a comprehensive use of study time, and depending on the situation, it is envisioned in relation to the curriculum, but it is difficult to expect that all schools in Hamamatsu and all schools will strive to do so. On the other hand, (2) link the learning content of the current curriculum or deepen, develop, and conceptualize the existing learning content, gives a higher possibility of practice.

II. Practice of teaching concept in the field of geography

In the training of students who create a multicultural symbiotic society of regional societies, it is obvious to cultivate people with diverse cultural backgrounds and hearts that enrich common life and build a society that lives together. However, sometimes it is difficult to establish equal relationships with minorities in geographical societies where people from minorities are often excluded because of

cultural differences and differences in habits. According to Takeo Morimoto, one of the goals of multicultural education is "to provide learning that considers global issues from a local perspective, including such learning elements as reducing discrimination and peaceful symbiosis between different cultures." There is a wide variety of people from different cultural backgrounds in the social environment around them and in their schools. Therefore, the understanding of diversity and symbiosis is one of the regional learning topics for students. Students can find out about the multicultural symbiosis that exists in the Hamamatsu City neighborhood, which is the basis of their lives, and conduct lectures in which they examine and conceptualize various aspects of the topics in the area. Moreover, it is beneficial for students to promote their awareness of being a member of the local community. Each student is a member of the regional society, which is the basic reason for a multicultural symbiotic society, and it is important to raise students who have the quality to create and change the society. Therefore, the awareness of students as members of the territorial society, as people who create a multicultural symbiotic society, and the development of lectures that promote action are the primary ones. In summary, the plan includes "Concepts for teaching a multicultural and symbiotic society in the region," "Understanding diversity," and "Fostering students who create a multicultural and symbiotic society." The program is designed to develop a unit curriculum with a focus on "multicultural symbiosis cities". In addition, the study guide for "Japan's diverse regions" shows four items: ① natural environment, ② population, ③ resources, energy and industry, and ④ transportation and communication, focusing on distribution and region, and developing the ability to solve research problems. In particular, a detailed understanding of the Japanese characteristics in item 4 is required based on the geographical division. Therefore, after studying each region of Japan from an overhead perspective, we set up activities to address the actual situation and problems in the surrounding areas.

It can be seen that in terms of curriculum, the Middle School of Hamamatsu College has adopted a temporal setting as well as a geographical setting. In terms of time, in addition to the traditional school hours, the school hopes to make use of the students' spare time to practice the concept of multiculturalism in their lives, so that the students' understanding of different cultures is not only instilled in the classroom; in terms of geography, students will learn about the different regions in which multiculturalism is located and learn about its characteristics, which will lead to a fundamental change in their mindset, thus achieving the substantive purpose of multicultural education.

4.3 Interviews and Analysis of Teachers in The Middle School of Hamamatsu College

Based on the analysis of the curriculum in 4-2, the author interviewed Mr. Junichi Nakazawa of the middle school of Hamamatsu College, a researcher and practitioner of multicultural education in Japan, in order to better understand the situation of multicultural education in Hamamatsu City and the middle school of Hamamatsu College.

Junichi Nakazawa is the school's Director of Academic Affairs and is responsible for the school's multicultural education and international understanding education curriculum practices. In addition, he is a researcher with papers published in the Japanese academic journals *Education for International Understanding* and *Global Education*. Based on the above, the author decided to conduct an interview with Junichi Nakazawa, who is rich in both theoretical research and practical experience.

The interview asked Mr. Nakazawa a total of six basic questions about multicultural education. First, regarding the concern and implementation of multiculturalism, the teacher, who has been in the teaching profession for 16 years, said that he was interested in multiculturalism five years ago. After becoming a teacher, he has been practicing teaching international understanding education so far. In his lectures on international understanding education for students, he has taught on the theme of multicultural symbiosis. However, compared to the "multicultural symbiosis course" for international understanding education that he has been conducting since he entered the graduate school doctoral program five years ago, he has focused more on "teaching practice of multicultural education." In other words, as far as multiculturalism is currently practiced in schools, it has moved more towards a focus on practice.

Second, with regard to the factors that contribute to the formation of multiculturalism in Hamamatsu, we learned from interviews that the total population of Hamamatsu is 797,425 as of August 2021, of which 25,323 are registered foreigners. The number of registered foreigners accounts for approximately 3.12% of the total population, with the proportion of foreigners of South American origin of Brazilian and Peruvian nationality accounting for more than 40% of the registered foreigners. In addition, the number of foreign children enrolled in public elementary and junior high schools is 1,272 in elementary schools and 592 in junior high schools, for a total of 1,864 students, or 3% of the total number of children enrolled. Moreover, there are 1,384 foreign children's students, and the breakdown of their nationality includes about 60% of foreigners of South American origin from Brazil and Peru. And, looking at the number of students enrolled in each school, 84.9% of the city's 146 elementary and middle schools (including 2 branch schools), or 124 foreign students, are registered. In other words, Hamamatsu is home to many foreigners of South American descent, including Japanese Brazilians, and people with roots in foreign countries. One of the main reasons for this is the increase in the number of foreigners of South American origin who came to Japan as part-time workers under the 1990 *Revision of the Immigration and Refugee Recognition Act*, which significantly relaxed the status of residence for people of Japanese descent. In addition, there are many head offices and affiliated companies of Honda (automobiles and motorcycles), Suzuki (automobiles and motorcycles), YAMAHA (musical instruments), and Kawaii (musical instruments) in Hamamatsu City. Moreover, many foreigners from South America who come to work in Japan work in the factories of contracted companies such as Honda and Suzuki, and this is one of the typical reasons for the formation of multiculturalism in the Hamamatsu

area. It can be seen that history and some unavoidable factors have always been the key to the significant pioneering development of multiculturalism in Hamamatsu, such as the significant migration change of population, the change of economic development and the gradual development of transportation.

Third, we also mentioned to the teacher in the interview about whether people in Hamamatsu often feel the changes in the city brought about by multiculturalism in their daily lives. As we have learned from our conversations, there are many South American restaurants in Hamamatsu because of the large number of foreigners, especially South Americans. For example, there are restaurants that serve Brazilian food, supermarkets that serve Brazilian food, and restaurants that serve Peruvian food. These small stores with different cultural flavors have changed the traditional Japanese ethnic style streets, not only adding a strong color of interweaving cultures of different ethnic countries to the city, but also subconsciously influencing the local Japanese people's perception and understanding of foreign cultures. In addition, there is a Brazilian school for Brazilian children in Hamamatsu due to the policy of helping and supporting the protection of foreigners. This is a good example of the respect and protection of foreign races in the Hamamatsu region. The school is not only a single compulsory educational approach that focuses on the local people and culture of Japan, but also a more diverse approach to the preservation and understanding of foreign cultures.

Fourth, in discussing the significance of introducing multicultural education into the Japanese school system, the teacher pointed out that since Hamamatsu City provides a great deal of assistance to foreigners and people with foreign connections in government (administration), children in Hamamatsu City are able to capture and feel the government's assistance to foreigners in all aspects of their daily lives under the "multicultural concept." As a result, students are able to recognize and understand foreign cultures and gradually accept the infiltration of different cultures into their daily lives. Therefore, the timely introduction of the concept of multicultural symbiosis into the Japanese school system will not only enable Japanese students to better understand and learn from foreign cultures and to interact with different cultures, but will also contribute to the trend of internationalization of society. In the interview, the teacher argued that although the concept of multicultural education is also important to help foreigners, it is more important to notice the social privilege of Japanese people and to change the social structure in Japanese society that is shaped by the privileged nature of the majority. In other words, another important point of introducing multiculturalism into the school system is to better guide the education of children to change their ideology. The introduction of the concept of pluralism in the curriculum allows students to gradually understand, learn and respect foreign cultures, thus leading to a shift in the traditional way of thinking about the privileges of the local culture and allowing society to gradually move away from traditional forms of social structure and better integrate into the internationalized and diverse situation.

Fifth, in the interview, Mr. Nakazawa gave some examples of specific pedagogical

implementation for the multicultural curriculum. For example, in teaching practice, students were guided to conceptualize what they could do as a member of the local community and developed a curriculum on "New Hamamatsu City's Urban Ideal of Multicultural Symbiosis". The purpose of this research practice is, first, to understand the current state of the regional multicultural symbiosis society in terms of regional integration, change, and sustainability; second, to promote students' understanding of diversity; and third, to clarify students' perceptions as members of the regional society and how they should learn in order to raise awareness as people who create a multicultural symbiosis society. Here are the results seen through practice. Firstly, we examined the "state of the region" by studying the current situation of Japanese-Brazilians in the students' own neighborhoods after obtaining the percentage of foreign registrants and the industrial structure of the region from the field of geography. Secondly, we explained the vision of the city based on the current situation of foreigners living in Hamamatsu City and the understanding that it is deeply connected to the industrial structure, so that students can better understand "diversity" by reading the data on the ratio of foreigners registered in Hamamatsu City. The third is to conceive and consider new concrete responses and help regarding multiple symbiosis, thus raising the awareness and responsibility of students as members of the regional community.

Sixth, in response to the current progress of multicultural education in Japan, the extent to which the education authorities attach importance to multiculturalism and the current problems that need to be solved in this education, the teacher said, "Although the national and local governments have so far introduced a series of policies to support and develop the concept of multicultural education, the Japanese education authority, the Ministry of Education, Culture, Sports, Science and Technology (MEXT), does not use the term "multicultural education" at this time. However, most of the study guides from elementary school to high school include matters related to "multicultural symbiosis". As globalization progresses, Japan will have closer ties and cooperation with other countries in the international arena, whether economically, politically or culturally, so further progress in multicultural development will be inevitable. In view of the multicultural situation around us, it is necessary to reform "multicultural education" in schools across the country, which respects diversity and develops the qualifications and abilities to achieve social justice for children and students, and this is a future issue." Therefore, it is important and necessary to introduce and popularize the concept of "multiculturalism and symbiosis", which is still lacking in the education sector. Having students fully understand and respect, and treat equally, the diversity of different cultures is also a subject for better promotion and development of pluralism in schools in the future.

5. Suggestions

Through the analysis and study of Japan's historical development: economic, political, and

ideological, it is clear that the development and implementation of a multicultural system in Japan has been a major trend. At present, the Japanese government has formulated many policies to promote multicultural education, but in terms of the current state of society, multiculturalism is not as widespread and strong as it is thought to be. For example, in the field survey and interviews, we chose Hamamatsu City, where multiculturalism is well developed, as an example, and the spread of multicultural education in Hamamatsu City is inseparable from the local economy and other social conditions. In other counties and cities, the spread of multiculturalism in colleges and high schools has not been regularized either. In conclusion, the development of multicultural education in Japan is still in a state of development.

In terms of the educational development of Hamamatsu City Middle School, both the educational policy and the curriculum are designed to allow students to be exposed to and try to accept different cultures. The issue of how to make students understand and be willing to communicate with foreign students and learn from them, and how to make them respect each other and get along with each other as equals, is still an issue that needs to be solved in Japan. As mentioned in the interview, the Japanese education authority, the Ministry of Education, Culture, Sports, Science and Technology (MEXT), has not used the term "multicultural symbiosis" so far, which means that the development of multiculturalism in the field of education still needs more attention and government support.

Through interviews and research in local Japanese high schools, I believe that in addition to instilling a sense of respect and understanding of multiculturalism in students by making them aware of the importance and protection of foreign ethnic groups in society in terms of curriculum study, students should be able to take the initiative to develop a sense of multiculturalism. Japan's current social ideology still retains a social structure in which the social privileges of the native people are the majority, and it is appropriate and inevitable that students become aware that the new social status quo resulting from the influx of multiculturalism should bring about changes in the old structural form, and that the cultivation and change of such awareness is now an important issue for the further development and promotion of multicultural education. Therefore, in addition to governmental and educational programs to promote multiculturalism, the mass media, entertainment, film, and other self-published media that young people are exposed to are also platforms for the promotion and development of multiculturalism. It is also another breakthrough in the context of the new era to make multiculturalism better accessible to the public through the media platforms derived from the new era.

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"涵养师德、厚植情怀、锻造能力"产出导向的高职学前教育专业实践教学模式的构建——以济南幼儿师范高等专科学校卓越幼师产业学院为例

CONSTRUCTION OF OUTPUT ORIENTED PRACTICE TEACHING MODE OF PRESCHOOL EDUCATION IN HIGHER VOCATIONAL COLLEGES BASED ON "CULTIVATING TEACHERS' MORALITY, STRENGTHENING FEELINGS AND FORGING ABILITY": TAKE JINAN PRESCHOOL TEACHERS COLLEGE EXCELLENT PRESCHOOL TEACHERS INDUSTRIAL COLLEGE AS AN EXAMPLE

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摘要：学前期是人的认知发展最为迅速、最重要的时期，在人一生认识能力的发展中具有十分重要的奠基性作用。幼儿园教师承担着我国亿万儿童人生发展奠基时期教育的重要职责，不仅关系到亿万儿童的健康成长，更关系着我国基础教育质量、国民素质整体提升和人力资源质量全面提高。当前，高职学前教育专业学生培养中存在"重理论讲述和技能训练、轻情怀教育和职业践行，重集体教学和固有考核、轻个性培养和创新能力"的现状，高职院校学前教育专业在实践教学中存在着培养目标不明确、实践内容不科学、教学实施不完善及保障评价不充分等诸多问题，导致高职学前教育专业学生实践教育的质量偏低，难以满足社会对人才的需求，毕业生面对巨大的就业压力。济南幼儿师范高等专科学校卓越幼师产业学院聚焦于学生专业实践成长，不断深化人才培养模式革新，依托产教融合优势资源，跨学科交叉整合，基于OBE的理念，构建与实践了"涵养师德、厚植情怀、锻造能力 产出导向的学前教育专业实践教学模式"。对高职学前教育专业人才培养模式的概念和独特性进行专业化分析，厘清园校企共育人才的关系，深入探讨校外专业实践模式的基本定位、主要形式、重点内容和功能作用，努力提升专业竞争力和影响力，引导学生夯实专业知识，掌握高超技能，强化实践本领，着力打造实践智慧型的四有卓越幼师。

关键词： 产出导向，卓越幼师产业学院，高职学前教育专业，实践教学模式，构建。

Abstract: Preschool is the most rapid and important period of human cognitive development, which plays a very important role in the development of human cognitive ability throughout life. Kindergarten teachers are responsible for the education of hundreds of millions of children in China, which is not only related to the healthy growth of hundreds of millions of children, but also related to the overall improvement of the quality of basic education, national quality and human resources in China. At present, in the training of students majoring in preschool education in higher vocational colleges, there exists the status quo of "attaching importance to theoretical narration and skill training, neglecting emotional education and practice of professional ability, attaching importance to collective teaching and inherent assessment, neglecting personalized training and innovation ability cultivation". Existing in practice teaching of preschool education specialty training objective is not clear, the practice teaching content is not scientific, incomplete and inadequate security evaluation and so on many problems, the quality of the education in preschool education major students practice on the low side, it is difficult to meet the social demand for talents, graduates face huge pressure of employment. Jinan preschool teachers of preschool teacher industry focus students grow up professional practice, constantly deepen the talented person training mode innovation, based on the integration advantages of resources, production and education interdisciplinary integration, based on the concept of OBE, build and practice the "cultivate virtue, cultivate feelings and exercise capacity Output of pre-school education professional practice teaching mode ".Pre-school education professional personnel training mode in higher vocational colleges, the concept of uniqueness and professional analysis, clarify the kindergarten, the relationship between universities and enterprises produced talents, explore the basic positioning of external professional practice mode, the main form, the key content and functions, and efforts to improve professional competitiveness and influence, guides the student to consolidate professional knowledge, master the skill, Strengthen practical ability, focus on creating practice intelligent outstanding preschool teachers.

Keywords: Outcome Based Education, Excellent Preschool Teacher Industrial College, Higher Vocational Preschool Education Major, Practice Teaching Model, Construction.

引言

学前期是人的认知发展最为迅速、最重要的时期，在人一生认识能力的发展中具有十分重要的奠基性作用。国家希望孩子们健康成长，养成良好的生活行为习惯，健全人格，尊重他人，为未来生活之准备。教师是教育发展的重要资源，是教育事业发展的命脉，建设一支高

素质善保教创新型的幼儿园教师队伍，是新时期党和国家的重要战略。幼儿园教师承担着我国亿万儿童人生发展奠基时期教育的重要职责，不仅关系到亿万儿童的健康成长，更关系着我国基础教育质量、国民素质整体提升和人力资源质量全面提高。一个幼儿教师的成长离不开经验的积累和自我反思，只有心中有理想，行为有规范，眼里有儿童，教育有方法，举止有修养，经过严格的培养与培训，具备高尚的职业道德，掌握系统的专业知识和实践技能，才能应对教育课程多元化和新时代幼儿的挑战。当前，高职学前教育专业学生培养中存在"重理论讲述和技能训练、轻情怀教育和职业践行，重集体教学和固有考核、轻个性培养和创新能力"的现状，如何破题，关键在于融合现代教育理念和教育信息技术，推动培养模式、育人路径、课程体系、教育教学、师资发展等方面改革，以学生为中心，产出导向，持续改进，通过以岗位实践技能为核心的课程实施和综合育人活动，加强学生师德情怀浸润，以行塑知、以德育心、以心养德，实现"培养-实践-就业"三贯通，为每位学生的成长和发展赋能。济南幼儿师范高等专科学校卓越幼师产业学院聚焦于学生专业实践成长，不断深化人才培养模式革新，依托产教融合优势资源，跨学科交叉整合，基于 OBE 的理念，构建与实践了"涵养师德、厚植情怀、锻造能力产出导向的学前教育专业实践教学模式"，对高职学前教育专业人才培养模式的概念和独特性进行专业化分析，厘清园校企共育人才的关系，深入探讨校外专业实践模式的基本定位、主要形式、重点内容和功能作用，努力提升专业竞争力和影响力，引导学生夯实专业知识，掌握高超技能，强化实践本领，着力打造实践智慧型的四有卓越幼师。

1. "十四五"教育规划下的学前教育专业实践教学模式的研究背景

2021 年-2025 年是我国十四五规划之年。"十四五"时期是我国全面建成小康社会、实现第一个百年奋斗目标之后，乘势而上开启全面建设社会主义现代化国家新征程、向第二个百年奋斗目标进军的第一个五年，我国将进入新发展阶段。"十四五"教育规划是一个新时代的教育规划，是一个新起点基础上国家教育发展的最新规划[0]。

职教与普通教育共同构成了我国教育的完整体系，它就像汽车的两个车轮，人的两条腿都很重要，缺一不可，它们只有分工与教育部门不同的任务，没有高低贵贱之分，是现代国民教育体系的重要组成部分。纵观全球，无论是发达国家还是发展中国家，都无一例外地将发展职业教育作为促进经济、增强国力的发展战略，将职业教育与产业发展结合更加紧密。

"十四五"教育规划对职业教育工作提出的要求是"发展现代职业教育，改善职业教育办学条件，完善产教融合办学体制，增强职业教育适应性"四项要求，这就要求要坚持党的领导，坚持正确办学方向，坚持立德树人，革新办学理念，精准职业教育类型定位，深化产教融合，深入推进育人方式、办学模式、管理体制、保障机制改革，稳步发展职业本科教育，建

设一批高水平职业院校和专业，推动职普融通，增强职业教育适应性，加快构建现代职业教育体系，培养更多高素质技术技能人才、大国工匠和 0 大国良师。

儿童早期是性格塑造，习惯养成的关键时期，学前教育是基础教育的奠基石，是全面推行素质教育的起步阶段，必须遵循教育客观规律，强化幼儿教师的基础作用。这就要求幼儿教师通过深度掌握学前教育的专业知识和实践技能，用人格去熏陶，用智慧去启迪，用践行去感化，从一个"容器"到主动学习者，到有潜力的思考者。培养卓越幼儿教师，就是要培养适应学前教育改革发展要求，构建厚基础、强能力、重融合的培养体系，为造就一批具有创新创业意识、兼顾品德与能力、复合型高素质人才 ⁰。培养离不开实践，从实践中来，到实践中去。在人才培养模式中，专业实践教学作为教育中重要一环，对人才培养质量起着关键性作用。

2. 职业教育亟待优化的学前教育专业实践教学模式的研究现状

2.1 培养目标不明确

依据师范类专业认证"学生中心、产出导向、持续改进"核心理念，职业院校在设置实践教学培养目标时，一是基于对用人单位、毕业生、其他高校和专家学者的调研和评价基础上；二是通过现代信息技术，调研学前教育专业集群的岗位内涵，明确细化学生毕业后所从事的行业、岗位和工作内容，以及毕业 5 年后的职业预期，并列出支撑预期的专业知识、职业能力和核心素养；三是融合服务面向、基本素养、专业领域、职业特征和人才定位五大要素，按照培养大国良师的要求，满足幼教领域对行业人才的现实需求；四是设定培养总目标，确保子目标完全覆盖人才培养定位。据调查，各院校学前教育专业人才培养方案均设置了总体目标，包括科学研究型人才、复合应用型人才、实践智慧型人才培养 ⁰。无论何种类型人才培养，都融入了实践能力培养内容，说明各院校已基本形成了实践教学意识 ⁰。但是，各大高校也存在一定问题：一是没有厘清主体和客体关系，片面重视弹、跳、画、唱、说等技能培养，模糊了实践教学的概念，忽视了学生岗位胜任力的培养和实际解决问题的能力；二是由于疫情等不可抗拒因素，未能及时做出调整，或未重视过程培养考核、双导师制度落实不到位，造成培养目标达成度不够，未能关注和界定每一位学生所达成的最终学习成果。

2.2 实践内容不科学

当今的学前教育，走向儿童，秉承"儿童立场"早已成为共识。随着对儿童研究的深入，幼儿园的课程也逐渐由"分科"走向"生活"，由"预设"走向"生成"，这意味着教师要从"怎么教"转向儿童"怎么学"，教育也由"教师中心"转向了"儿童中心"的建构。聚

焦于学生专业实践成长，职业院校设计实践教学内容时，应坚持"学生为中心"，以产出为导向，改造传统以学科内容逻辑结构为核心的设计思维，贯彻以解决幼儿园实际问题为核心，以跨学科思维和培养学生分析问题、解决问题能力作为组织实践的主要线索及建构的原则，建立基础与前沿、传统与现代两融合的实践教学内容体系。据调查，各院校学前教育专业实践教学内容可大致分为幼儿园班级管理、五大领域观摩课、教研活动、游戏活动、主题活动、家园沟通及保育工作，学生面临的问题如下：一是缺少以幼儿为中心的实践内容，例如幼儿观察档案、行为观察与分析及幼儿成长日志等，学生无法将所学儿童心理学、教育学及卫生学等知识与实际有效联系；二是实践教学内容与园所岗位职责缺少粘性，"教"与"学"未能发生最大化学反应；三是实践教学内容未配套合适教材，依然以传统日志型记录作为主要载体，缺少"问题导向、任务驱动"项目制学习的工具。

2.3 教学实施不完善

高职学前教育专业实践教学重点是组织学生阶段到幼儿园贴近幼儿，以岗位情景浸润师德情怀，以园所典型工作任务承载专业知识，园校企课程共研、共教、共训、共评，兼顾学生共性和个性的培养，以"校内实训+校外走园"锻造职业能力，由传统教学设计变任务驱动、模块化教学的特色，配备具有专业背景和多年园所一线工作经验的双导师，充分利用课堂教学、实践实训、个性辅导、远程指导、虚实平台等交互手段，切换"教室-实验室-幼儿园"不同场景，配套具有实用性和实践性的新型活页式教材，融合现代信息技术，加大研习复盘环节控制力度，创造教育教学新范式。据调查，由于高职院校实践基地有限，产教融合不充分，指导教师疲于应付，造成实践教学存在以下问题：一是学生对园所实践未重视，对实践教学计划不了解，学习重点不突出，到园所实践流于形式，走马观花；二是校内缺少实验平台，校外缺少实践基地，园所不能接纳全部学生，造成学生实训时间不够，到园所实践计划不科学，理论与实践脱节；三是教学设计未能遵循师范生成长成才规律，指导教师对园所一线岗位需求、过程观察指导及研习复盘环节缺少经验，从而造成学生的职业认知、师德培养、情怀根植、知识储备和能力建构等不足。

2.4 保障评价不充分

实践教学的顺利实施离不开良好的支持保障体系，其中包括认知、组织、制度、人员、资源、经费等六个方面。学生实践全过程，需要不断完善面向产出的内部评价机制和质量保障体系，形成"管理-监督-评价-反馈-改进"的人才培养保障机制。当前，受办学理念、经费支持、师资队伍、产教融合及社会影响等因素的诸多影响，院校实践基地不足的现状比比皆是，

由于管理机制不完善和全过程质量监管不到位，学生入园后，实践目标面临打折扣或无法落地，实践教学的"量"和"质"无法达到预期成效。据调查，高职院校保障评价环节存在问题如下：一是学生评价虽然会获得园方和校方双导师的共同评价，但整个评价重结果轻过程，重文本轻展示，重他评轻自评，未形成教法、学法和评价等同向同行多元创新的改革之路；二是政府、园所、企业和学校四方协同育人共同体缺少耦合性，校政企园行深度合作不够，校企共建托幼产业学院的案例较少，院校盘活现有资源意识不足。

3. 济南幼儿师范高等专科学校卓越幼师产业学院概况

3.1 济南幼儿师范高等专科学校概况

济南幼儿师范高等专科学校于 2011 年 4 月经国家教育部批准，由原济南师范学校、济南幼儿师范学校、济南广播电视大学合并组建的高等专科学校。济南师范学校成立于 1902 年，是山东师范教育的发源地；济南幼儿师范学校成立于 1952 年，是新中国创办最早的五所幼师之一；济南广播电视大学成立于 1979 年，是覆盖全市的远程教育系统。学校现有学前教育、小学教育、语文教育、数学教育、英语教育、音乐教育、美术教育、体育教育等 8 个师范类专业，大数据与会计、数字媒体技术、市场营销、金融科技应用、大数据技术、电子商务、艺术设计、早期教育、婴幼儿托育服务与管理、人工智能技术应用、研学旅行管理与服务等 11 个非师范类专业。全日制在校生达到 7000 多人，学生来自 15 个省。济南幼儿师范高等专科学校不忘初心、砥砺前行，已形成了以教师教育专业为特色，非教师教育专业为拓展，职前教育与职后教育一体的办学格局，办学水平和人才培养质量逐步提升，为促进经济社会发展和提高国家竞争力提供优质的人才资源提供有力支撑。

3.2 卓越幼师产业学院概况

卓越幼师产业学院是由济南幼高专与卓越云师（北京）教育技术有限公司共建而成，是济南幼高专教师教育专业的首个校企共建产业学院。产教融合、校企合作是职业教育的基本办学模式，是办好职业教育的关键所在；工学结合、知行合一是职业教育的基本育人模式，是提升人才核心素养的必然选择。卓越幼师产业学院主要解决任务有专业发展顶层设计、工作任务导向的课程综合化改革、证书标准研制与 1+X 证书制度试点、智慧教育平台构建、双师型教师团队建设、赛教融合体系构建、附属幼儿园与产教融合实训基地建设、招生与实习就业服务、社会服务、国际交流与合作、课程思政与专业文化建设、课题申报与成果转化等。通过校企的深度合作，合作院校的专业设置更加契合产业发展，教学理念与内容得以革新，实践教学环境

将大幅优化，专业师资队伍得以充实，国际合作与社会服务能力得到提升。

4. "涵养师德、厚植情怀、锻造能力"产出导向的高职学前教育专业实践教学模式的构建

济南幼儿师范高等专科学校卓越幼师产业学院聚焦于学生专业实践成长，不断深化人才培养模式革新，将课程思政融入教育教学，将师德情怀列入培养体系，紧密对接幼教机构一线实际教育需求，配套优势信息化资源和新型活页式教材，通过岗位递进综合育人活动，多融合教，多感官学，多情景浸润，以岗位实践五段分层渗透，循环提升岗位胜任力，引导学生反思、批判和重构，建立五维评价体系，形成六个到位组织保障体系，探索产学研用四位一体育人路径，设计"一生一册、一师一集、一课一品"的成果体系，真正融合"教"与"学"，关注和界定每一位学生所达成的学习成果，为打造实践智慧型的四有卓越幼师助力。构建了德、情、能并重的集多融合教、多感官学和多环节评一体的产出导向式实践教学模式，搭建了集幼儿研究、教学科研、专业实践、赛教融通、成果转化等一体的发展平台（图1）。

4.1 基于 OBE 理念，确定了"师德为先、情怀为基、能力为重"培养实践智慧型的四有卓越幼师"的育人目标

一是依据师范类专业认证核心理念，利用人才培养方案设计中"细化学生毕业后所从事的行业、岗位和工作内容，以及毕业 5 年后的职业预期，列出支撑预期的专业知识、职业能力和核心素养"的育人目标设置的思路、方法、技术和手段，描绘出卓越幼师职业技能画像，确定了认知、知识、技能、情感四维培养目标；二是结合国家提出的立德树人的培养要求和职业岗位教育情怀的实际需求，将课程思政融入实践教学过程，将师德情怀列入培养体系；三是将德、情、能有机融合，丰富学生思政教育、第一、二课堂和社会实践内容，充分利用学校王尽美展馆、校史馆和学前教育学院实验室等阵地，培养学生家国情怀、师德规范和爱岗敬业。

4.2 问题导向、任务驱动，轮岗递进体验、五段分层渗透，建立基础与前沿、传统与现代相融合的实践教学内容体系

一是紧密对接幼教机构一线实际教育需求，以学生探究式学习方式为主，理实结合，项目式教学，配套优势信息化资源，校企深度合作共同开发新型活页式教材；二是创新每周一日"保育员-配班-主班-主任-园长"递进轮岗体验，多融合教，多感官学，多情景浸润；三是"定岗（看）-识岗（说）-跟岗（帮）-试岗（做）-顶岗（研）"五段分层渗透，循环提升岗位胜任力，引导学生反思、批判和重构；四是充分利用课堂教学、线上沙龙、实验场地、虚拟平台、个性辅导、远程指导等交互手段，深挖已知，建构未知，突破传统，融合现代。

4.3 信息化教学与学前教育专业耦合，跨学科交叉融合，初步打造数智"学前教育+"实践教学平台

一是园校企课程共研、教师互聘、资源共享，共同制定核心课程标准，共建教研、科研、人才培养共同体；二是充分利用济南幼儿师范高等专科学校智能化实体实验教学平台、网络化虚拟实践教学平台、卓越云师（北京）教育技术有限公司数字化实践教学软件、卓越幼师融合培养基地实践教学案例资源库等；三是打破学科专业壁垒，实现多学科的交叉融合，探索"学前教育+"，融合现代信息技术，创造教育教学新范式。

4.4 创新育人机制，围绕培养主体，联动产业学院、高等学校、专业指委、幼教机构，形成产学研用四位一体育人路径

"产"是产业学院，指校企深度融合，共建卓越幼师产业学院；"学"是高等学校，指基于济南幼儿师范高等专科学校学前教育学院"以学生为中心"的人才培养教育教学活动；"研"是专业指委，指联合中国学前教育研究会、卓越幼师产业学院理事会与专业建设指导委员会在育人过程中的教科研引领活动；"用"是幼教机构，指园校企共育，建设"卓越幼师融合培养基地"，贯通"培养-实践-就业"环节。"产、学、研、用"对标学生要求分别是：创新驱动、学习反思、知行合一、学以致用，四方育人主体共同凝炼育人目标，设置和研发课程内容、承担实践教学任务，共育人才（图2）。

4.5 全过程评价，形成"管理-监督-评价-反馈-改进"的闭环管理

目标：创建培养目标达成度机制；

内容：融入课程思政，兼顾共性和个性需求；

方法：关注过程管理和实际解决问题的能力；

过程：系统联动、全过程导向，"自我评价+校外评定+校内评选"；

效果：重视对目标的回应，及时调整、反思优化。

4.6 目标导向、质量中心，落实认知、组织、制度、人员、资源、经费六个到位的组织保障体系

认识到位：园校企统一思想、提高认识，高度重视实践教学工作；

组织到位：卓越幼师产业学院组建工作领导小组，统筹组织、协同管理；

制度到位：建立实践教学配套规章制度，有"法"可依、有"规"可循；

人员到位：推进双导师队伍建设，园校企行齐抓共管，共育人才；

资源到位：校内智能化实体实验教学中心、网络化虚拟实践教学平台、校外数字化实践教学软件、实践教学案例资源库；

经费到位：设置专项资金，为实践教学提供保障。

4.7 课程产出、阶段成果，设计"一生一册、一师一集、一课一品"的成果体系

一生一册：每学期每位学生完成《卓越幼师成长手册》；

一师一集：每学期指导教师完成《卓越幼师实践教学成果作品集》；

一课一品：每学期针对不同重点，形成品牌性的技能比拼、汇报演出、主题展览等活动体系。

同时，关注学生成果转化，推动学生积极参与技能竞赛和创新创业大赛，引导学生转变就业观念，做好职业生涯规划，着力培养具有创新创业意识、兼顾品德与能力、复合型高素质人才。

5. 结论和建议

大学是人生最美好的季节，心怀梦想的同学们沐浴于新时代，肩负历史使命，满怀青春希望，在春风化雨的途中奏响卓越成长的礼赞。通过"涵养师德、厚植情怀、锻造能力"产出导向的高职学前教育专业实践教学，我们感受到，卓越幼师产业学院的学生们用发现美的眼睛在观察，内心在思考，理念在生发，知识在积累，能力在建构，未来在描绘。我们看见他们作为大一新生初入园所实践的忐忑与焦虑，更可以看见他们突破自我后的蜕变与成长；我们看见他们对幼儿的用心用情，更可以看见师幼相处的温情与美好；我们看见他们聚焦任务的思考与专注，更可以看见他们自主驱动下的真实学习。通过深入职业一线，学生们更具针对性、富有实效性地在三全育人立体网络中学习着、历练着、成长着、收获着。

国之根本在教育，教育之根本在教师。培养卓越幼儿教师，就是要培养适应学前教育改革发展要求，构建厚基础、强能力、重融合的培养体系，为造就一批具有创新创业意识、兼顾品德与能力、复合型高素质人才⁰。实践教学是高职学前教育专业教学中的重要内容，是培养学生职业能力的重要措施。当前高职院校学前教育专业在实践教学中存在着培养目标不明确、实践内容不科学、教学实施不完善及保障评价不充分等诸多问题，导致高职学前教育专业学生实践教育的质量偏低，难以满足社会对人才的需求，毕业生面对巨大的就业压力。因此，院校聚焦于专业实践成长，以学生为中心，产出导向，通过以岗位实践技能为核心的课程实施和综

合育人活动，加强学生师德情怀浸润，以行塑知、以德育心、以心养德，探索校政企园行五位一体育人路径，设计多元评价和成果体系，贯通"培养-实践-就业"，从而培养出兼具岗位实践能力与职业道德的优秀人才，为我国学前教育的发展提供助力。
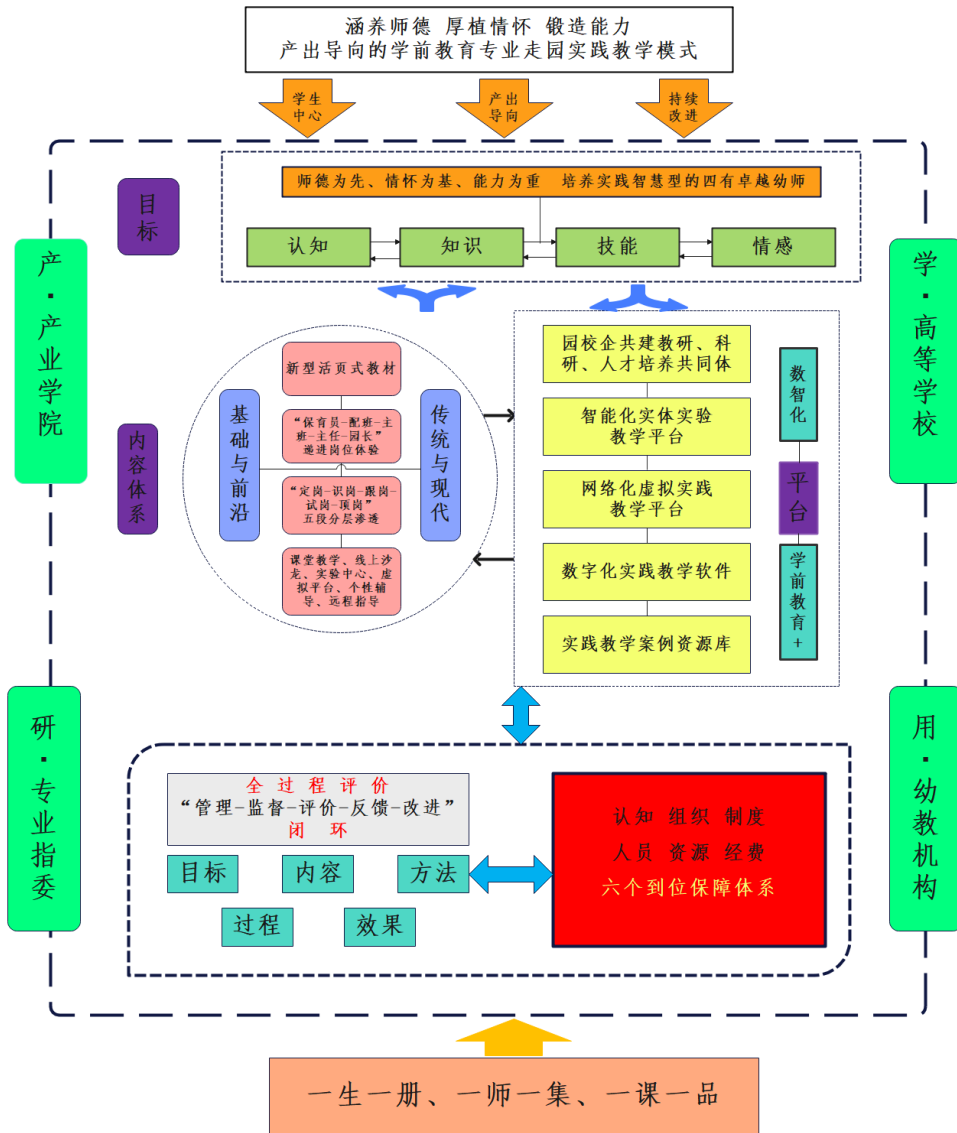
图1："涵养师德、厚植情怀、锻造能力"产出导向的高职学前教育专业实践教学模式
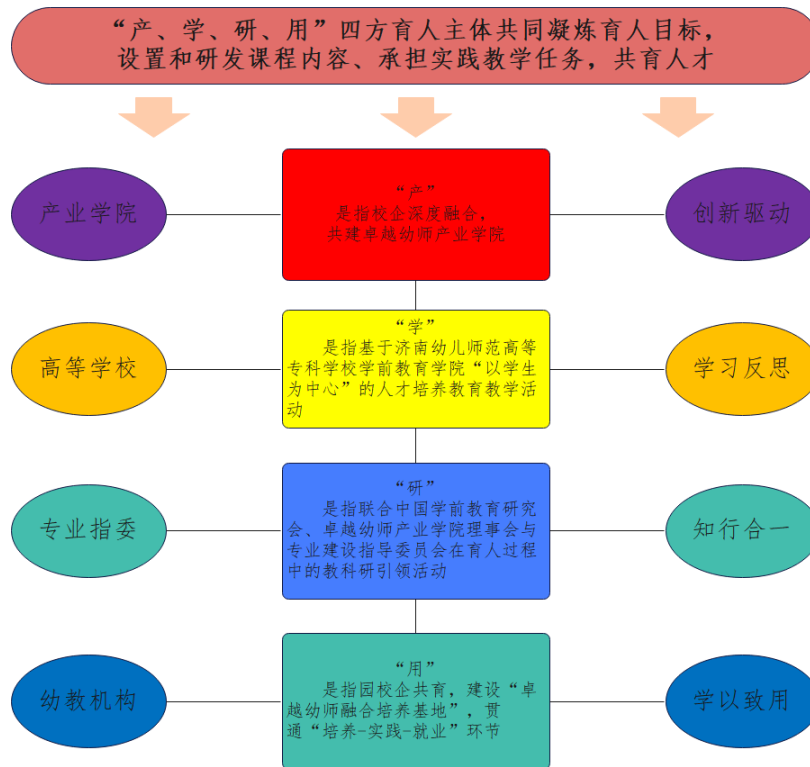
图 2："产学研用"四方育人模式

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A COMPARATIVE STUDY OF CHINESE TRADITIONAL CULTURE AND WESTERN LEADERSHIP STYLE

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Abstract: This paper analyzes the main viewpoints of western leadership style in recent decades, as well as the three main components of Chinese traditional Mandarin, some main viewpoints related to management put forward in Confucian culture, Taoist culture and Legalist culture, compares the western management leadership style with the management viewpoint in Chinese traditional culture, and finds that the leadership style is more suitable for the implementation of management in China.

Keywords: Leadership Style, Confucian Culture, Taoist Culture, Legalist Culture.

Introduction

China is a country with profound cultural heritage. Culture is the main factor to condense a country. People's thoughts and ways of thinking are bred in the soil of traditional culture. In a country, only by applying the local culture well can we do better management. Especially in the field of education, it is inseparable from the influence of traditional culture. Therefore, how to analyze and use the factors of traditional Chinese to manage modern education is the next attempt.

At present, most of the research on management is based on the theory of Western management, but some of the management ideas contained in Chinese traditional culture are consistent with the theory of Western management. The inconsistencies are developed in China's unique culture. For China's national conditions and culture different from other countries, they are more suitable for our country. Try to analyze the Chinese tradition and Taoism in education and management.

1. Research on Western Leadership Style

In more than a century, there has been a lot of research and Practice on leadership. In fact, through the demonstration of a large number of data, the success of managers is also closely related to the size of leadership ability. Researchers have also been actively exploring the theoretical research on the impact of leadership on management quality. However, the research on leadership originated from

western society, and the theoretical basis is also carried out on the basis of western theoretical research. However, because China's cultural heritage is not homologous with western culture, many concepts are even contrary to the West. In some cases, western theoretical research is directly used for practice in China, and there are always some places that are not in line with China's national conditions. Under these circumstances, we need to carry out some improved thinking and exploration in combination with the views in China's traditional culture. Of course, the research on leadership in the West has been relatively mature, so this paper should try to develop some research on manager leadership that is more in line with China's cultural characteristics on the basis of western leadership research and combined with China's traditional cultural thoughts.

The research and development of western leadership has gradually matured, and the classification of leadership types is particularly complex, at least dozens of types. We can't list them one by one here. We can only list the four types recognized in this paper for analysis and research. The four leadership types are autocratic leadership style, Democratic leadership style, laissez faire leadership style and participatory leadership style. The research summary of the characteristics of these four types of leadership styles are as follows:

Authoritarian leadership refers to the concentration of power on one manager, all decisions are led by one person, and subordinates can only comply without personal opinions. So it is also called authoritarian leadership. Managers with this leadership style are usually very autocratic. The research on different types of leadership effects conducted by Lewin in 1939 shows that under the autocratic leadership management, the work efficiency of the group is relatively high and can generally achieve the established work objectives, but the managed members are easy to show more negative attitudes and even antagonistic emotions, such as lack of work motivation, personal focus, easy to shirk responsibility, easy to attack each other, etc. Later, Koch, French, Likert and others also reached similar conclusions. Others found that autocratic leadership style is not only related to the personality characteristics of leaders, but also related to the characteristics of group members and the tasks they need to complete.

Managers with Democratic leadership style will widely solicit the opinions of subordinates when making decisions, fully respect the opinions of subordinates, and finally make decisions. The manager of Democratic leadership will not make decisions by himself. The final decisions are the result of integrating the opinions of subordinates. Such leaders will pay more attention to employees' interests and hobbies, encourage and mobilize everyone's enthusiasm for work, and give full play to employees' subjective initiative. When arranging work, it is also relatively free. It will not assign tasks in a very specific way, giving employees greater freedom and flexibility. Moreover, such leaders generally use the tone of consultation, suggestion and request, and generally do not arrange tasks in the tone of following orders. They mainly rely on their personal charm and authority to manage the organization.

Laissez faire leadership style is that managers basically let their subordinates manage themselves without any requirements. When they have a task, they let their subordinates play by themselves. If they can't see it, they will give advice or provide some help. Work tasks are basically completed by employees themselves. Such leadership style often leads to low work efficiency, confusion in the internal management of the organization, and the employees' personal ability and their cooperation cannot be brought into full play.

Participatory leadership is a more democratic leadership style. Managers will actively involve employees in the decision-making of the leadership, let employees participate in the management of the organization, and make them feel more of the role of master. Such a management method will increase the sense of trust between managers and employees, and the two-way communication at work is also very smooth. Generally, the decision-making of the organization is finally made by managers with the full participation of employees. Such a management method will bring the participants from top to bottom in the whole organization together, and everyone will have the feeling of a community of destiny, so as to integrate personal development into the development of the organization.

The characteristics of the above four leadership styles are the mature research summary of the West in recent decades. Different leadership styles have different leadership behavior characteristics. Compared with the views on management in China's traditional Mandarin, many theories are similar, but also have some differences. Let's make a comparative analysis.

2. Research on Confucianism and Its Comparison with Western Leadership Style

Confucian culture occupies a large proportion in China's long cultural river. It can be said that China's cultural tradition, living customs, secular etiquette and other aspects are deeply influenced by Confucian culture. It has a high position in China's traditional culture. Even for a long time, China has only respected Confucianism in history. His representative figures include Confucius, Mencius and Xunzi. His classic works are the Analects of Confucius, Mencius, University and the doctrine of the mean, which are collectively known as the four books.

The core idea put forward by Confucianism is "benevolence", which means love. In terms of political management, from the perspective of "benevolence", this paper puts forward the political viewpoint of "serving the government with morality". It advocates that national managers should implement "rule by virtue" and benevolent government. The so-called "lover" especially emphasizes "people-oriented", which is consistent with China's current political management proposition. From the Confucian view that "the people are the most important, the monarch is the least, and the country is the second", it can be seen that managers should still focus on people, pay attention to the exertion of individual ability, and manage people well in order to manage an organization well. "Time is not as good as place, and place is not as good as harmony between people". Mencius also proposed that

"benevolence is invincible" and pushed the political thought with "benevolence" as the core to the commanding height. "Benevolence is invincible" is to manage the country with the thought of benevolence, so as to achieve the purpose of "enriching the people".

Secondly, one of the important thoughts in Confucius and Confucian culture is "ceremony". "Propriety" refers to etiquette, a code of ethics and a code of living. Confucius said, "if you don't learn etiquette, you can't stand." The "ceremony" proposed by Confucianism refers to the construction of a social interpersonal relationship. Everyone works in a regular social interpersonal relationship. This is the same as the basic rules of management. Confucianists put forward that "those who are polite, noble and humble, old and young, rich and poor, and so on". That is to say, there should be different social classes in human society. Then, according to these classes, they should follow their own etiquette and conduct the ceremony of "monarch, minister, father and son". That is to standardize the individuals in the society according to a complete and orderly set of etiquette and law, so that the whole social organization structure can operate in a standardized and orderly manner. Confucius said, "if the name is not regular, the words are not smooth, and if the words are not smooth, the things will not be achieved"; Xunzi said, "if you don't know the high and low, the same and different will not be different. If so, there will be unspoken trouble in your ambition, and there will be trouble in your trouble and waste. Therefore, those who know it will make names to point to reality, clarify your high and low, and distinguish the same and different from the lower. If you know the high and low, you will have the same and different. If so, there will be no unspoken trouble in your ambition, and there will be no trouble in your trouble and waste. This is also famous.". Every individual in a social organization should follow certain etiquette and do what they should do according to their own position, so that the whole social organization can operate most efficiently and orderly.

Third, "faith" and "loyalty" in Confucian culture refer to an attitude towards people and things. Is an important moral character. Managers should have an honest attitude towards the management personnel and things, so that they can do things and work well. Confucius said, "the people cannot stand without faith." in a country of thousands of times, respect and trust, economize and love the people, so that the people can keep pace with the times. As for "sincerity", it is mentioned in Mencius leaving Lou Shang that "those who are sincere are the way of heaven; those who think about sincerity are the way of man". What is repeatedly emphasized here is the value that we should pay attention to integrity in life and work.

Fourth, an important point of view in Confucian culture is "harmony". The so-called "gentlemen are harmonious but different, and villains are the same but not the same". "Peace is precious", that is, don't go to extremes in life and work, and maintain a good attitude in order to get a peaceful situation. The same is true for managing social organizations. We should not only pay attention to a certain point, but also have a view of the overall situation and get a peaceful result. In this way,

management cannot lose a balanced situation and affect harmony.

Fifth, Confucian culture especially emphasizes the importance of self-cultivation of virtue. In the "University", it is proposed that "those who want to clarify virtue in the world in ancient times should first rule their country, those who want to rule their country, first Qi their family, those who want to Qi their family, first cultivate their body, and those who want to cultivate their body should first correct their mind". "The Analects of Confucius" also mentioned: "his body is right, do not order; his body is not right, although order does not follow". All put forward the importance of self-cultivation. In other words, as a manager, we must cultivate our own morality, so as to set an example and further manage other members of the organization.

By comparing Confucianism with western leadership style, we can see that the management view of Confucianism is based on centralization of power, and then puts forward some personal requirements for managers. For example, it puts forward that managers should be "benevolent", that is, "love", people-oriented, benevolent governance and enhance their self-cultivation. However, these views put forward to managers are under the requirements of subordinates for managers to "trust", "loyalty" and pay attention to "etiquette". In fact, these requirements for subordinates have further consolidated the voice of leaders. People cannot change the opinions of managers beyond their personal identity, which is close to the autocratic leadership proposed by the West. They all concentrate power in the hands of managers, whose opinions dominate, and it is difficult for subordinates to give full play to their management opinions. However, managers with high personal cultivation will still respect the opinions of their subordinates and make decisions that everyone agrees with.

3. Research on Taoist Thought and Comparison with Western Leadership Style

Taoism also has a long history in China, which has influenced the thoughts of rulers and managers of all dynasties. Its representative figures are Lao Tzu and Zhuangzi, and its representative work is Lao Tzu. The book Lao Tzu mostly provides suggestions for managers, which puts forward that "Tao always does nothing but does everything. If the Marquis and the king can keep it, all things will turn into themselves", "man follows the earth, the earth follows the heaven, the heaven follows the Tao, and the Tao follows the nature". The "Tao" here refers to that everything has its operation law. You can't go against the law of things. Only by abiding by this law can you succeed. Both nature and human society have their own operating laws. These laws exist objectively and are not transferred by human will. If you conform to these laws, things will go smoothly. If you violate these laws, you will be punished.

Therefore, Taoism put forward the management concept of "governing by inaction". The "Inaction" here is not doing nothing, but doing things in accordance with the objective law of everything. "Imitating nature" is to seek the origin and internal operation law of things. It is not only against idleness,

laissez faire, but also against acting rashly, otherwise it will bring regret and unnecessary losses. Lao Tzu said, "if you do nothing without doing nothing, you often take nothing in the world; if you have something, it is not enough to take the world.".

The management of social organizations should comply with the objective law of the development of things, so as to achieve the situation of "doing everything". On the contrary, if we do things only according to people's subjective will and do not respect the laws of nature, it will hinder the operation of "Tao" and fail. This is not to let people treat negatively and do nothing, but to do something and not do something. Don't let people's subjective will impose interference in the development law of things, but to comply with the law of things to do things and manage the organization, so as to achieve good results in the end.

The management view of "governing by inaction" is also applicable to today's management workers. In modern management, the emphasis on "governance by inaction" requires managers to comply with nature in the process of formulating and implementing corresponding systems and not violate the objective law of organizational development. This concept of Taoism emphasizes that people must act according to the laws of nature, let nature take its course, achieve full harmony and realize the harmonious unity between man and nature. At the same time, managers are required to focus on the overall situation and do not have to be involved in trivial matters, but hand over the decision-making power of daily affairs to their subordinates and give full play to the wisdom of the group. Only in this way can they grasp the management objectives of the organization and formulate a correct management system. Delegating decision-making power does not mean abolishing any management behavior, but entering a higher level of management. So that everyone can participate in the formulation and implementation of major decisions and become a part of managers. This "inaction and governance" management mode is actually more efficient and more active to achieve the management goal.

Secondly, "Lao Tzu" puts forward that "the world is not weaker than water, and the strong cannot win", "the opposite moves the way, and the weak uses the way". That is to say, to overcome the strong with softness, water dripping through the stone. In terms of management, we should not apply tough measures, but use softer methods to solve problems according to the actual situation.

Moreover, in dealing with interpersonal relationships, Lao Tzu advocated "no dispute at the bottom". Lao Tzu said, "those who are good at fighting will not be angry; those who are good at winning the enemy will not fight; those who are good at using people will be inferior.". It means that those who are good at being leaders do not try to be strong, do not show and take credit for themselves, and generously let their subordinates show their talents, so as to give full play to their role; Those who are good at fighting should keep calm and not be irritable or act rashly; Those who are good at winning don't have to fight the enemy; Be good at using people with humility and low profile. "The best is like water, and water is good for all things without dispute". Tell people that managers should be like rivers

and seas, "be good at it" and retreat without dispute. With the mind of embracing all rivers, we can attract more talents to our surroundings. This is the basic strategy of Taoism in dealing with personnel relations.

By comparing the Taoist thought with the western leadership style, we can see that the Taoist management view is more inclined to managers, who do not make much administrative intervention, but make judgment and guidance according to the development of form and the fundamental law of things, focusing on understanding and employing people, and looking at the essence through the phenomenon. Know people and make good use of them, and advocate putting the right people on the right posts. Then we should be good at using soft means and using the development law of things to manage the organization, so as to do a good job in management. The management view of Taoism does not advocate the use of coercive means to lead employees in an excellent way and pay attention to following the trend. This is close to the participatory leadership proposed by the West. However, if the management is too relaxed and its subordinates are allowed to play freely, it will move towards the side of laissez faire management.

4. Research on Legalist Thought and Comparison with Western Leadership Style

In China, Legalist thoughts coexist with Confucianism and Taoism, including representatives Shang Yang, Shen Buhai, Han Feizi, Wu Qi, etc. The viewpoint of legalist thought is "advocating the law", advocating the "rule of law", opposing the "rule of man", and putting forward the viewpoint on human nature that "human nature is evil at the beginning of man". The core idea is "rule by holding the law and power", and holds that "good profit and evil harm" and "human love and the world". Human nature can be regulated by system. A society must have its own system in order to regulate human nature. Only when everyone is restricted by the legal system can the society run well. This view is the same as the "rule of law" put forward by China at this stage.

Secondly, Legalist culture also puts forward the idea of "Shu governance", which refers to power. "Han Feizi · Ding Fa" mentioned: "the craftsman is subject to officials because of his appointment, takes responsibility for reality according to his name, exercises the handle of life and death, and teaches the ability of kings and officials." "Technique" should ensure the effectiveness of "method". Taking power as the main tool of management is actually top-down repression.

In addition, Legalist culture also puts forward the view of "potential governance". If there is "law" and "skill", but there is no "potential", "law" and "skill", they can not fully play their maximum role. The so-called "power" means power and authority. Han Feizi said, "those who have power are the capital to win the crowd.". He believes that a manager only has strong ability and good morality is not enough. At the same time, he must have power to ensure the implementation of policies and systems.

Obviously, the management concept put forward by Legalists has strong applicability in

modern management activities. For example, the theory of human nature of "good profit and evil harm" put forward by Legalists is of great enlightening significance to modern management. In modern management, managers should have the ability to effectively use incentive means, use interests to drive or punishment to promote employees to work hard; The idea of "lawless past, not today" advocated by Legalists is to ask managers not to blindly follow the old ways of the past and stick to the old rules, but to enhance their awareness of change and seek solutions to different problems in real work, so as to obtain development. The very popular innovation and change in modern management reflect the application of legalist thought; Legalists advocate to improve the legal system and clarify the role of law, which is also very applicable to the management of organizations. If there is no perfect rules and regulations, relying on the rule of man rather than the rule of law, the management efficiency will be very low. And if there is no perfect law, other problems will follow.

Comparing legalist thought with western leadership style, we can see that legalist management view is that managers implement management mainly based on laws and regulations, and use power and power. In fact, it is also close to the autocratic leadership style of the West. Different from the Confucian management thought, the Confucian management thought emphasizes the importance of subordinates in the management process while the manager is autocratic. The legalist management thought emphasizes the toughness of management means.

Conclusion

Through the theoretical research of western leadership style in recent decades and the comprehensive analysis of management thought in some Chinese traditional literati, we can draw the following conclusions: the management view in Confucianism is close to the autocratic leadership style in the west, but it is different. The Confucian view especially emphasizes the importance of subordinates and the self-cultivation of managers. The legalist management view, which is also close to the autocratic leadership style of the west, emphasizes more on system and power. The management view of Taoism is closer to the participatory management style. It pays more attention to the opinions of subordinates and the objective law of the development of things. It follows the trend to manage an organization and does not advocate the use of coercive means to interfere with management. From the long history of our country's management in previous dynasties, autocratic leadership can often make a country prosperous for a time, but it cannot maintain prosperity for a long time. It is often difficult to continue after prosperity. From this point of view, the management view in Taoist culture is more suitable for China's management situation and can develop for a long time.

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DEVELOPING SUCCESSFUL LEADERSHIP THROUGH THE IMPROVEMENT OF STRATEGIC MANAGEMENT FOR EDUCATIONAL LEADERS

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Abstract: By reviewing and discussing the successful leadership in nowadays' school contexts, this paper attempts to answer and promote the understanding of (1) the power of leadership and leadership strategies; (2) the characteristics of the effective leadership; (3) how school leaders should do to develop their effective leadership through strategic management in this new changing era. The paper also discusses developing successful leadership through strategic management and accordingly provides some recommendations for building successful leadership in educational organizations and directs some of the problems and trends with leadership strategies for further studies and concerns.

Keywords: The Power of Leadership, Leadership Strategies, Successful Leadership, Strategic Management.

Introduction

Scratch the surface of an excellent educational originations and we are likely to find an excellent principal or educational leader. Peer into a falling education organization and you will find weak leadership (Fullan, 1995). That, at least, is the conventional wisdom. Leaders are thought to be essential for high-quality education (Bruce, Whitehead, Floyd, and Robert, 2013). But is this indeed true and if so, exactly how do leadership and strategic management work?

Amidst the seeming certainty that leadership matters, there is much that we do not yet understand about successful leadership and effective strategic management (Bajcara, Babiaka, &Nosal, 2015). Therefore, this paper presents a summary of key, well-documented understandings of leadership and strategic management at the school level. This knowledge can be used with confidence to guide leadership practice, policy, and research hopefully. The paper tries to help address concerns about school leaders' preparation and performance of strategic management; it also tries to provide a good

starting point for dialogue with diverse audiences about the future of educational leadership.

1. The Power of Leadership and Leadership Strategies

Power—the ability to influence people and events—is at the heart of leadership. School leaders may hesitate to use it or wish they and more of it, but they cannot ignore it. Most discussions of the power divide it into two broad types: coercive and moral. Coercive power is the ability to control the environment in a way that will harm or benefit followers. Moral power comes from respect for the leader's status, expertise, or personal qualities. Coercive and moral power are sometimes contrasted as "power-over" versus "power-through" (Dunlap and Goldman, 1990). In power-over, the leader gets wide discretion in pursuing organizational goals. The leader gets results indirectly, through the autonomous efforts of others. Every organization relies on some degree of coercive power, but organizational excellence often is tied to moral power. Coercion gains outward compliance, but moral power leads to performance beyond the call of duty. How school leaders use power will have a lot to do with the strategies they choose, therefore, to discuss the power of leadership, we must examine each of the basic leadership strategies (Allan, 2011; Amy, 2020).

Over the years, observers have often noted the distinctive ways in which school leaders cope with the demands of the job (Bush, & Glover, 2003). Some are active and assertive, able to project authority just by stepping into a room; others work behind the scenes, preferring quiet conversations to noisy theatrics. Some are down-to-earth and business-like, concentrating on the problems of the day; others eagerly reach for the future. Some attack problems with sandpaper, hoping to wear out the opposition through sheer abrasion; others are harmonizers, happy to oil whatever squeaky wheels they come across ((Fullan, 1995; Joseph, Rebajo, 2001; Larry, 2004).

These differences have often been explained as "style", an inherent quality that leads people to prefer one way of behaving over another (Donald, Thomas & Davis, 2004). While these predispositions undoubtedly exist, leaders also operate pragmatically and flexibly, choosing their approach to fit the situation. They do this by adopting strategies, that is, patterns of behavior designed to gain the cooperation of followers in accomplishing organizational goals. School leaders can choose from at least three basic strategies: hierarchical, transformational, and facilitative (Allan, 2011; Minisha, 2018).

Hierarchical strategies involve the familiar top-down approach that emphasizes authority, rules, and division of labor. The leader's role is to make decisions and see what is carried out efficiently role is to make decisions and see that they are carried out efficiently (Hambrick & Mason, 1984; William, 2004).

Transformational strategies seek to move organizations by engaging the beliefs, values, and aspirations of employees. Leaders become highly sensitive to the symbolic meaning of their actions and pay close attention to organizational culture (Locke & Edwin, 1996).

Facilitative strategies aim to broaden the leadership base by empowering teachers to take an active role in school decisions. The leader's role is not so much to make good decisions as to see that good decision are made (Pfeifer, Scott, & Polek, 2007).

Leaders select strategies in response to the complexities of running a school. Their choices are shaped by many factors, but two are especially important: what they scan the environment, and how they view power (Levy, Paul & Williams, Jane, 2004).

2. The Characteristics of the Effective Leadership

Educational leaders must guide their schools through the challenges posed by an increasingly complex environment by using effective leadership strategies (Leithwood, 2003; Allan, 2011, Amy, 2020). While school leaders need to know about what the characteristics of effective leadership presently are, as so many researchers concluded (Jack, Peter, Robert & Gene, 2004).

A growing body of research evidence documents the effects of leadership, and major findings from research on school leadership can be summarized in the following five claims (Leithwood, 2003, p34):

"Claim 1: Leadership has significant effects on students learning, second only to the effects of quality of curriculum and teacher's instruction.

Claim 2: Currently, administrators and teacher leaders provide most of the leadership in schools, but other potential sources of leadership exist, including transformational, instructional, moral or participative leadership

Claim 3: A core set of leadership practices from the 'basics' of successful leadership are valuable in almost all educational contexts. They are setting directions, developing people, and developing the organization.

Claim 4: Successful school leaders respond productively to challenges and opportunities created by the accountability-oriented policy context in which they work.

Claim 5: "Successful school leaders respond productively to the opportunities and challenges of educating diverse groups of students."

There is overwhelming evidence that organizations having a critical mass of effective leaders are better organizations. These leaders are both more efficient and effective and have higher morale. These leaders are people who have high expectations and high standards for themselves and others. They have a personal mission that meshes with the organization's mission, and that personal mission serves s the driving force in meeting their expectations and in carrying out every activity they perform. It is belief in the importance of their mission from which they derive their enthusiasm and excitement, which they, in turn, communicate to others. Foundational to their activities is the belief that the key to

a good organization is people—people who are effective individuals as well as contributing team members (Jack, Peter, Robert & Gene, 2004).

There is a checklist of characteristics of effective leaders by Webster's research in the year 2004. This checklist includes those qualities:

    i. *Are guided in all they do by strongly held personal and professional values*

    ii. *Have a singular sense of personal purpose, which becomes their mission for the organization; this purpose creates high expectations and gives focus and direction to all their energies.*

    iii. *Understand that an organization can be improved only through the efforts of competent people working together.*

    iv. *Have a strategy for regularly communicating the organization's missions to others, thereby generating system-wide commitment to the mission goals.*

    v. *Stay in close touch with the people who do the work of the organization.*

    vi. *Understand and accept that it is necessary to take risks if an organization is to innovate, improve, and meet the challenge of ever-changing circumstances.*

    vii. *Stay attuned to the social, cultural, and political aspects of the environment that have an impact on an organization's operations.*

    viii. *See themselves as teachers and motivators of their staff; have their program of training and self-renewal and encourage those who work with them to do likewise.*

    ix. *Know the special skills and professional expertise of each person with whom they work.*

All the studies did provide a nice description of the attributes and activities of effective leaders. It also offers good suggestions and hints for improving strategic management and developing successful leadership, which are all our educational leaders and experts focusing on and seeking in this era.

3. Developing Successful Leadership Through Strategic Management

Leadership and strategic management are both issues of central importance in raising achievement in schools and colleges and thus are at the heart of the educational debate today (Amy, 2020). After we review and summarize the key elements of leadership power, leadership strategies, and effective leadership, now here comes the question of "How school leaders should do to develop their effective leadership through strategic management in this new changing era?"

The answers to this question are concerned with such major issues as *the role of strategic management in education; well-structured strategic information systems; policy and strategies, and the balance between rationalization, innovation, and preservation;* which here are equated with the effectiveness and improvement of the institution.

3.1 In Organizations Considered as Learning Systems, Strategic Management Becomes the Educating Process of Change Agents, The Institutional Actors

The actor can be anyone in the organization, or its related environment, whose behavior can significantly influence change in the organization and its milieu. For instance, for a university, the main actors are the students, faculty and staff, network members, public and private regulators, as well as the media. In a learning organization, their education requires information, communication, and motivation through focused exchange and open debates.

3.2 Educating the Person as An Agent of Change Requires Well-Structured Strategic Information Systems

The data collected should provide relevant material available at the right time to support the right change. Such data (i.e., well-designed information) should structure signals, even weak signals, which impress the organization with a sense of change in the process. How to magnify and transform such signals into data is a managerial information task.

Data can monitor change in the environment or the strategies applied in other institutions used as benchmarks. But, more importantly, data should reflect the practice of the actors themselves, inside the organization, or in its direct environment. It is clear today that a lot of significant information can be drawn from staff experience inside the organization. It is difficult, however, for management to convince employees not only to expose their experience but also to analyze it so that it can contribute to a database of useful information for the organization. The information must be structured so that it is easily communicated while providing useful data to the enquirer. Inside the organization, it must be available to anyone concerned with specific elements of information: this means setting up open systems which are difficult to organize, but essential. Such a task represents a managerial challenge, especially when strong competition for positions exists inside the institution or, on the contrary, when the administration, interested in routines, prefers to retain information rather than to find time to disseminate it properly, thus risking the cultural fragmentation of the organization.

3.3 Making Clear Valuable Policy by Implementing Strategies

3.3.1 Policies Deal with Identity, Missions, and Organizational Climate

At this level of generality, they are usually expressed in broad terms, even symbolic ones. But such wording must have meaning for the people involved, as these policies define norms of behavior and serve as fundamental references in case of serious conflicts between projects – or between people – within the institution. Inside and outside the organization, these norms represent institutional commitments and any interpretation that might lead to strongly divergent positions should be seriously debated, explained in writing, and commented on by the people in charge.

Yet, the worst situation for an institution is a policy (statement of identity, expression of norms, etc.) that has no credibility; either because it has been expressed too vaguely, or because it is simply ignored or interpreted as fluctuating with circumstances.

The formulation and implementation of strategies in the organization are the tests of the validity of institutional policies. When no strategic drive proves effective, there is an obvious need for change in policies.

3.3.2 Strategies Describe Types of Changes and Ways of Transformation

When deciding what to do to implement policies (instrumental rationality, or efficiency). That is why they need to be expressed in operational terms: recalling objectives, they enunciate those activities selected to reach those objectives, the type of changes induced by such activities, the means which can be used – or kept untouched – to develop them, the allocation of individual submissions, resources, and authority, the evaluation criteria for specific projects, the procedures to implement evaluation and those to take account of conclusions and recommendations. In other words, understanding the interaction between actors and strategies is at the core of any managerial process, and of the exercise of leadership.

The strategic need to acquire, develop, and retain talent should flow from the education system's educational improvement strategy, which usually includes an explicit vision of effective instructional practice and identifies the key people needed to implement the improvement strategy.

3.3.3. Evaluation Is Thus the Key to Any Policy and Strategy

This is because it questions constantly the aims of the organization, the institutional allocation of resources, the leadership, and operational capacities, i.e., the norms, communication development, the criteria for quality, their implementation, and their critical re-evaluation. At the level of the whole organization, it is called institutional evaluation and deals with the basic orientation and norms of the institution.

In the process of designing and implementing both the educational improvement strategy and the human capital management program, the education system should produce an additional result, namely a professional school culture which is characterized by high expectations for student achievement, a common vision of effective instruction and accountability for the student performance results.

3.4 The Balance between Rationalization, Innovation, and Preservation

Often, school managers are tempted to give priority to rationalization, based on efficiency criteria – usually a reduction of costs that leaves structures and roles as little affected as possible. Indeed, when change is the key, innovation cannot be developed without some rationalization to provide transfer mobility in resource allocation as well as new models of action. Thus, rationalization usually

leads to reorganizing organizational structures and to developing new functions while, however, keeping to the basics of the existing system.

A classical way of developing innovation is to design experimental structures away from mainstream activities in the organization; areas of transformation are set up at the margin with their specific norms and evaluation criteria. This allows for focusing, in mainstream activities, on rationalization and efficiency, thus allowing for some questioning of current practice. But, at some stage, innovation will need to be transferred from the periphery to the core resources for increased structural change. This should lead to a difficult act of balancing between rationalization and innovation. Too often, the drive for rationalization and innovation, which professionally and even culturally proves rewarding for managers, underestimates the damage it can impose on situations that should be preserved in the longer-term interest of the organization (William, 2004; Xu, 2017).

Ignoring the need for preservation can often endanger the institution or reduce its assets by wasting the professional and technical experience of staff, thus jeopardizing quality, norms of cooperation, processes, and communication or, more broadly, the organizational climate of the institution, i.e., its cultural norms (McFadden & Ledyard, 2009). It is an illustration of badly managed change. Cultural organizations (universities in particular), which are made up of traditions, individual motivations, weak leadership, fragmented and difficult communication procedures, as well as individual initiatives – are particularly at risk (Robert & Jean, 2015).

Rationalization, innovation, and preservation make up an interdependent system with its feedback loops. Designing and operating an appropriate balance within this system is at the core of strategic management, and therefore leadership. It cannot be an a *priori* policy but should flow from the implementation of change, while leaders remain aware of the danger of ignoring preservation (Portin, Bradley, Feldman, et al., 2006).

Conclusion

The study of effective leadership is a complex matter. Leadership, under the right circumstances, can fall on the shoulders of any individual. Nevertheless, there are some items of leadership with which most students of leadership will agree. The paper concludes that the following points can be supported by the leadership literature:

1) Leadership is situational and varies with individuals and events
2) Leadership occurs both by violent changes or revolution and by gradualism
3) A leader is someone who has followers.
4) Leadership has ethical implications
5) A study of history helps us to understand leadership; it gives us leadership models, provides us opportunities to examine leadership conditions, and presents contrasting points of view

that force us to evaluate our assumptions and values.

Recommendation

For those who aspire to educational leadership, out of madness or goodness, and wish "to take on the woe of a people, this paper has a few recommendations:

First, develop a strong sense of personal security early in life. Accept the fact responsibility requires making decisions. The sooner this is done, the quicker one can have personal security.

Second, separate preferences from principles. Life is about 98% preference and 2% principle. Compromising on principles is a self-destructive act. Among a core of basic principles must be the belief that public schools are the bedrock of democracy. Public education is to be honored, to be appreciated, and to be defined against the attacks from both extremes of the social order.

Third, remember always that knowledge is the source of wisdom. Learn as much as possible. Read biographies, study history and philosophy, read research visit schools that are effective, and learn as much as possible from professional colleagues.

Fourth, keep in mind that power is like a strong drink: it can stimulate and motivate, or it can destroy and corrupt. It can make one more sensitive to the need to share power or it can make one believe that power should be exercised on behalf of others. It can be used to support justice or commit evil in the name of "the general good," though no evil can be sanctified by a noble end.

Fifth, be wary of gurus who wish to sell the magic formula for becoming a leader. Workshops and seminars on leaders rarely m provide value for the cost. Instead, leadership emanates from the lifelong struggle to be prepared for leadership.

Sixth, learn from individuals whom one admires.

Seventh, never forget that leadership is the condition of having followers. If others are to follow, they must be treated courteously, with respect, as individuals of worth.

Educational leaders always have been positive people—almost missionary in their belief in the perfectibility of humanity. They never waiver in their strong understanding of the efficacy of schools and education. They have faith in the purposes of schooling. School leaders have a zeal to provide an effective education for each boy and girl, no matter the obstacles or the difficulties.

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PRINCIPALSHIP DEVELOPMENT AND EDUCATION REFORM IN TAIWAN BASED ON INTERVIEW WITH THE PRINCIPALS

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Abstract: This paper firstly reviewed the education reform perspectives in Taiwan including its directions, guidelines and plans; then introduced the principalship development and educational administration system in Taiwan, based on the interviews with the Taiwan secondary school principals, for better develop the principal leadership in Taiwan, the paper also explained the needs to transferring the principal roles and suggested to develop transformational leadership for more secondary school principals in Taiwan.

Keywords: Principalship, Education Reform, Secondary School Principals in Taiwan.

Introduction

In accordance with the importance of educational reform to Taiwan's social development, in 1995, the Ministry of Education (MOE) released "The Republic of China Educational Report," which outlined a route that will lead Taiwan's educational reform into the 21st century. The two main domains of the proposed reforms were to alleviate the examination pressure for junior high and high school students and to promote a more liberal education. The report also included ten reform principles: 1). emphasizing future-oriented development, 2). promoting equal opportunity, 3). valuing the humanistic spirit, 4). elevating professional accomplishments, 5). pursuing an open democracy, 6). attaining liberty and diversity, 7). promoting self-determination and self-discipline, 8). dividing powers and responsibilities, 9). encouraging participation by all citizens, 10). always striving for perfection.

The domestic opinion on educational reforms which was integrated with current international educational trends, a distinct path for Taiwan's own educational reform could be clearly established. This reform involved moving towards a system that is more humanistic, democratic, pluralistic, technology-oriented, and internationalized. The primary goal of a humanistic education is the development of the entire population—developing healthy thoughts and values, broadening each individual's knowledge, and fully developing everyone's potential in order to actualize self-fulfillment. A democratic education, on the other hand, will seek to cultivate a democratic and law-abiding spirit

among the people, giving them a sense of social responsibility and providing momentum to Taiwan's political development and progress. A pluralistic education nurtures in everyone the ability to accommodate things of diverse nature, thereby allowing them to respect the minority, care for the less privileged, and eliminate racial discrimination. This would also help to establish a community in which everyone can find a suitable place in society, as all citizens will be equal, independent, and have a sense of responsibility. A technology-oriented education disseminates technological knowledge, emphasizes a scientific spirit and attitude, and develops necessary abilities needed in the new ICT age. At last, the goal of an international education is to give the citizens a world vision while retaining a strong foothold in their native land. This would not only instill within them a strong love for their homeland, but also enable them to better understand, respect, and appreciate other lands and cultures.

1. Education Reform in Taiwan

1.1 Directions for Educational Reform in Taiwan

Based on these principles, the Commission on Educational Reform under the Executive Yuan has put forth five major directions for future educational reform in Taiwan:

- Relaxing educational policies (educational deregulation)
- Taking care of every student
- Creating more channels for higher levels of schooling
- Raising the quality of education
- Establishing a society of lifelong learning (Council for Education Reform,1996)

Substantial measures for relaxing educational policies would be carried out in many different areas—at all levels of schooling, in the establishment of schools by the private sector, in the very way in which society thinks, in the adjustments made to the educational administrative system, and in the raising of teachers' professionalism and independence. Throughout the process of policy relaxation, however, special emphasis must be given to establishing a disciplined and responsible attitude among all parties involved. Taking care of individual students is a matter of teaching them without discrimination (fairness), educating them according to their abilities (differentiation), providing them with the appropriate guidance under a given set of circumstances (facilitating), and developing their potential to the fullest (visionary). Tangible measures for taking care of every student include reforming educational curricula and teaching methods, turning schools into learning communities, ensuring the quality of teaching, promoting multicultural education, replacing fixed curriculum standards with flexible curriculum outlines, adjusting the size of schools, implementing smaller classes, encouraging school autonomy, establishing a supplementary system, assisting all students in acquiring basic academic skills, strengthening assistance in career planning, improving the counseling system for

guiding and supervising student behavior, strengthening the education of the physically and mentally handicapped, emphasizing aboriginal education, implementing gender equality in education, and ensuring the quality of preschool education.

To create more passageways for higher levels of schooling, priority should be given to adjusting the ratio of students in regular high schools to vocational schools by striking a balance between the two that will reflect the current needs of society. One way to implement such a program would be to transform a regular high school into a bilateral school for both academic and vocational education (a comprehensive high school), thereby giving students of different aptitudes more opportunities to acquire a higher education. The following step would be to develop higher educational institutions with special features, meanwhile promoting diverse channels for admission into regular universities. These channels could include improving the joint university entrance examination, allowing schools to base selection on a combination of both recommendations and examination, separating exams from the admission process, or basing entry on school credits. By any means, the availability of more channels for advancement will give students a better opportunity to attend the school of their choice, while allowing universities to attract the type of students they desire. Raising the quality of education will entail upgrading teachers' professionalism, strengthening educational research and evaluation methods, distributing educational resources fairly and evenly, offering a larger variety of technical and vocational courses, and promoting a more polished and refined educational system. Solid measures for raising the quality of education are increasing the expectations of teacher training, evaluating teaching, and learning at all school levels, monitoring educational resources by Local and Central Governments, updating teachers' and students' technical and vocational skills, and implementing suitable advanced educational programs. Establishing a society of lifelong learning must begin with the promotion of the concept itself. Once that has been accomplished, the concept can slowly be integrated into the current educational structure, and a system for continuing education can be established. In particular, schools must adjust their operations to accommodate the establishment of a lifelong learning system, and adjustments should be made to incorporate the strengths and resources of the private sector so as to create a society of lifelong learning. For example, to encourage reading in everyone's daily life. One Song dynasty scholar said, "Not reading for three days, creates a hateful appearance." This was a concept lasting since the ancient time in Chinese history and education. Lifelong learning is nothing new in Chinese literature, Confucius said, "Life starts from 70 years old", which means "Never too old to learn".

1.2 Guidelines for Educational Reform in Taiwan

Certainly, this is a long-term objective of future educational reforms in Taiwan. Hence, the MOE published a white paper for promoting a society of learning, which detailed eight major guidelines

for reform:

- Encouraging the pursuit of new knowledge
- Facilitating the transformation of schools
- Encouraging participation by the private sector
- Integrating all the schools within and outside of the regular school system into one educational system
- Cultivating international perspectives and the new knowledge of a global village
- Encouraging the development of organizational skills to their fullest potential
- Safeguarding the rights of all citizens to learn
- Recognizing the citizens' achievements in learning

1.3 Plans for Educational Reform in Taiwan

Concrete measures for establishing a society of learning revolved around the following 14 plans: establishing a system for continuing education; creating flexible, diverse channels of entry into schools; promoting educational reforms in schools; developing multifarious higher educational institutions; promoting the transformation of supplementary or cram schools (not specified what they'll transform these associations into); encouraging private enterprises to provide learning opportunities; developing various forms of learning organizations; exploring lifelong learning opportunities for disadvantaged groups; implementing information networks for lifelong learning; strengthening the public's foreign language proficiency; establishing lifelong educational committees at all levels; passing legislation for lifelong learning; setting up a system of recognition for learning achievements among its citizenry; and strengthening the lifelong learning of the nation's teachers. To meet the needs of the 21st century and adapt to future changes, Taiwan must carry out practical reforms to its educational system and concepts. The coming century will be a society of lifelong learning, and its learning environment will extend beyond the traditional school system to incorporate family, community, and business enterprises. Consequently, it is crucial that schools, families, communities, and business enterprises work together to implement educational reform and development.

2. Principalship of Secondary Schools in Taiwan

2.1 Interviews with the Principals

Between Dec 17th to 31st, 2019; three Taiwanese secondary school principals and one university professor were interviewed. Mainly they were asked to think about how they lead their people, what the cultural influence on their leadership style is, what their strengths are for being a leader, what the key characteristics of leadership are in secondary education, what the requirements are to become a

school principal, what the school CPD is for middle managers, how ready our educational leaders are to face the rapid changes nowadays, how important synergy is in the school, and whether our secondary education has been preparing our new generation to build their international perspectives and competence, last, how they look at the education reform in Taiwan.

These three interviews are presented in a narrative way, including brief information related to each school, such as the student population, staffing, and facilities. Regarding curricula in Taiwan, all the secondary schools follow the same curriculum outlines as showed in the following Figure 1.
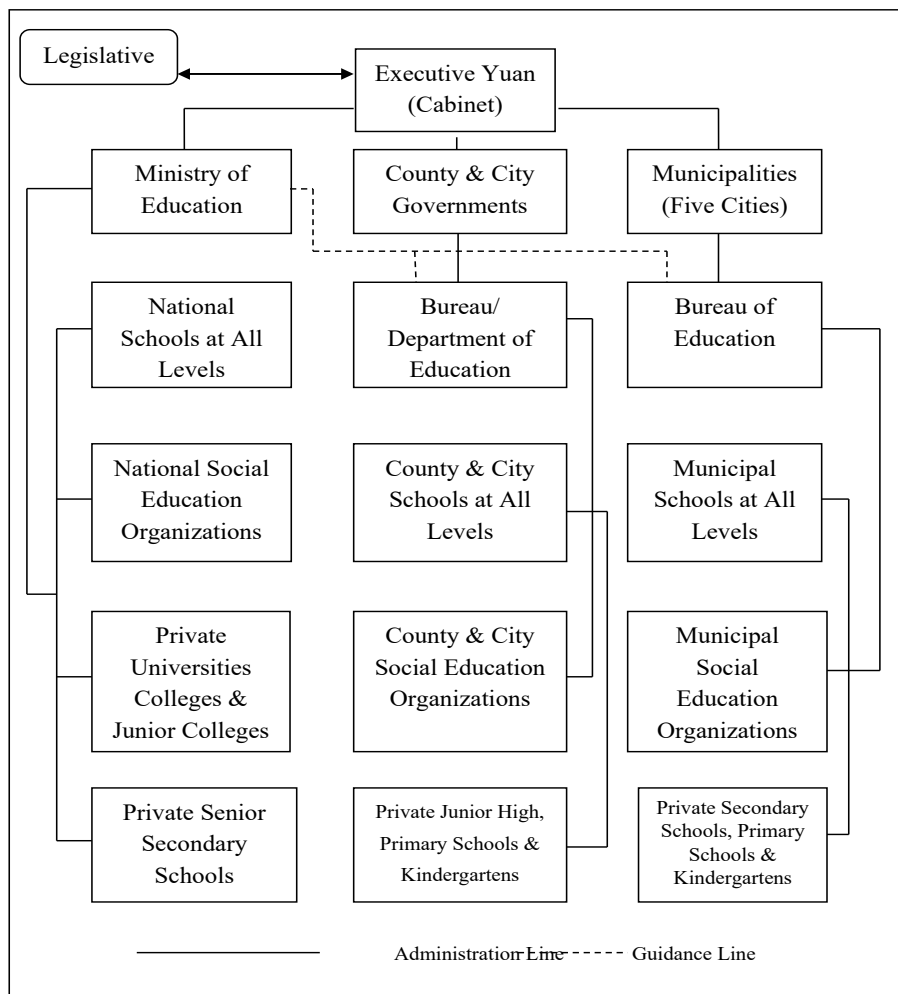
Figure 1: Education Administration System in Taiwan

2.2 Reflection based on the Interviews

Among these interviews, there are some similarities, and some differences shown related to the cultural influences. Their leadership styles all tend to be more of situational and shared leaderships. They apply negotiating skills to communicate with their teachers, no more high-power management. They all believe being passionate is key to fulfill educational vision. They all are willing to change

themselves in order to deal with the changes from inside and outside the schools. They all have teaching experience before they moved to administrative careers; passed exam to enter the principalship training courses, received certificates and then became principals. They all feel synergy is important to their school, but somehow hard to include it in teaching due to the heavy load of 'curriculum' to cover. They all think that secondary education doesn't prepare our secondary school students with enough international perspectives. Besides the CPD offered to the directors/team leaders by the government units, they all found that CPD is not really on the go in most of the schools, because of the lack of passion and time (teacher's workday is long in Taiwan: 7:00/7:30 ~ 17:00/17:30). They all think that our educational leaders are trying very hard to up-date their knowledge, skills, and abilities to be the change agents, but there's very little support from the government. They all think that the education reforms have a long way to go, but we shouldn't give up right here. We just must keep going, with the consistency, the passion, the belief, and the visions, our education system will be better one day. In general, they came up with similar leadership characteristics of the secondary principals. These characteristics are open-minded, flexible, caring, anticipating, and participating, negotiating, collaborative, patient, sincere, and honest.

Among these three principals, two are junior high school principals, one is a high school principal. Those two junior high principals felt that their beliefs and values are from their families. They became the way they are today because of their parents' influences. The one high school principal was from a farming family. He feels that it was Confucius' theories that have a great impact on his leadership style. While talking with these principals, there were times that we did lose the point. This author would like to conclude a few things based on their interview: First, we admire their great passions and belief in education. If our government could provide substantial support, not just giving out projects, or making slogans, it will be very beneficial to everyone: principals, teachers, students, and parents. Secondly, the needs to bring back character education in schools, no matter whether elementary or secondary. Nowadays, there is more and more bullying happen in and out the schools. Therefore, to have a better outcome – help our students to be better people in the society and the world, we need to 'teach' them the right thing to do. Third, it's very important to reduce political influences on education. Too much of political games going on while making educational policies is not going to make our education better. Fourth, prepare our new teachers for transformational schools, starting from the undergraduate program. Right now, most of the programs still focus on training in different subject matters, nothing integrated. At last, but not the least, reflecting on our behaviors, our learning, and our responsibilities every day and it is the key to making ourselves better teachers or leaders.
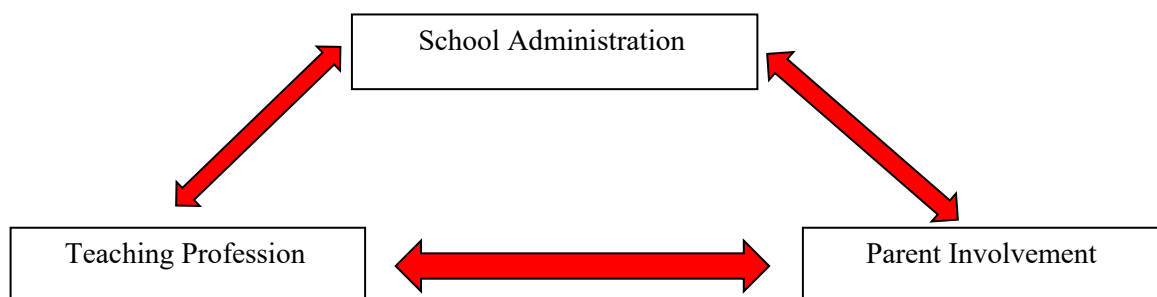
2.3 Principal Professional Development in Taiwan

Currently, the training and assigning system of primary and secondary school principals is

applying selection first and then training after in Taiwan. Local government determined the number of principals needed, ran a training program to prepare senior administrators/teachers, and then once there were openings, assigned these candidates to the positions (Yang, 2008). The importance of seeking professional development is to face the changes and challenges of the new time, to deal with the complicated educational environment, to promote the school's quality, and to create a creative school atmosphere. The connotation of the principal professional development was discussed in two areas, professional capability and principal roles and responsibilities. The professional capability includes professional knowledge, skills, and attitude. The roles and responsibilities are listed below.

1) Principals are the promoters of policy implementation.

2) Principals are school business managers.

3) Principals are the curriculum and instruction leader.

4) Principals are the school leadership servants.

5) Principals are the educational innovation developers (Yang, 2008).

The educational environment has become more and more complicated. In the past, the executive power was dominant, principal's authority was the highest above. No matter what the principals wanted, the teaching or non-teaching staff would try their best to cooperate with their principals. Nowadays, modern society emphasizes on the freedom, democracy, open, and multiple. The school organizational ecology has greatly changed. Teachers focus on the freedom of professions; parents emphasize on involving in school education due to the perspectives of a taxpayer. This led to a separation of three powers, school administration, the teaching profession, and the parent involvement (see Figure 2).

Figure 2: The Separation of Three Powers in Taiwan Education

It is the principal's mission to seek professional development, in order to sophisticating his/her leadership skills and the ability of communication and coordination. By doing so, he/she would be capable to handle such complex educational environment (Yang, 2008).

The environmental changes mean the educational environment changed. It forced schools to make a fresh start. The environment changes in Taiwan include five main categories: 1). Social Change, 2). Political Change, 3). Economic Change, 4). Educational Change, 5). Cultural Change. The social

change includes population structure and social dimension changed. The population structure changed had impacted on school leader's functions and responsibilities. These factors are, the low birth rate, the aging, the new residents, the M-shape society, the lower marriage rates, the rising divorce rate, and the decline of traditional family structures. Among these, the low birth rate has the most impact on the school principals, it became their job to bring up the student number or else their schools might be shut down. School principals are no longer just dealing with school business, they also need to work on school public relationship to recruit students (Chang, 2008).

The political change has shown on the following areas, the lifting of martial law, the cross-strait interaction, the constitutional reform, the political stability, and the government performance. In 2006, the To Sun Organization had investigated the misery index of teenagers in Taiwan, the result showed that the four major ones are, the environmental pollution, the political chaos, the lack of protection in law, and the loss in education reform (Chang, 2008).

The educational change in two ways: the education reform and the education policy changed. The unsatisfactory of the education reform were discussed by well-known educators in Taiwan, they brought up five points to force the government paying more attention to the reform. The five points are: 1). The quality of education is still not ideal, 2). The disadvantage groups have not been taking care of, 3). The recourse allocation was not reasonable, 4). The pathway of studies was not entirely smooth, 5). The education authority was not completely decentralized. The educational policy changed causes the number of university and college has increased greatly, which resulted in lower student quality (Chang, 2008).

To sum up, the principal's role should be both a teaching and learning leader. In the era of knowledge economy, schools must become learning organizations not only teaching organizations. Rogers had listed some traditional teaching concepts, which could indicate a teaching organization (Law & Glover, 2000: 161). The following has shown on his list:

1) Teachers have the knowledge; students are the receivers.
2) Teaching is to instill the knowledge to the students; tests and examinations are to evaluate how much students take.
3) Teachers have the power; students must obey.
4) Class management is operated by teacher's authority.
5) Students are not trustworthy; the student's work is not satisfied unless teachers are controlling and monitoring.
6) When students were in fear, they were easier to be controlled.
7) The democracy is to talk about in class, not to be carried out; students do not need to set up personal goals in their learning.
8) Education is to make intellectuals, not perfect people; emotional development is not

necessary part of the learning.

A learning organization treated changes as a learning opportunity. Learning is every moment, and everywhere. Learning during working, learning is a growth. Handy defined learning organization as:

1) The organization that encouraging people to learn,
2) The organization that believing in the learning capacity of its staff.

"Principal" was a term used in the United States in the early days. During the colonial period of the United States, the size of schools was usually very small, therefore, there were only few teachers working in one school. They were entitled with assistant teachers and a principal teacher. The principal teacher had better education and training; therefore, he/she was the teacher of the teachers. He/she was more experienced and became the principal of the school. One of the principal's responsibilities was to create the school climate and to lead the teachers to improve their teaching (Smith, 1981).

Conclusions

Based on the interviews with the principal from secondary schools in Taiwan, this paper could suggest that the principalship of Taiwanese school needs to become more transformationalized, and the principals' roles need to be transferred and focused on:

1) Administrative role: this role includes prioritizing plans, allocating budget and manpower, arranging venues and curriculum, etc.
2) Supporting role: accepting teacher's ideas as long as they did not go against school policy and allowing teachers to try new things by changing classes, rooms, or schedules.
3) Coordinating role: coordinating activities between different departments, between school, community, and officials.
4) The role of innovation: becoming a lifelong learner to lead teachers in their professional growth and development.

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ANALYSES AND APPLICATIONS OF LEADER-FOLLOWER RELATIONSHIP DEVELOPMENT MODELS BASED ON REVIEWS OF CONTINGENCY THEORIES

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Abstract: This paper attempted to review and analyze several models that focus on the exchange between leaders and their followers, and on how the leaders and followers establish, develop, and manage their relationship. The discussed models herein include Path-Goal Theory, Attributional Models, The Leader-Member Exchange model (LMX), Substitutes for leadership, and The Situational Leadership Model. The relative examples, limitations, applications, and suggestions are also provided after the discussion of each model.

Keywords: Path-Goal Theory, Attributional Models, Leader-Member Exchange Model (LMX), Substitutes for Leadership, Situational Leadership Model, Limitations and Applications.

Introduction

When talking about leader-follower relationship development models, the most famous ones include Path-Goal Theory, Attributional Models, the Leader-Member Exchange model (LMX), Substitutes Leadership Model (SLM), and the Situational Leadership Model (Yukl, 2002).

The concept of contingency remains at the heart of this group of theories, though these theories use different definitions of effectiveness and focus on different situational variables. Most importantly, they focus on the process by which the leader guides subordinates to become effective rather than on how resources are used. Since each model has its limitations and ways of application, how these concepts can be used to manage the leader-follower relationship is the key focus of this paper, thus some suggestions and recommendations are provided as well.

1. Path-Goal Theory

1.1 Review of the Path-Goal Theory

The Path-Goal Theory of leadership, developed in the early 1970s, proposes that the leader's key role is to clear the paths subordinates to have to take to accomplish goals (House, 1971; House & Dessler, 1974; House & Mitchell, 1974). By doing so, leaders allow subordinates to fulfill their needs and as a result, leaders reach their own goals, as well. The concept of exchange between leaders and subordinates, whether it is an implicit or explicit contract, is at the core of this model. The leaders and followers establish a relationship that revolves around the exchange of guidance or support for productivity and satisfaction.

The major conceptual basis for the Path-Goal Theory is the expectancy model of motivation (Porter and Lawler, 1968; Vroom, 1964). Expectancy theory describes how individuals make rational choices about their behavior based on their perceptions of the degree to which their effort and performance can lead to outcomes they value. The key to motivation is to remove the various obstacles that can weaken the linkages between effort and performance and between performance and outcomes. Accordingly, in the Path-Goal Theory, the role of leaders is to help strengthen linkages among effort, performance, and outcome through their behavior. The Path-Goal Theory assumes that leaders can (1) correctly analyze the situation, (2) decide which behaviors are required, and (3) change their behavior to match the situation. The Path-Goal Theory proposes the following general hypotheses:

When the task is unambiguous, boring, or stressful, the leader must be supportive and considerate to increase subordinate satisfaction. The leader's consideration and supportive behaviors remove the blocks to satisfaction.

When the task is unstructured, complex, or novel, or when subordinates lack skills or experiences, the leader's directive behaviors are key. In such situations, the followers need instructions and direction. By providing such direction, the leader can remove the major obstacles to employee motivation and satisfaction.

When the task is unstructured, participative leader behaviors can further increase follower satisfaction by helping clarify the task.

When the task is unstructured, achievement-oriented leadership can challenge followers, increase their self-confidence, and therefore increase satisfaction.

1.2 Relative Example

By use of the Path-Goal Theory, the nature of the task and follower's characteristics determine which leadership behavior contributes to subordinate satisfaction. If the task is new and unclear, the followers are likely to waste their efforts due to a lack of knowledge and experience. They might feel

frustrated and unmotivated. In such a situation, the leader must provide instructions and training, thereby removing obstacles to followers' performance and allowing them to do their job. On the other hand, if a task is routine and has been performed by subordinates successfully several times, they might face an element of boredom. This situation, according to the Path-Goal Theory, requires the leader to show consideration, empathy, and understanding toward subordinates.

Another key concern of using the path-Goal Theory to help subordinates to remove work obstacles is to give them more motivation. While in real practice, behaviors the leader uses to motivate employees also depend on the employee themselves under this theory's guidance. Some employees need guidance and clear instruction; others like to be more challenged and seek autonomy to do their problem-solving. The followers' need for autonomy and other personal characteristics such as locus of control are factors that the leader needs to consider before selecting an appropriate behavior. For example, a follower who likes challenges and needs autonomy will not need or want the leader to be directive even during an unstructured task. For that employee, leader directive-ness can be irrelevant or even detrimental because it might reduce satisfaction.

1.3 Limitations and Applications

Although several supportive research studies have been conducted (House & Mtchell, 1974; Schriesheim & Kerr, 1974), the empirical support for the Path-Goal Theory has been mixed (Downey, Sheridan, and Slocum, 1975; Szilagyi & Sims, 1974). Several reviews (Evans 1996; Podsakoff et al., 1995; Wofford and Liska 1993) have found inconsistent support for the theory. In many instances, for example, consideration for employees leads to higher employee satisfaction regardless of the task (John, 1978). In other cases, contrary to Path-Goal Theory predictions, leaders successfully used structuring behavior in structured situations (Bass et al., 1975). Recent additions to the theory have clarified some of the limitations related to the definitions of leader behavior (House, 1996).

Notwithstanding contradictory findings, the Path-Goal Theory contributes to our understanding of leadership by once more focusing attention on the behavior of providing guidance and support to followers. It adds to resource utilization models such as Fiedler's Contingency Model by including followers' perceptions of the task (i.e., does the follower know how to do the job?) and the role of the leader in removing blocks to task accomplishment. The Path-Goal Theory's use of employee satisfaction as a criterion for leadership effective broadens our view of leadership. The model's suggestion that not all behaviors will be effective with all subordinates' points to the importance of an employee's need for challenge and desire to be autonomous as a determinant of a leader's behavior. Interestingly, the role of the leader in the Path-Goal Theory is that of an obstacle remover, it is a role like that ascribed to team leaders.

In addition to further emphasizing the need to use different behaviors depending on the situation,

the following are some reflections and recommendations for effective leadership based on the Path-Goal Theory:

- Leaders must understand their followers' perceptions of the task.
- Leaders must take their follower's need for challenge and autonomy into consideration.
- When subordinates need to be challenged, even when the task is complex, leaders must avoid being directive.
- When the task is routine and boring, or stressful, leaders must be supportive to motivate their followers.

2. Attributional Models

2.1 Review of Attributional Models

A component of the exchange between leaders and followers is the way the leader perceives and interprets followers' behaviors and uses those interpretations to make decisions regarding future action.

Many research studies have focused on understanding the processes described in the preceding example (Yukl, 2002). Social psychologists have for many years studies the process by which we attribute the cause of the behavior. Such processes are called attribution and focus on explaining the way we interpret the cause of others' behaviors and our own. Our interpretations depend on many actors, including our analysis of the situation, as well as national culture.

Two factors come into play in leadership situations. First, the leader must determine whether the cause of the error is internal to the employee (e.g., lack of ability or effort) or external to the employee (e.g., task difficulty, lack of training or support, bad luck, etc.) Second, the leader must decide on a corrective course of action. The degree to which the employee's actions impact goal accomplishment and productivity (i.e., the seriousness of the consequences) provides further information to determine subsequent action. While in the many situations, it's not so easy to have a real correct attribution, especially:

- When the consequence is served (f. e. the loss of an important client or anger of a major constituent).
- When the employee has a mediocre track record on similar and different types of tasks and other employees are successful under similar circumstances.
- When an employee shows defensiveness in responding to the manager's inquiry
- When the manager's success depends on employee's good performance.
- When the manager and employee interpret from their own (national) cultures.

2.2 Relative Example

The attributional model is what leaders are using every day in the decision-making and problem-solving process. A simple example is: when an employee fails to contact a key potential client and, as a result, causes the loss of that client to a competitor, by using the attributional model, the manager should attempt to understand the cause of the error to decide what needs to be done. Whether the manager perceives the cause to be the employee's laziness or lack of concern for the job, or whether the problem is caused by his or her failure to communicate the importance of the client will determine future actions. In the first case, the employee is to blame, and a reprimand or more serious disciplinary action might be appropriate. In the second case, because the manager shares the blame, he or she is not likely to reprimand the employee (Uslu, 2019).

As for the ***cultural factors'*** impact on leaders' attributions, here is another example. A Canadian expatriate manager working in Jordan asks the advice of his Jordanian assistant before he decides on the purchase of new equipment from a local manufacturer. The Jordanian assistant appears noncommittal and provides no concrete answers but seems to suggest that one manufacturer would be better than the other. The Canadian manager orders from that manufacturer. The decision turns out to be costly and disastrous. The Canadian manager interprets his assistant's behavior as uncooperative, indicating a lack of initiative, or even as incompetent and disloyal. The Jordanian assistant is puzzled by his leader's lack of confidence and inability to lead. But this case reflects the low- and high- distance of culture, so the cultural impact is a great factor for attributions.

2.3 Limitations and Applications

The attributional model of leadership is based on well-established psychological principles whose application to leadership situations has been supported by research (Yukl, 2002). However, it is not a broad model of leadership and is concerned with only a particular aspect of the relationship between leaders and followers—namely, how a leader interprets followers' behaviors and actions, and how such interpretations affect their interactions.

Despite their limited scope, the propositions and findings of the attributional model have many applications to leadership situations. Because the issue of interpretation and evaluation of followers' actions is a central part of leadership activities, understanding these processes can be helpful to leaders (Fleeor. 2006). As is the case with all processes that involve social perception, evaluating followers can be subject to biases. Among these biases is the potential effect of stereotypes, the self-serving bias that leads people to accept credit for success and reject blame for failure, ego defensiveness, and actor-observer differences. For example, leaders can easily attribute the lack of performance of a subordinate they like to external factors and blame the mistakes of someone they do not like on the subordinate's laziness. Similarly, leaders' stereotypes of a particular group can affect the way they interpret the actions

of their followers. The female employee who is hard driving might be seen as pushy and overly aggressive, whereas the same behavior from a male employee is considered appropriately competitive. Because of different views from cultural, racial, and social stereotypes, the leaders are possible to make different attributions and take different actions in organizations. In this regard, the real attributional leadership in many conditions is very hard to implement.

For whoever tries to apply attributional leadership, the suggestions for them are as follows:

- The primary key to a leader's correct interpretation of a subordinate's action is to be aware of the potential effect of various biases and to recognize one's stereotypes and other personal biases.
- Relying on clear behavioral descriptions and objective measures such as the ones used in a well-designed performance appraisal system, rather than on impressions and feelings.
- Open and honest communication with subordinates is preferred before assigning blame.
- Leaders should use information together with the data gathered whenever possible before an attribution is made.

3. Leader-Member Exchange Model (LMX)

3.1 Review of Leader-Member Exchange Model

Many of us experience leadership, either as leaders or followers, as a personal relationship between a leader or subordinate rather than a group phenomenon. We interact daily with our leaders and forge an individual relationship with them. As leaders, we do not have the same relationship with all our followers. Each dyadic relationship is different, and a leader establishes a one-on-one relationship with each follower. Each relationship varies greatly in terms of the quality of the exchange. These concepts are at the core of the LMX model, which was defined as a unique, relationship-based exchange between a leader and follower. (Graen & Uhl-Bien, 1991). In each exchange, the leader and follower establish a role for the follower. Those followers who have a high-quality relationship are in the in-group. High-quality LMX is defined as mutual respect, the anticipation of deepening trust, and expectations of continued and growing professional relationships and obligations.

In exchange for the in-group status, the followers' role is to work hard, be loyal, and support the leader. They are likely to work beyond their formally prescribed job duties and increase their commitment to their goals (Klein & Kim, 1998). For members of the in-group, high-quality exchange is likely to become a self-fulfilling prophecy and lead to high performance, high satisfaction, and low stress. Recent conceptual extensions of the model suggest that the positive work relationship might even extend to social networks, whereby leaders sponsor members of their in-group into various social networks (Sparrowe & Liden, 1999).

The followers in the out-group face a different situation. The leader might perceive them as less motivated or less competent, interact with them lee, provide them with few opportunities to perform, and promote them less often (Wakabayashi et al. 1998). Their role tends to be limited to that defined by formal job descriptions, and there is little or no expectation of high performance, commitment, or loyalty. As result, out-group members who have a low-quality LMX will perform poorly and experience more stress.

3.2 Relative Example

LMX model is used very often, especially in some cultural contexts. The best example of the LMX model is what always happens in the family business: managers hire those they know and who are recommended by the others they know to make their own in-group and out-group. Since the leaders and followers know each other well, the orgnizations will be run well under high trust with strong cohesion; therefore, many companies of family businesses are quite successful. But meanwhile, LMX Model's deficiency is also reflected by some unsuccessful examples of the family business, where loyalty to one's village, clan, or family is the primary concern. Skills and competence are secondary to such personal recommendations. A "wise" leader does not allow strangers into an in-group, no matter how competent and qualified they are. Outsiders are hired to help, but access to the in-group is based on community factors; such a way of doing in China, or eastern culture, is called "*guanxi*" (Uslu, 2019). Therefore, the LMX model is easier and better for understanding some phenomena but difficult for controlling (Fleeor. 2006).

3.3 Limitations and Applications

There has been general support in several studies for different aspects of the LMX model, while some criticism also has been fueled by a recent revival of interest in the model. This model still needs clarifications on several points. Specifically, the factors that lead to the development of an in-group versus an out-group relationship need more attention. Some research suggests that similarity regarding personality plays a key role early in the relationship (Dose, 1999; Murphy & Ensher, 1999), whereas performance matters more as time goes on. More research needs to be conducted in other areas, as well, including identifying factors that impact the development of the LMX, assessing the desirability of having the two groups or the conditions under which subordinates move from one group to the other, and exploring the cultural factors that are likely to impact the decision on who belongs to the in-group. The research on the impact of gender similarity on the development of LMX requires more clarification.

From an application point of view, the LMX model has many negative sides including:

- Abuse of power and membership of some top-management teams are the potential negative effects of in-group.

- People have personal biases, they tend to associate with those who are like them, have similar backgrounds, and share their values and beliefs.
- Lack of a conscious effort to see out new people
- Working always with an in-group, sometimes lack of creativity and limited decision making will happen.

For the individual relationship to be productive, leaders should follow some general principles in creating in-groups and our-groups and in selecting their membership. It is important to note that these suggestions apply mostly to achievement-oriented rather than ascriptive cultures:

- Pick in-group members based on competence and contribution to the organization.
- Periodically evaluate your criteria for in-group and out-group membership.
- Assign tasks to persons with the most applicable skills regardless of a group membership.
- Set clear, performance-related guidelines for in-group membership
- Avoid highly differentiated in-groups and out-group.
- Keep membership fluid to allow movement in and out of the groups
- Maintain different in-groups for different activities.

4. Substitutes for Leadership

4.1 Review of Substitutes for Leadership

Substitutes Leadership Model (SLM) (Kerr and Jermier 1978) proposes that various organizational, task, and employee characteristics can provide substitutes for the traditional leadership behaviors of consideration and initiation of structure. In general, if information about the task and its requirement is clear and available to the subordinates through various means such as their own experience, their team, or through the organization, they are not likely to need the leader's structuring behaviors. Similarly, when support and empathy are not needed or are available through other sources such as coworkers, the subordinates will not seek the leader's consideration behaviors.

In addition to substituting for leadership, some situations can neutralize the effect of the leader. Most notably, the leader's lack of power to deliver outcomes to followers and an organization's rigid cultural can prevent a leader's consideration and structuring behaviors from impacting subordinates. For example, a subordinate whose manager, or who has a powerless leader who cannot deliver on any promises, is not likely to be affected by the leader's behaviors.

4.2 Relative Example

In some situations, a relationship with a leader is not needed to satisfy followers' needs. Various aspects of the work environment provide enough resources and support to allow the subordinates to

achieve their goals without having to refer to their leader. For example, an experienced team of pharmaceutical salespeople who spend a considerable amount of their time on the road and who have control over their commissions is not likely to rely much on their manager. Their job provided them with challenges, and their experience allows them to make many decisions on their own. The office is not accessible, and they often rely on other salespeople for help and information. In such circumstances, various situational factors replace the leader's functions of providing structure, guidelines, and support to subordinates. Situations such as these have led to the development of the Substitutes-for-Leadership Model (SLM).

Let's consider the following case to illustrate more about SLM. Ricardo Semler is the president of Semco S/A, based in Brazil, and the author of two books: *Maverick* and *The Seven-Day Weekend*. *Maverick* has been published in 16 languages and sold over one million copies. http://www.thinkers50.com/Ricardo has been profiled in more than 200 magazines and newspapers, including a special edition of Time highlighting future world leaders. He was named one of the "Global Leaders of Tomorrow" by the World Economic Forum in Switzerland. Known around the globe for his innovative, employee-centric management style, Ricardo Semler is a true visionary who advises businesses on how they can significantly improve performance by restructuring relationships with their people. His presentations invariably spark creative and productive thinking about how to lead and manage. http://www.leighbureau.com/speakers/rsemler/semler.pdf

In his company, workers are trained carefully; provided with considerable information, including detailed financial data and salary information; and left to set their hours, evaluated and vote for their managers, and make most of the decisions. The workers' training and experience have allowed the company to function with only half a dozen senior managers Ricardo admits that his own company's management agreements are not for everyone (managers determine their salaries, staff choose their bosses), but it is a great success of using Substitute Leadership Model his Brazilian-based firm's revenues have grown from $35 million to $160 million in the past six years, despite severe economic conditions.

4.3 Limitations and Applications

Like the LMX, the Leadership Substitutes Model is intuitively appealing and addresses processes not considered by other leadership models. It questions the need for leadership in certain situations and points to the difficulty of being an effective leader when many neutralizers are present. (Howell et al., 1990). Depending on the culture, strategy, and goals of an organization and on a specific leader's personality, the leader might want to set up or remove leadership substitutes. For some control-oriented leaders or organizations that have traditional structures and hierarchies in place, the presence of substitutes could be perceived as a loss of control and authority.

Given the flattening of many organizations and the push toward empowerment and use of teams, judicious use of substitutes can free up the leader for other activities such as strategic planning, and still allow the organization to achieve its objectives. The use of information technology tools that make information widely available and support work structures such as telecommuting and outsourcing further reduces the need for leadership in some situations (Howell 1997). An interesting application of the Leadership Substitutes Model is to autonomous and self-managed teams. The goal of such teams is to be able to function without supervision. The team becomes a substitute for leadership. Extensive technical and team-building training, selection of team members with a professional orientation, and intrinsically satisfying tasks for which team members have considerable autonomy and direct feedback can be used as substitutes for leadership structuring behavior. Similarly, a cohesive team replaces the leader's supportive behaviors. The factors identified as substitutes can be used as a guide in setting up such autonomous work teams.

One final implication of the Leadership Substitutes Model is leadership training. Based on this model, leadership training might need to focus on teaching the leader to change the situation as much as it focuses on teaching effective leadership behaviors. Leaders can be taught how to set up substitutes and avoid neutralizers. Such a recommendation is like recommendations made based on Fiedler's Contingency Model (Sivaruban, 2021).

5. Situational Leadership Model

5.1 Review of Situational Leadership Model

A final model based on the relationship between the leader and followers is the Situational Leadership Model, originally called the Life Cycle Theory. This model is widely used in several leadership training programs in many public-and private-sector organizations even though it has few theoretical bases and little research support. Its popularity with many practitioners earns its coverage here. The model can be credited with popularizing the concept of contingency. The basic premise, as with other models covered, is that different leader behaviors are effective in different situations; therefore, leadership is situational. The Situational Leadership Model proposes that leaders need to change their behavior based on the ability and willingness of subordinates to complete the task. The combination of ability and willingness demonstrates various levels of employee maturity. Like in many other models, the leaders' key behaviors are task and relationship, which are combined here to form four behaviors: telling (high task, low relationship), selling (high task, high relationship), participating (low task, high relationship) and delegating (low task, low relationship) (Harrison, 2018).

5.2 Relative Example

As introduced in the above lines, the most important principle is that leaders need to change their behavior based on the ability and willingness of subordinates to complete the task. Therefore, depending on the subordinate's maturity level, the leader needs to use one of the four behaviors. For example, when the subordinate is mature (both willing and able), the leader can delegate, give him more autonomy and space to use his talents, and motivate him as well. If the subordinate is able but not willing, the leader needs to be considerate about the task and "sell" his idea, which means giving some direction and help to get more willingness from the subordinate. If the subordinate is willing but not able, the leader needs to allow him to participate but at the same time, relative training, motivation, and guidance are also needed to provide to the subordinate. However, according to the model, if the subordinate is immature (neither able nor willing), the leader needs to just tell the person what to do rather than attempt to build motivation. Of course, if this situation always happens, which means the staff training and development are urgently needed, more reform in personnel management should be considered.

5.3 Limitations and Applications

Although the Situational Leadership Model is used widely in leadership training, it suffers from serious flaws. It does not include several situational variables such as task structure, even though they are likely to have more impact than follower maturity. The concept of maturity itself is not well defined. Furthermore, the components which are emphasized the change from one situation to another without any clarification. In addition, it is not clear how a leader is to assess the followers' maturity levels, and once maturity is assessed, the matching leader behaviors are predictions of the model are inconsistent with widely supported research on motivation and leadership. Finally, the questionnaire that is used to assess leader behavior in this model suffers from serious methodological flaws and biases.

Because of methodological and theoretical flaws and lack of empirical support, the Situational Leadership Model is one of the weakest contingency models (Harrison, 2018). However, it has impacted the practice of leadership more than many of the other theories. The intuitively appealing concept that leaders need to adjust their style to followers' abilities and motivations, along with the apparent simplicity of the recommended behaviors, has made this model popular with practitioners and trainers.

Summary

All the models use a contingency view of leadership, and in all of them, the leader's behavior depends on the requirements of the situation. In addition, the models all focus on the way leaders develop, manage, and maintain relationships with subordinates. Although the concept of task and relationship orientation continues to be dominant, several of the models consider other factors as well,

thereby expanding our view of leadership. The structure and routines of the task continue to be key situational factors, although other variables such as follower independence and maturity also are considered. The differences among those models are presented in Table 1.

Table 1: Comparison of Five Contingency Leadership Models

Models	Leader Characteristics	Follower Characteristics	Task	Other Factors	Effectiveness Criteria
Path-Goal Theory	Leader behavior; can be changed	Individual followers need to grow	Clarity and routineness of task		Follower satisfaction and motivation
Attributional Model	Sensitive and rationalistic		usually used to solve the problems and correct error	Culture dimensions	Appropriate attribution
LMX Model					Quality of relationship with a follower
Substitute Model	Leader behavior; can be changed	Group cohesion	Clarity of task availability of information	Organizational culture, structure, and processes	Need for leader
Situational Leadership	Leader behavior; can be changed	Follower ability; motivation and maturity			Unclear

Conclusions

This paper discussed on the contingency models that focus on the relationship between leaders and followers. The Path-Goal Theory proposes that the leaders' main function is to remove obstacles in the subordinates' path to allow them to perform their jobs and to be motivated and satisfied. According to this model, the leader needs to either task or relationship behaviors, depending on the task and follower characteristics. The attributional models consider how a leader interprets performance information about followers. Various factors in the relationship between leaders and followers affect the leader's interpretation and subsequent action. The LMX Model focuses on the dyadic relationship between a leader and each follower and proposes the concept of in-groups and out-groups as the

defining element of that relationship. The leadership Substitutes Model considers situations in which a relationship between the leader and subordinates is not needed and is replaced by the various individual, group, and organizational factors. Finally, the Situational Leadership Model focuses on follower maturity as the factor that determines the relationship between leaders and followers and the leader's behavior.

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河南省民办高校毕业生就业现状及影响因素分析

AN ANALYSIS OF THE EMPLOYMENT STATUS AND INFLUENING FACTORS OF GRADUATES FROM PRIVATE COLLEGES AND UNIVERSITIES IN HENAN PROVINCE, CHINA

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摘要： 本研究以河南省民办高校毕业生就业现状以及就业影响因素为研究核心，采用定性分析与定量分析相结合的研究方法，通过文献查阅和问卷调查得到相关数据，对河南省郑州市若干所民办高校 2018-2020 届的 330 名毕业生线上收集数据，采用 SPSS 和 EXCEL 软件对数据进行统计分析。

研究结果表明，接受调查的河南省民办高校毕业生成功就业的有 258 人的，占比 86%；还没有成功就业的有 42 人，占比为 14%，对目前就业情况满意的毕业生占比 28%。由此可见，虽然大部分河南省民办高校毕业生能成功就业，但是就业满意度并不理想。通过数据分析结果可以看到，在社会层面上，大部分毕业生认为社会对民办高校的认可度、相关就业政策对就业的影响显著。在学校层面上来说，学校的专业设置、师资力量水平、教学内容等对就业结果影响较大 。在家庭层面来说，父母的职业背景和家庭年收入等综合因素对就业有较大影响作用。在个人层面来说，民办高校的毕业生普遍认为大学期间的学习成绩对就业影响不大，所取得的专业资格证书以及个人社会关系网络，良好的就业心态和观念对就业影响相对较大。

根据研究的结果，针对河南省民办高校毕业生就业问题，研究者从政府社会、学校、家庭和个人等几个方面提出了对策建议，以期能够帮助河南省民办高校的毕业生顺利就业。

关键词： 毕业生，就业，影响因素，民办高校。

Abstract: This research focuses on the employment status of graduates from private colleges and universities in Henan Province and the factors affecting employment, this study adopted a research method that combines qualitative analysis and quantitative analysis. This study took the online data

collection of 330 graduates who graduated during 2018-2020 from several private colleges and universities in Zhengzhou City, Henan Province. It used SPSS and EXCEL software to do the statistical analysis.

Although most of the graduates of private colleges and universities in Henan Province could successfully find jobs, but their satisfaction was not ideal. According to the data analysis, it showed that at the social level, most graduates believed that the social recognition of private universities and related employment policies have a significant impact on employment. At the school level, the school`s professional settings, the level of teaching staff, and teaching content have a greater impact on employment results. At the family level, comprehensive factors such as parents` professional background and family annual income have a greater impact on employment. At the personal level, graduates generally believed that their professional qualifications, personal social network, and good employment mentality and concepts have a relatively large impact on employment more than their academic performance.

According to the research`s results, the researchers put forward countermeasures and suggestions from four perspectives to help the graduations achieved their employment goals.

Keywords: Graduate, Employment, Influencing Factors, Private College.

引言

研究背景

自上世纪 70 年代改革开放以来，中国的高等教育走过了迅速发展的四十年。截至 2019 年，全国高校在校总人数达到 4002 万，数量庞大的在学规模意味着每年以百万计的毕业生需要解决就业问题，解决好就业问题不仅仅是大学生个人价值得到实现，更是经济发展和社会稳定的一个重要保障。通过查阅资料和文献，可以清晰的看到以往关于高校毕业生就业的研究有很多，但是这些研究大多是围绕着公办院校甚至是部分重点高校进行，而作为中国高等教育重要组成部分的民办高校，对其毕业生就业问题的相关研究却很少。民办高等教育虽然起步较晚，但是发展迅速。截止 2019 年，全国共有高等学校 2956 所，其中民办高等学校 757 所(含，独立学院 257 所，成人高校 1 所))，民办高等教育在全国高等教育中占比接近三分之一。作为中国人口最多的省份，河南省每年的高校毕业生在全国位居前列，仅 2020 年河南省高校毕业生人数就超过 66 万人。但是同样的，对于河南省民办高校毕业生就业方面的研究却并不多。本研究意在探究影响民办高校毕业生就业的影响因素，进而有针对性的帮助民办高校毕业生实现就业，同时为相关职能部门解决就业问题提供依据。

国内外相关研究梳理及动态

2.1 国内关于高校毕业生就业的研究现状

国内诸多学者从不同的角度对高校毕业生就业的影响因素进行了分析,归结起来有以下四个角度：政府因素、社会因素、学校因素以及个人因素。

从政府因素来讲，在不同的时期，政府所制定的大学生就业相关政策对高校毕业生就业起到了关键决定作用。有学者将我国大学生就业政策的变迁分为计划经济时代的统包统分时期；供需见面向双向选择的过渡时期；市场下的自主择业时期这三个阶段（朱玉生和陈晨，2009）。而处于市场下的双向选择时期，政府对民办高校的相关管理和指导远远不能和公办学校相提并论。民办高等教育在政府的扶持和自身的不断努力下取得了很大的发展，但政府有关民办高校优惠政策与扶持措施还是往往滞后于民办高等教育的发展，而这种服务职能的滞后从一个侧面折射出的是政府对民办高等教育的发展缺乏全局的、宏观的、长远的战略规划与设计（罗艳妮和梁媛，2014）。

从社会因素来讲，王俊文认为高校毕业生就业面临有三个歧视，性别歧视、身份歧视、经验歧视。首先是性别歧视，用人单位对利益最大化的追求是其在招聘员工过程中坚持不同程度和不同范围歧视的重要原因之一。在市场经济体制下，利益的最大化是用人单位追求的目标。为了实现这一目标，用人单位就会想尽一切方法减少其成本的投入。在当前劳动力就业市场中，很多用人单位不愿甚至拒绝录用女大学生就是基于对利益的最大化追求。从用人单位角度来看，录用女大学生会消耗更多的成本(王佳伟，2013)。其次是民办高校的身份歧视，用人单位根深蒂固的用人观念制约着民办高校毕业生就业。随着民办高校快速发展,社会上产生了各种不同的认识，很多人对民办高校缺乏认同感,甚至抱有偏见,在舆论上对公办、民办学校不能一视同仁,最终导致心理上不接受。对民办高校的歧视,不可避免影响到对民办高校毕业生的认识（吴丽芳，2014）。然后是对毕业生的经验歧视,对新进员工进行职业培训是用工单位的社会责任和法律义务,大学生四年高校学习以理论学习为主，缺乏工作经验,用人单位为节省培训成本,提出工作经验、工作年限要求,剥夺大学生平等就业机会(郭德双，2016)。

从学校因素来讲，一部分高校不顾人才的社会需求，盲目招生，培养模式与市场需求脱节，所培养的学生无效供给太多（即社会急需的专业毕业生供应不足，而需要较少的毕业生又供应过剩）。一些课程的理论知识老化，严重滞后于当今科技发展，对实践性教学环节的重视程度不够，大学毕业生应当具备的实践经验和操作技能未能在高校人才培养中得到有效保障（王燕洋，2013）。同时，有学者认为，高校就业指导工作也是影响就业的一个重要因素。某些高校的就业指导工作缺乏系统性,内容零散,从事就业教育的教师多为兼职的非专业教师,主要是一些就业教育管理者、学生工作管理者和学生辅导员,他们大都没有经过系统的就业教育

培训。尽管河南省各高校都开设了与就业相关的课程，但也大都流于形式，并未深刻分析当今社会现状，也未对学生的求职观、职业道德等进行专业指导，以上因素都致使高校就业指导工作的成效不尽人意（刘冰，2013）。

从个人因素来讲，部分高校毕业生在进入社会之前会出现盲目从众、过度期望、攀比嫉妒等现象。这类毕业生在就业观念上呈现出两种极端：一种是消极性和被动性，主要表现为无所事事的闲逛族、待价而沽的观望族以及孤注一掷的考研族等陋习(刘永君和李宇遐，2007)；另外一种是对于自己的职业发展存有过于美好的预期，甚至抱有一些不切实际的看法，好高骛远(瞿祥华和杨玲，2011)。但是，（吴克明和孙百才，2005）认为大学生就业期望偏高，从而导致失业现象产生，这种看法是非理性的，大学生的就业期望偏高是具有自身的合理性，人力资本投资、信息不完全对称、未来工作的不确定性使得大学生的就业期望整体偏高，但是大学生要学会理性的看待自身的高等教育成本，结合就业形势，将自身就业期望设置在合理的水平。

2.2 国外关于高校毕业生就业的研究现状

针对高校毕业生就业相关问题的研究是个世界性的问题，一直以来，对于影响毕业生就业因素的相关研究也是国外学者关注的重点。而且国外学者对于高校毕业生就业问题的研究起步早，研究多，相关就业理论比较完善，也有相对成熟的理论研究体系。通过查阅文献资料可以看到，国外的学者对于影响毕业生就业的因素研究集中在个人能力、劳动力市场、受教育程度等三个方面。

就个人能力来讲，有学者认为个人能力对毕业生的就业有决定影响作用。通过研究表明，受过职业教育的毕业生其个人能力有显著提高，其在劳动市场的就业率要远高于没有受过职业教育的普通人，而受过职业教育的毕业生社会流动渠道也高于没有受过职业教育的普通人（Hoeckel & Schwartz,2008）。一些求职困难的毕业生除了成绩差、学历低之外，一个普遍的特点是缺乏相关求职技能，从而不能很好地把握就业就会。

从劳动力市场来说，如果高校毕业生在一个员工流动性较强的单位中工作，那么高校毕业生可能会获得更多的工作机会信息，从而找到更适合自己的工作，因此，就业单位所在行业的流动性也是影响毕业生就业的重要因素(Brown & Konrad,2001)。

在受教育程度方面，部分外国学者认为，完全竞争的劳动力市场中,高等教育对人们的职位和工资起决定性作用。（Beeker,1986）的研究结论表明,随着受教育水平程度越来越高，收益方差会越来越小。同时（Belzil & Hansen,2002）通过实证研究得出，随着受教育年限的增加，工资率方差和就业率方差逐步减小。

综上所述,国内外学者在高校毕业生就业影响因素的研究上各有异同。国外学者对高校毕业生就业影响因素的考察主要集中于高校毕业生自身、劳动力市场、受教育程度这三个方面。

国内学者普遍认为政府，社会，高校以及个人是影响高校毕业生就业因素的重要原因。虽然国外发达国家的劳动力市场相对成熟，但是在社会性质以及国家政策等方面与中国还是有很大区别，因此国外的研究只能做一个参考理论依据，需要结合我国的实际情况来分析具体影响高校毕业生就业因素。

研究目标

本研究的目的是通过查阅文献和收集资料，以河南省民办高校为例，分析研究影响民办高校毕业生就业的因素，旨在通过对影响毕业生就业因素的研究来帮助提高民办高校毕业生的就业率，为当地政府解决高校毕业生就业提问提供依据，为高校毕业生就业提供指导意见。

研究价值

理论价值

从目前的学术研究情况来看，关于河南省民办高校毕业生就业影响因素分析的研究很少。本文的研究成果可以为河南省相关的部门、高校解决好当前高校毕业生的就业问题提供一定的理论依据，方便相关单位和部门推动高校毕业生就业，解决结业问题，同时通过解决就业问题来促进民办高校就业工作的全面发展。

实践价值

本项研究能够更清楚的了解到民办高校毕业生就业的影响因素，对于政府而言，有利于找到影响民办高校毕业生就业因素的根源和相应的解决办法，为政府制定相关政策法规提供依据。对于社会而言，能够更好地完善人才市场建设，促进人才的有序竞争，达到人才市场的最大化社会效益。对于高校而言，有利于发挥就业对民办高校发展的正向促进作用，推动民办高校以社会发展和市场需求为导向来进行教育教学改革，从而培养出合适的人才。对于学生个人来说，能够更清楚地认清现实情况，从影响就业的因素入手，寻找到适合自己的，合理的，积极的应对策略，以科学的方式来进行就业，最终实现让每个学生都能找到理想的工作，让人力资源得到合理的运用。

研究框架

（1）查阅文献和资料，通过分析相关数据，了解和把握我国民办高校毕业生近几年就业情况及趋势，分析影响高校毕业生就业的因素，提出本文的研究方向；

（2）通过问卷调查，整体把握河南省民办高校毕业生的就业现况，了解影响毕业生就业的因素，进行对比分析；

（3）对回收的数据进行分析和研究，得到影响毕业就业的因素，结合目前河南省的相关政策、民办高校的建设情况以及毕业生的自身条件，提出帮助毕业生就业的建议和对策。

研究对象

本研究的主要对象是河南省民办高校毕业生，选取若干所民办高校的毕业生为研究对象，每所院校随机抽取 XX 人，预计投放 XX 份问卷，问卷采用纸质问卷和电子问卷，通过线上线下的方式进行数据采集和调研。

研究方法

文献研究法

通过中国知网，万方，维普数据库以及国外学术期刊以及学位论文，搜集、归纳、整理、分析大学生毕业生就业影响因素的相关文献资料，了解国内外研究的基本现状，系统化对大学生就业影响因素进行理论性了解，为后期论文的撰写提供坚实的理论基础。

问卷调查法

通过问卷调查，对河南省民办高校的部分毕业学生进行调研。通过发放问卷，调查不同学校、不同专业、不同个人情况的学生对于就业的选择，以及个人就业的实际情况来进行统计和分析，探索民办高校就业影响因素，为高校毕业生以及教育机构提出参考性理论依据。

研究结果与讨论

为了更好地了解河南省民办高校毕业生就业现状以及影响因素，本研究采用线上问卷调查的方式对河南省民办高校毕业生进行调查，总共发放问卷 330 份，回收问卷 312 份，问卷的整体回收率为 94.54%；按照统计学的相关理论，剔除一些无诚意和明显乱答的问卷，最终有效问卷为 300 份，问卷的整体有效回收率为 96.15%。

民办高校毕业生就业现状方面

通过数据分析可以看到，本次接受调查的民办高校毕业生中男女性别比例适当，接受调查的专科学生比本科学生少，文科类和经管类专业的学生较多，医学类的毕业生占比较少，接受调查的毕业生中政治面貌为群众的人数最少，政治面貌为共青团员的人数最多，可以很好地代表河南省民办高校毕业生的基本情况。

关于就业现状情况，大部分河南省民办高校毕业生都已经成功就业，少部分毕业生还没有找到合适的工作；大部分已成功就业的民办高校毕业生工作单位的性质为民营企业；民办

高校毕业生初次就业的起薪一般为 3001-5000 元，很少一部分毕业生可以获得 7000 元以上的起薪；大部分已经毕业的河南省民办高校毕业生所从事工作的职务为基层人员或一般管理人员，只有极少部分的民办高校毕业生目前属于高层管理人员；大部分的毕业生对自己目前所从事工作的满意度为一般。

河南省民办高校毕业生就业影响因素方面

关于社会和国家政策因素，大部分毕业生对于相关就业政策了解不够，并且认为现行的就业政策对自己帮助一般，甚至还有少部分的毕业生认为现行的就业政策对自己完全没有帮助；同时，大部分接受调查的民办高校毕业生认为社会对民办高校的认同程度对自己的就业非常有利，认为国家的经济发展与出台的相关政策对自己的就业影响相抵较大。

关于学校因素，大部分的民办高校毕业生认为民办高校的专业设置与市场联系紧密、比较合理对毕业生的就业有帮助；学校教学质量、师资水平较高、教育内容符合社会需求对就业有帮助、影响较大，同时普遍表达了对民办院校大学生就业形势的担忧。

关于家庭因素，接受调查的河南省民办高校毕业生家长中大部分最高学历为高中，本科及以上的学历所占比例较少；大部分民办高校毕业生父母的最高职业为一般管理人员或基层工作人员；大部分毕业生家庭的年收入水平在 10 万-30 万之间；大部分的毕业生认为家庭因素对自己就业有较大的帮助。

关于个人因素，大部分毕业生认为在校期间成绩对自己的就业影响一般或者较小，但是认为在校期间所获得专业资格证书对于自己的就业影响较大；大部分毕业生认为个人的社会关系网对自己的就业帮助或者影响较大；同时就业心态好、就业观务实对民办高校毕业生实现就业影响较大；学生干部、社团活动的经历对就业的影响一般或者较小。

结论与建议

概述

中国高等教育的飞速发展不单单是教育质量和规模的提高，带来的还有一个显著变化是毕业生的增加，解决好毕业生的就业不仅仅是个人问题，也是社会问题，更是国家长治久安和永续发展的保障。以往，在关注高校毕业生就业问题时，相较于公办高校，我们对于民办高校毕业生的关注不够，甚至还会被区别对待。而作为高等教育资源贫乏且不发达的河南省，人口基数大，高校在校生人数多，其中有四分之一还都是民办高校的毕业生，在关注毕业生就业问题时他们需要更多一点关心和帮助。

基于以上的研究背景，本研究选取了河南省郑州市的部分民办高校作为研究对象，开展关于毕业生就业现状以及影响因素的相关研究。通过问卷调查等方式得到相关数据，借助于统计软件进行了有效的数据分析，并对相关的影响因素进行验证。在对影响民办大学毕业生就业的国家社会、学校、家庭及个人等因素进行了分析之后，提出相关解决对策和建议，以期对河南省民办高校毕业生的就业问题的解决提供一些帮助。

结论总结

在对河南省部分民办高校毕业生进行了问卷调查和结果分析后，可以得出以下结论：

关于就业现状，通过对接受调查的河南省民办高校毕业生就业情况进行分析，可以看到大部分的民办高校毕业生都能在毕业后顺利就业，但是在就业满意度方面，大部分河南省民办高校毕业生只是先就业，工作满意度是他们目前无法兼顾的。而且大部分毕业生的就业单位是民营企业，起薪一般为 3001-5000 元，能够获得 7000 元以上的起薪的学生非常少，说明民办高校毕业生初次就业不仅与自身的发展水平有关，也与行业情况有关。

在河南省民办高校毕业生就业影响因素的分析中可以看到，在政府因素方面，大部分的毕业生对就业政策了解不足，因为了解不足导致不能充分利用就业政策来对自己的就业提供帮助，进而对现行的就业政策不够满意。因此需要相关部门在就业政策的宣传和推广上下功夫，同时要广泛听取毕业生以及企业的意见和建议来完善相关政策法规。在学校因素方面，大部分受访者对民办高校大学毕业生就业形势感到担忧，大部分的毕业生认为民办高校的专业设置以及学校的教学质量和师资水平对就业起到了较大的影响作用，而大部分河南省民办高校的就业指导工作并没有得到毕业生的认同。在家庭因素方面，大部分的毕业生父母受教育水平为高中及以下，大部分毕业生的父母最高职业为基础工作人员或者一般管理人员，70%的毕业生认为家庭因素对自己的就业有帮助，这也反映出大部门的毕业生是无法依靠原生家庭来完成就业或者说达到更好地就业条件。在个人因素方面，大部分毕业生表现出重视资格证书，忽视学习成绩的趋向，普遍认为在校期间获得的资格证书对就业影响很大而学习成绩对就业影响不大。认为个人社会关系网对就业有影响的占比超过 60%，认为就业心态以及就业观念对就业有正向作用的占比为 67%。这说明，大部分的毕业生能够正确认识到自身因素对就业的正向影响作用，只有在大学期间更多的考取资格证书，学会处理人际关系，同时建立良好的就业心态和积极的就业观念才能有助于就业。

研究局限性

本研究主要围绕河南省民办高校毕业生就业现状以及影响因素来进行，所存在的不足

主要是以下两个方面：

（1）研究调查的对象是河南省民办高校 2018-2020 届毕业生，考虑到我国就业形势的复杂性以及社会发展的快速化，只选取了三届毕业生作为样本来采集数据，这样所得到的结论可能存在一定的局限和不足。同时，在进行调查时本研究仅选取了郑州市部分民办高校，在以后的研究中应该扩宽数据获取范围，确保研究的代表性。

（2）本研究仅选择问卷调查方式收集数据。今后为了深入了解民办高校就业影响因素，进行深入访谈方式，确保研究方法的多元化，确保研究的结果提供理论性依据。

建议

根据上述研究，针对河南省民办高校毕业生就业现状和影响因素提出如下建议和对策：

政府和社会层面

首先要继续发挥政府的积极作用，尤其是在政策优惠和措施扶持方面需要再多一些，民办高校毕业生是我国就业群体的一大组成部分，需要针对民办高校毕业生的实际情况制定更加合理的就业政策。

学校层面

首先避免专业设置的同质化，科学的设置专业，要发挥民办高校制度的灵活性，根据市场需要及时的调整专业设置，科学合理的进行专业规划。其次是加强对学生的就业指导，完善就业指导部门的功能作用，真正发挥高校就业指导的专业水平和服务能力。及时地更新就业相关信息，充分发挥网络和新媒体的作用，将就业指导工作做到学生心里而不是简单的应付上级检查流于形式。

家庭层面

首先，要继续增进家校联系。鼓励家长和学校保持经常性的联系，及时向学

校了解学生的在校情况和个人发展情况。其次，家长要积极参与到学生的就业规划中。根据学生自身的情况以及家庭的实际情况来帮助学生制定合理的职业发展计划，帮助学生明确就业方向和职业目标。

个人层面

大部分的毕业生都能认识到正确的就业观念和积极的心态对就业的影响。作为民办高校的毕业生，尤其是身处人口大省河南省，毕业生要对自己所处的环境有清醒的认识，树立正确的就业观和积极的就业心态，脚踏实地的寻找就业机会。同时，要做到既不不妄自菲薄也不骄傲自大，能够全面的评价自己，在就业时扬长避短。

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THE DEVELOPMENT COURSE, CURRENT SITUATION AND CHALLENGES OF HIGHER EDUCATION IN CHINA

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Abstract: Since the birth of higher education in China 120 years ago, it has experienced an extraordinary process of development. Looking back on the development of Chinese higher education, it roughly experienced the birth of the late Qing dynasty, the tortuous development of the Republic of China and the period of rapid development since the active exploration and reform and opening-up of the founding ceremony of the People's Republic of China. China's higher education has entered the stage of popularization from the stage of elitism and popularization. After years of development, the scale and quality of higher education have been improved. Looking back to the past and looking forward to the future, the grand goal of educational modernization and educational power requires Chinese higher education to take the road of high-quality development urgently.

Keywords: Higher Education, Gross Enrollment Rate, Education Modernization.

Introduction

From 1901 to 2021, China's higher education experienced a very unusual period from its birth to its tortuous development. Looking back over the past 120 years, higher education has developed from the elitist stage to the popular stage, until now into the popular stage. During the period of the 13th five-year plan, the educational popularization in China has reached a new stage, and the educational popularization level has reached or even exceeded the international standards of middle and high-income countries. By the end of 2020, the average length of education of the working-age population had reached 10.7 years, of which more than 50.9 percent of the new labor force had received higher education. Higher education is an important engine to promote the modernization of education in China. The development potential and level of a country are closely related to the development level of a country's higher education. The modernization of education is a necessary condition for the realization of the Chinese Dream. Entering the new era, China's demand for higher education has far exceeded any time in the past, economic and social development needs more and more high intellectuals. Higher

education is related to the survival and development of a country, is also a carrier of social civilization, and is the most important to realize the sustainable development of mankind. Looking back to the past and looking forward to the future, China's higher education is urgently required to respond to the grand goals of education modernization and education power. China's higher education universities need further development in personnel training, scientific research, social services, cultural inheritance and innovation, and international exchange and cooperation.

1. The Course of China's Higher Education Development

Higher Education in China began in 1901. Reviewing the development of China's higher education, we can see that the development of China's higher education has obvious characteristics of stages. From the birth of the late Qing dynasty to the tortuous development of the Republic of China, to the exploration and development after the founding ceremony of the People's Republic of China, to the rapid development after the reform and opening up, China's higher education has grown from scratch, from small to large, and China has developed from a weak country of higher education to a strong country of education (An, Xiong, & Li, 2020).

1.1 The Birth of China's Higher Education in the Late Qing Dynasty (1901-1911)

The birth of China's higher education is closely related to the history of humiliation of the Chinese nation. In July 3, 1898, the same year of the Hundred Days' Reform, the Emperor Guangxu of the Qing dynasty decreed the establishment of the Imperial College. After the failure of the Hundred Days' Reform, he ordered the closure of the schools that had been converted into academies in the provinces. During the Gengzi Rebellion in 1900, Empress Dowager Cixi and Emperor Guangxu fled Xi'an. The Qing Dynasty, which suffered a heavy blow from the Gengzi Rebellion, had no choice but to reconsider the pain, and picked up the plan it had put in place three years earlier, in 1898, during the Hundred Days' Reform. In September 1901, the Qing government issued the imperial edict in Xi'an that all the academies in the provincial cities should be converted into university halls. In 1902, the provincial academies were transformed into university halls after intensive preparations. The "*Regulations of Imperial Colleges and Universities*" promulgated in 1902 marked the vigorous development of modern higher education in China from the old school system (Qu &Wang, 2013). At that time, the purpose of establishing the University Hall were still entangled in the controversy of "learning from foreigners, controlling foreigners", "the middle school as the body, and the Western learning as the use", and the struggle between "body" and "use" cannot be called modern higher education in a complete sense.

1.2 The Tortuous Development of Higher Education During the Republic of China

After 10 years of rapid development, China's higher education began to enter a new stage of development: the period of the Republic of China. At that time, the political situation was turbulent, the economic and social development was unstable, and the ideology and culture were complicated. Higher education revolved between ideals and reality. Under the specific historical conditions, China's higher education formed a relatively complete and mature policy system.

1.2.1 The Evolution of Higher Education Before the Anti-Japanese War (1912-1931)

Before Second Anti-Japanese War, the development of higher education in China was divided into three stages. The first stage, the rise of higher education in the early Republic of China. On September 2, 1912, the Ministry of Education of the National Government of the Republic of China promulgated the educational purpose "to attach importance to ideological and moral education, and to realize its morality through aesthetic education with the assistance of practical education and military and national education". The promulgation of the *University Order* in the same year provided a strong theoretical basis for the positioning of the functions of universities in China, that is, universities should respond to the national call, to meet the development needs of the country and society through the teaching of scholarship, the dissemination of knowledge and the training of talents. These two policies could be said to have set the goals and directions of education in the early years of the Republic of China. In the second stage, the Beiyang Army came to power, and the development of higher education entered a new phase. During the Beiyang Army period, China was in a period of great collision between new ideas and old ideas, and the impact of Western culture brought China into a period of transformation. In 1917, the National Government of the Republic of China promulgated and implemented the "*Regulations on the Appointment and Salary of National University Staff*", which laid the foundation for the initial formation of the management framework of higher teachers in modern China. Out of the urgent need of social development at that time, the National Government of the Republic of China put forward the great initiative of Renxu system, which strongly pushed China's higher education toward scientific democratization. It also laid a solid foundation for the theoretical framework of modern higher education. The third stage mainly referred to the initial stage of the Nanjing Republic of China government for the improvement of China's higher education and stereotypes. The National Government of the Republic of China promulgated the *University Organization Law* in 1929, which was a comprehensive and systematic summary and explanation of the University management system in China. At the same time, the National Government of the Republic of China did not ignore the development of the vocational school, promulgating the *Organic Law of Junior Colleges* in the same year. Then, in 1931, the National Government of Nanjing put forward the *Degree Award Law*, which clearly defined the conditions for conferring bachelor's, master's and doctoral degrees in China. After the development of these three stages, the legislation system of

higher education in China was becoming more and more perfect, which also provided convenience for its future development. In a word, the development of China's higher education in this period presented the characteristics of maturity, stability, and completeness.

1.2.2 The Turbulence and Adjustment After the Anti-Japanese War (1931-1949)

After the outbreak of the Anti-Japanese War, in order to meet the needs of the war and consolidate the dominance of the National Government of the Republic of China, the authorities promulgated and implemented a number of heavily militarized educational policies. It not only required teachers' behavior strictly, but also supervised and managed students' thoughts and behavior, which ended the short-term development of higher education in the last stage. After the full-scale outbreak of the Anti-Japanese War in 1937, the cause of higher education was hit harder than ever. Most colleges and universities were directly damaged by the war, and some were so serious that they ceased to exist. In an effort to preserve what remained of higher education, the National Government of the Republic of China decided to move some colleges and universities inside the war zone. The most famous ones are the Southwest United University, a joint venture of the State Peking University, the National Tsing Hua University and the private Nankai University, and Xi'an Temporary University, which is made up of Beiyang University, Beiping Normal University and Beiping University, later renamed Northwestern United University. Although the war devastated the cause of higher education in China, the inward migration of colleges and universities during the war to a certain extent preserved the strength of China's higher education and handed down Chinese cultural knowledge, and for the country to train a lot of master-level talent. In the time of national crisis, the phenomenon of "Southwest United University" and "Northwest United University" could not but be called a miracle in the history of World Higher Education. In order to maintain stability in the turbulent situation of higher education at that time, the Ministry of Education of the National Government promulgated the "Outline of Unified Enrollment Measures for National Colleges and Universities" in 1938, which specifically explained the enrollment standards and rules of each region (Liu, Li & Chen, 1997). All in all, during the wartime stage, the National Government of the Republic of China took compulsory measures to preserve and restore higher education, timely rescued and regulated the higher education cause that had been devastated by the enemy, and made higher education continue to develop in twists and turns during the Anti-Japanese War period. In 1947, the Kuomintang and the Communist Party started a civil war, and higher education, which had just developed briefly, began to enter a low period of development.

1.3 The Development of Higher Education After the Founding of the People's Republic of China

In general, the development of China's higher education after founding of the People's Republic of China could be divided into the following four stages.

The first stage, the 1949-1977 takeover, transformation and "Cultural Revolution" stage. In 1949- 1966 (also called "17 years" period), the takeover and transformation of higher education in Old China was completed, and it was the stage of higher education's recovery and development from old China. In the early days of the founding of the People's Republic of China, the development of higher education in China entered a period of great historical transition. It showed the general characteristics of fewer institutions, fewer teaching staff, fewer students and fewer teaching resources. At the First National Conference on Education after the founding of the People's Republic of China, the government decided on the fundamental purpose of cultural education in the new era: to learn from the Soviet Union, take over and reform China's original higher education system, on this basis, a new educational system should be constructed. To this end, in 1952, a large-scale restructuring of institutions of higher learning, the establishment of many industries and local colleges, higher education and trained a large number of national economic construction, social development in need of all kinds of personnel. In 1958, a great educational revolution was carried out, which changed the idea and system of running a university in China. The scale of higher education expanded rapidly. In 1961, the "*Provisional Regulations on the Work of Higher Education Institutions Directly Under the Ministry of Education of the People's Republic of China (Draft)*" (referred to as the "Sixty Articles of Higher Education") and other relevant documents were formulated to improve teaching order, standardize school management, improve teaching quality, and strengthen school construction. All of them played a positive role, opening a precedent for the construction of China's higher education system. However, from 1966 to 1976, China experienced the "Cultural Revolution", and its higher education suffered a decade of catastrophe. Many colleges and universities were forced to close, the size and number of colleges and universities dropped sharply in the past decade, and the college entrance examination was also forced to cancel. It was not until 1977 that China resumed the college entrance examination, which had been suspended for 11 years. Since then, China's higher education has ushered in another spring. When it came to the resumption of the Gaokao, the terms "new third term" and "old third term", which were unique to China in the history of education, were often mentioned. The "old third term" referred to the junior and senior middle school students who were forced to cancel the college entrance examination because of the "Cultural Revolution". The "new third term" referred to the resumption of the college entrance examination after the first three classes of students, that was, students registering in 1977, 1978 and 1979. Many of the "old third term" eventually converged into the "new third term", and the generation delayed by the "Cultural Revolution" cherished the hard-won learning opportunities. The teachers who experienced the hardships of the "Cultural Revolution" spared no effort to teach and educate people. Many students of the "new third term" eventually became pillars of the country, which was also a good story in the history of Chinese higher education.

The second stage was the elite higher education period from 1978 to 1999. The beginning of

this period was marked by the opening of the Third Plenary Session of the 11th CPC Central Committee in 1978, and since then China's higher education also entered the stage of reform and opening up. From 1978 to 1992, the Ministry of Education put forward a series of reform measures aimed at China's education system. The cause of higher education took advantage of the spring breeze of the reform after the resumption of the college entrance examination to step by step into the regularization. In June 1999, the national education working conference put forward "the industrialization of education", which regarded education as an industry and hoped to promote economic growth through educational input, turning the state's move towards greater social responsibility into the commodification of educational opportunities. This kind aimed to realize the expansion of the scale of China's higher education through market-oriented reform. After a series of policies, both the number of students enrolled in universities and the scale of universities had been greatly increased. Colleges and universities basically covered all of the country's cities, and private colleges and universities also ushered in unprecedented development opportunities. During this period, Chinese government also proposed two major projects, known as the "Project 211" and the "Project 985". These two important measures had strengthened China's talented person troop, and had made the remarkable contribution for carrying out the party's "Science and Education Rejuvenates the Country" strategy. In general, compared with the previous stage, due to the continuous deepening of reform and opening up, China's social economy had developed rapidly in this stage, and higher education had shown a momentum of vigorous development, entering a golden period of rapid development (Zheng & Yang, 2021).

The third stage was the popularization of higher education from 2000 to 2012. Since 1999, when colleges and universities began to expand their enrollment, both the enrollment and the number of students in general higher education had increased greatly. In the 21st century, with the rapid development of China's national economy, the development of higher education had begun to take on a new look. During this period, the number of students enrolled in China's general higher education increased from 2.206 million in 2000 to 6.888 million in 2012, almost three times the number in 2000. In 2012, the number of college students in China increased from 5.561 million in 2000 to 23.913 million, nearly four times the number in 2000. At the same time, China's higher education gross enrollment rate in 2002 exceeded 15%, began to enter the stage of higher education popularization. Higher education was no longer the "Ivory Tower", but the popular social needs (Liu, 2019). As of 2012, the gross enrolment rate of higher education in China had reached 30 per cent, and all indicators indicated that at this stage China's higher education had moved from the elitist stage to the popular stage, and the scale of higher education had never been greater.

The fourth stage was the stage of connotation development and characteristic development of higher education from 2013 to 2019. According to the birth statistics of China from 1961 to 1975, there appeared a superposed period of fertility peaks after Great Chinese Famine. Babies born at the peak of

the 1980s and 1990s entered college. Since 2013, the number of students taking the national college entrance examination (NCEE) had shown a decreasing trend. Higher Education in China had entered the stage of "Chinese characteristics", which was a critical period for China's higher education to realize the transformation from popularization to popularization. Since then, China's higher education had also changed from the previous mode of development to connotative development (Guo, 2019). The 19th National Congress of the Communist Party of China put forward the important content of building a "powerful country in education" and made the construction of "double first-class" as the priority development of education. The construction of "double-first-class" was the construction of first-class discipline and first-class university, by which the state promoted the whole development of universities and strengthened the connotative development of China's higher education. In addition, China was also extremely concerned about the education situation of different social strata, on the basis of which the state had substantially increased its educational support for poor students and poor areas through various channels, balanced access to education and equity in education. The comprehensive strength of this stage of higher education had increased significantly, and it was a great achievement to reach the number of universities in 2019, that was, the number of universities in the world. At the same time, China's higher education gross enrollment rate in this year had exceeded 50%, which marked China's higher education from the popular into the popularization stage.

Through the above analysis, it was not difficult to see that the development of higher education in China had been influenced by the historical period and had shown obvious characteristics of stages, from the initial birth to the later tortuous development, and then to the present popularization. The overall trend of development was in a spiral (Wang &Sun, 2019). China is now at a critical period of transition from a big education country to a powerful country in education. Looking back on the past, it is necessary to continuously learn from experience and develop through exploration.

2. Analysis and Commentary on the Present Situation of China's Higher Education Development

2.1 China's Higher Education Has Entered the Stage of Popularization

The "Gross Enrollment Rate of Higher Education" index is used to measure the development stage of higher education in a country. "Gross Enrolment Rate in Higher Education" is the ratio of students in school and the population aged 18 to 22 as the denominator., which reflects the overall level of access to higher education in a country. It is an important sign to judge the development stage of a country's higher education. We generally divide the development of higher education into three artificial stages, where the break point between the first and second stages is 15%, and when a country's Gross Enrolment Rate in higher education is less than 15% , higher education in a country is judged to be at an elite level; when the Gross Enrolment Rate in higher education in a country exceeds 15 per

cent, it is called the popularization stage. Once a country's Gross Enrolment Rate in higher education exceeds the 50% threshold, it is said that the country has entered the stage of universal access to higher education. It's clear that the popularization and popularization of higher education in Britain and the United States preceded China by several decades, especially in the United States in 1970. At that time, China's higher education was still in the "Cultural Revolution" period, and the scale of quantity and quality cannot be the same. However, from the point of view of the transition time of various stages, it took 30 years for the US to move from the elitism stage to the popularization stage, 16 years for the UK, and only 9 years for China. It took the United States 29 years, the United Kingdom 25 years, and China only 17 years to achieve this historic leap. From this it's not difficult to see that although China's higher education started relatively late, but on the whole, it had shown a huge potential for development. In recent years, China no longer only paid attention to the speed and scale of higher education development, but paid more attention to the high-quality development of higher education.

The year 2020 was the closing year of the 13th five-year plan. During this period, the development of higher education in China had made remarkable achievements along with the development of China's economy and society, the gross enrolment ratio in higher education had risen from 40 percent in 2015 to 54.4 percent in 2020, successfully moving towards universal enrolment. The total number of students in higher education at all levels in China reached 41.83 million in 2020, according to the major results of national statistics on education in 2020. In the same year, the college enrolled 9,674,500 students nationwide, including 32,852,900 students. In addition, 1,106,600 graduate students and 3,637,600 adult undergraduates were enrolled in 2020. In addition to the expansion of student enrollment, the strength of teachers had also been significantly improved. There are 1.833 million full-time teachers in ordinary institutions of higher learning. At the same time, there were 2,738 ordinary institutions of higher learning in China, including 1,270 undergraduate institutions (including 21 undergraduate-level vocational schools) and 1,468 higher vocational or technical colleges (Yang, 2021). Regardless of the number of enrollments, the number of students in school, the number of teachers or educational institutions, the higher education undertaking during the "13th Five-Year Plan" period had achieved rapid development.

Especially since the reform and opening up, China's higher education has made great achievements. First, the scale of China's higher education is expanding rapidly. Both the total size of the school and the Gross Enrollment Rate show a steady increase. Secondly, the teaching quality of higher education in China has been practically improved. The strength of teachers, the construction of disciplines and the quality of personnel training in institutions of higher learning have been significantly improved. Thirdly, the demand of higher education in China has been basically satisfied and has entered the stage of popularization smoothly. At the same time, the equity of education is advancing, and the distribution of education is improving. Finally, the international competitiveness of China's higher

education is increasing. On the one hand, the number of foreign students coming to China has been increasing in recent years. On the other hand, the number of Chinese students going abroad has also been ranked first in the world.

The gross enrollment rate of higher education in China has been increasing steadily in recent years, only 0.26% in 1949,2.7% in 1978, rising to 12.5% in 2000 and 54.4% in 2020. Therefore, the current higher education in China has basically met the total demand of the society in quantity, but the demand of the structure and quality, especially the innovative talents, cannot completely meet the demand of the national economic and social development. "the question of Qian Xuesen" has caused great pressure in the field of higher education in China, and people's attention to high-quality higher education and higher education fairness and justice cannot be ignored.

2.2 Building A High-quality Higher Education System

The high-quality higher education system is the important support of the country's modernization. We must give full play to the fundamental, leading and overall role of education as "the big plan of the country and the big plan of the party" to accelerate the development of high-quality higher education. The development of high-quality higher education requires us to change from pursuing quantity expansion to pursuing quality improvement, from expanding scale to upgrading structure, from factor input-driven development to innovation-driven development. The most important task is also to solve the problem of unbalanced and inadequate development in the field of higher education and to provide higher education with people's satisfaction and in pursuit of more equitable, high-quality and inclusive education.

High-quality higher education must be fair and just higher education. The American economist Buchanan had a famous point of view on fairness, that was, giving the strong a disadvantage, so that the strong and the weak get equal opportunities (Ma, 2014). In Rawls's theory of fairness and justice, he expounded fairness and justice from three aspects: equal freedom, equal opportunity and moderate difference (Zhang, 2019). John Rawls's principles of equal freedom, equal opportunities and moderate differences provided new ideas and ideas for how to achieve fairness and justice in education in China. We could learn from this theory. How to understand the equity of higher education? According to Coleman, there were four kinds of educational equity: equality of receiving educational opportunity, equality of educational participation, equality of educational outcome, and equality of educational effect on life opportunity (Kang, 2006).

To build a high-quality higher education system, China must build a higher education system with fair, high-quality and balanced development, promote the fair and equitable development of higher education, and alleviate the People's anxiety about higher education, and enhance the people's sense of obtaining higher education. A high-quality higher education system was the one that seek to be more

equitable, more efficient, and more high-quality, leading to the future of higher education. The people were full of expectations for a more equitable, efficient and quality higher education that could lead to the future. As an institution of higher learning, China must insist on running a school for public welfare, not only from the benefit of running a school, but also from the efficiency of running a school. High-quality higher education must have good school-running efficiency while having good school-running benefits. The school-running efficiency of higher education should be considered from several aspects: First, from the perspective of students, during the study period in school, it's necessary to use what they have learned, to achieve what they have learned, to do something, and to gain what they have learned; second, from the perspective of society, it should follow the objective laws of social and economic development, strengthen the connotation development, characteristic development, and innovative development of colleges and universities, and effectively solve the problem of asymmetric structure of colleges and universities or human resource structure; Third, from the perspective of industrial structure transformation and development efficiency, it could promote the adjustment of the discipline and professional structure of colleges and universities , optimize the development needs of industries that were in short supply, and solve the structural contradiction between the professional structure of colleges and universities and the labor market.

3. New Challenges for Higher Education

Looking back on the development of higher education in modern China in the past 120 years, the twists and turns were long and extraordinary, and the achievements had attracted worldwide attention. From the perspective of the scale of development of higher education, China's higher education had achieved a three-level leap from scratch, from elitism to popularization and now popularization, and China had become an educational power, and began to move into the ranks of educational powers. In the new period of historical development, how to run higher education with both "Chinese characteristics" and "world level", how to speed up the pace of modernization of higher education, are the most challenging primary issue facing China's higher education. At the same time, how to solve the "new challenges of unbalanced and insufficient higher education development in the new era" (Wu & Du, 2018) is also worth thinking. The high-quality higher education system is an important support for the country's modernization. In the new journey of building a modern socialist country, it is urgent for higher education to enter the stage of high-quality development. This is the new era mission that the state entrusts with higher education.

To run higher education with both "Chinese characteristics" and "world-class" needs to take root in China, strengthen cultural self-confidence and build up cultural foundation. China should also pursue innovative, inclusive and diversified development rather than homogenization. At the same time, China should remain committed to opening up to the outside world, strengthen international exchanges

and cooperation, and set the historical trend in the development of mankind. China should play a leading role in the development of higher education, speed up the process of higher education modernization, and ensure the realization of the goal of building a great modern country.

China must accelerate the development of high-quality higher education. The new stage of economic and social development puts forward new demands for the construction of high- quality higher education. After higher education has solved the problem of "whether or not", people pay more and more attention to the "good or not" of higher education. In October 2020, the CPC Central Committee formulated the 14th five-year plan for national economic and social development and proposed long-term goals for 2035. Promoting quality development is the theme of economic and social development during the 14th five-year plan period. Higher education development must adhere to the new development concept. Higher education personnel training system must be fully innovative. Higher education learning revolution should be fully advanced. The new development pattern of "double circulation" puts forward a new demand for enhancing the service ability of higher education. The double circulation mainly refers to the new pattern of development in which the domestic and international double circulation is the main body. The new development pattern needs higher education to transfer higher quality talents, to provide high quality research and development support, to promote the circulation between higher education and social economy, and to realize the effective connection between education science and technology industry or society. China should make full use of both international and domestic resources, expand education, open to the outside world, speed up international scientific and technological cooperation and exchanges, upgrade the level, and achieve high-quality development of higher education. China will build a high-quality higher education system to ease the people's anxiety and anxiety about "going to school" and to promote their sense of well-being and satisfaction with higher education. China will strive to make its people satisfied, make its higher education more fair, high-quality and inclusive, and create the future of higher education.

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FOR EFFECTIVE SCHOOL MANAGEMENT: A SWOT ANALYSIS STUDY IN AN INTERNATIONAL SCHOOL OF THAILAND

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Abstract: This study mainly focused on the school effectiveness, used a SWOT analysis method to explore the strengths, weakness, opportunities, and Threats of an international school in Bangkok, Thailand. Through the review of related literature on effective school management, the study concluded the SWOT results and provided the implications for the management team to adapt and improve this school in all areas. Situational leadership, cooperative teamwork, and performance management form were regarded as the practical strategies for the better school-based management in the future.

Keywords: School Effectiveness, Swot Analysis, International School.

Introduction

The American School started as an international kindergarten around 25 years ago, after there were more and more kinder graduates and their parents had requested the owner of the school to extend to primary levels, the owner decided to fulfill this request. They then rented land across from the kindergarten area and built a one-building school. It gradually grew and expended into a whole school, PK – G12. And then the school changed into American School about a decade ago.

The school director and her family members were the main authority and decision makers for quite a long time. When the school expanding, the director found that she was under great pressure because every parent came to talk to her about his/her complaint. She and her family didn't know what to do anymore, so someone came up with an idea of forming a management team. This team includes the school director, developer, finance manager, two principals, one communication director, one admission director, and one executive secretary. The director, developer and finance manager are family members, now with the other five people, they are really working as a group. The final decision isn't coming from only one perspective.

Organization: There are now two campuses, one on Sukhumvit Rd, the other on Bangna Trad. The Sukhumvit site has around 335 students. The Bangna site has about 260 students. Each campus has its own set of non-teaching staff, teaching staff, principal, and vice principal, but under one owner.

School Vision: The AS strives to excel in the international educational community. Our

graduates are prepared to be critical thinkers, independent learners, effective communicators, and global citizens.

School Mission: The mission of the AS is to foster academic excellence in a caring community, where diversity is celebrated, and mutual respect among adults and students is practiced. We provide the foundation for life-long learning and the skills and values needed to become responsible leaders in the global community.

School Philosophy: The philosophy of the AS centers on promoting excellence in children and youth in the following ways:

1) Laying the foundation of society relationships among students, embodying love and affection for teachers, friends, other human beings and particularly families.

2) Emphasizing scholastic achievement in the arts and sciences in general and applied knowledge in particular.

3) Contributing toward the creative and athletic achievements of all students.

4) Preparing for future good citizenship and fraternity among students and the outside world.

Reviewed Literature

School Effectiveness

The development of school effectiveness may be traced back to the late 1960s. The Equality of Educational Opportunity Report conducted in 1966 by James Coleman and his colleagues is the landmark study in this area. Coleman et al. (1966) indicated that students' achievement depended more on their family background than on the school characteristics and resources measured in the study. However, the finding was misinterpreted that "schools do not make a difference" (Cohen, 1982), which resulted in pessimistic ideas about education. In reaction against the Coleman Report, studies were done to prove that schools do have impact on students' achievement.

In the late 1970s, a few people tried to pull together studies suggesting that some schools could help urban poor children achieve at levels more comparable to those in more affluent, suburban areas. This new research led to the effective school's movement in the United States (Firestone, 1991). Studies published by Brookover, Beady, Flood, & Schweitzer (1979) and Edmonds (1979) in the United States and by Rutter, Maughan, Mortimore, & Ouston (1979) in the United Kingdom are the early works on school effectiveness. Following the studies of the two above countries, Israel and the Netherlands started their investigations in this area. And only very recently, other countries in Europe (for example, Sweden and Norway) and countries in the Eastern hemisphere (for example, Australia, New Zealand, Hong Kong and Taiwan) began engaging in effective issues (Creemers, 1996).

It has been more than forty years that researchers have been working on the area of school

effectiveness. Some important findings concerning the characteristics of effective schools, no matter from empirical studies or review papers, have been proposed. The findings are the same as the Edmonds' (1978) "five-factor theory": (1) emphasis on student acquisition of basic skills; (2) high expectations for students; (3) strong administrative leadership; (4) frequent monitoring of student progress; (5) orderly climate conducive to learning.

From the more recent reviews by Levine and Lezotte (1990) and Sammons, Hillman, & Mortimore (1995), we still can see similar characteristics of effective schools pointed out. The detailed analysis of the two works is listed in Table 1.

Table 1: Characteristics of Effective Schools in Two Studies

Levine & Lozette (1990)	Sammons et al. (1995)
Productive climate and culture	Shared vision and goals
	A learning environment
	Positive reinforcement
Focus on central learning skills	Concentration on teaching and learning
Appropriate monitoring	Monitoring progress
Practiced-oriented staff development	A learning organization
Outstanding leadership	Professional leadership
Salient parent involvement	Home-school partnership
Effective instructional arrangement	Purposeful teaching
High expectation	High expectations
	Pupil rights and responsibilities

Note: Adapted from "The foundations of educational effectiveness," by J. Scheerens and R. Bosker, 1997, p. 156.

Principal-ship in Effective Schools

Among the characteristics of effective schools in relevant literature, leadership could be found as a key factor. And the early studies of school effectiveness suggested the importance of strong instructional leadership by the principal. The job for the principal is to set criteria and procedures for evaluating teachers, observing classrooms regularly, and to discuss with teachers for improving classroom practices, and to reward teachers for their excellent teaching. Monitoring and directing the affairs of teaching and learning are essential to the principal's role (Sergiovanni, 1995).

However, this finding is not applicable to different school contexts, including different countries. For example, instructional leadership was not found as a significant determinant of effective schools in the Netherlands (Creemers, 1996). Besides, no matter whether informed by the actual situation, empirical studies, or the contingency theory of leadership, we know that the principal's leadership style needs to be suited for the organizational context. A task-oriented and authoritative principal may be good in schools where teachers are lacking in commitment or poorly trained but not good in schools where teachers are highly competent and committed.

Investigating the studies of principalship in effective schools, Blase, Blase, Anderson &

Dungan (1995) argued that the control perspective has dominated research of school leadership for decades, partly because it has been fostered by the school-effective literature and related approach to school improvement. When we want to jump out of the traditional control perspective that effective school studies employed, some other perspective needs to be brought in. Nowadays, more scholars have explored the issue of school culture (e.g., Hopkins, Ainscow, & West, 1994; Sergiovanni, 1992, 1995), cultural perspective may provide an alternative avenue for examining school principal-ship.

Methods

Qualitative: Case Study

Focusing on "discovery, insight, and understanding from the perspectives of those being studied" (Merriam, 1988, p. 3), a qualitative case study became the choice of this research design. Based on interpretive paradigm, observation has been done on how a school operated. Administrators were interviewed and asked to fill out forms. Staff meetings, administrative meetings, and grade teachers 'meetings were observed and recorded. Pseudonyms are partially used in this paper referring to the school and relevant persons involved in the study. Several methods were utilized to collect the data needed.

SWOT Analysis Questions

The school principal and vice principal were asked to fill out a SWOT analysis for this case study. In the strength content, there are four questions answered by them. These questions are:

1). What advantages does your school present?

2). What do you currently do well? (such as curriculum, marketing, management, etc.)

3). What relevant resources do you have access to?

4). What do other people see as your strengths?

For the category of weaknesses, here are the questions:

1) What can you improve on?

2) What do you not do well?

3) Consider what you are criticized for or what you receive complaints about.

4) Where are you vulnerable?

There are three questions related to the opportunities:

1). What opportunities do you know about but have not addressed?

2). Are there emerging trends on which you can capitalize?

3). What are they?

The last part is the threats, the questions asked are:

1). What obstacles do you face?

2). Are economic conditions affecting your financial viability? Ask yourself, what would be the financial and social impact of not implementing changes?

3). Is changing technology threatening your school? How?

4). Could any of your weaknesses seriously threaten your school, children's educational attainment, and so on? In other words, are weaknesses likely to make you critically vulnerable?

SWOT Analysis Results

The information gathered is that this school has a great potential to become a proper international school. Its strengths are: a composite education by highly qualified and internationally experienced staff, opportunities to develop skills and habits for lifelong learning, provide a variety of curricular opportunities, a clear vision and direction from management, consistent staffing, advance placement (AP), learning technology - i.e., LEAP, RAZZ, etc., internal/external standardized testing, cohesiveness, atmosphere, desire to learn, and location. The school culture is moving to a "family-like" atmosphere. Students feel like they are part of the big family due to the size of the population. The entire school only has around 300 students at each campus, everyone knows everyone. Also, the location of the Sukhumvit site is right at the center of Bangkok city, lots of embassies and foreign companies investing are in the neighborhood, and the other campus is right near the international airport in the Bangna area where there are lots of foreign companies investing as well.

As to the weaknesses, there is no consistent curriculum, the level of programs offered tends to be lower than schools in the States. There's a special needs program, but it needs to be enhanced. The communication with parents can be more frequent. The commitment to the school vision by staff is at 80 %, not 100 %. Teacher's input into decision making is lacking. The quality of facilities is not high, but a lot of facilities are under construction right now. A lot of teachers stay less than 4 years. The decision making is vulnerable.

However, there are lots of opportunities to improve the school performance, such as project-based learning, fast-track programs, expatriate embassy identification, AP diploma program, change of local demographics - Japanese, social media, university partnership, and inquiry based learning and interdisciplinary learning (for Middle School).

There are some threats related to the funding, the staff turn-over rate, the tuition support by expat companies and embassies, Facebook on campus, and economic swings, opening of many schools in China or other nearby countries.

Some major points as the results of SWOT analysis are showed in the following Table 2.

Table 2: Summarized Points through SWOT Analysis

Strengths (Internal Origin)	Weaknesses (Internal Origin)	Opportunities (External Origin)	Threats (External Origin)
• A composite education by highly qualified, internationally experienced staff • Opportunities to develop skills and habits for lifelong learning • Provide a variety of curricular opportunities • A clear vision and direction from management • Consistent staffing • Advance Placement • Learning technology - i.e., LEAP, RAZZ, etc. • internal/external standardized testing • Cohesiveness • Atmosphere • Desire to learn • Location	• Consistent curriculum • Level of programs offered • Special needs • Communication with parents • Commitment to the school vision by staff is at 80%, where is the other 20%? • Teacher input into decision making (lack of) • Quality of facilities (currently under consideration) • Retain staff more than 4 years • Decision making is vulnerable	• Project based learning • Fast-track programs • Expatriate embassy identification • AP diploma program • Change of local demographics - Japanese • Social media • University partnership • Inquiry based learning and interdisciplinary learning (for Middle School)	• Funding • Staff turn-over • Tuition support by expat companies and embassies • Facebook - existent threat • Economic swings, opening of many schools in China or other nearby countries

Strategies Responsive to SWOT

- **S Strategies –** *Use internal strengths to take advantage of external opportunities:*

Utilize resources and team work from the school community and develop ways to improve school performance related to student achievement, teaching quality, curriculum, and facilities of the school.

- **W Strategies** – *Improve internal weaknesses by taking advantage of external opportunities.*

Create means of evaluating the programs offered, ensure that all faculty and staff are trained and move toward the same vision.

- **S Strategies** – *Use the strengths to reduce or avoid the impact of external threats.*

Provide teachers with opportunities to be involved in decision making process, bring up the expectations towards student and teacher performance, create more opportunities for the community to know our school and gain support from them.

- **W Strategies** – *Use defensive tactics directly to reduce internal weakness and avoiding external threats.*

Ensure that envisioning is a high priority at AS through leadership commitments, professional development for faculty and staff, enhancing teaching quality, and providing better supervision to learning and teaching.

Besides the SWOT analysis, the principal and vice principal also filled out a performance management form as showed by Table 3. The performance management form was designed in three areas/performances: knowledge, skills, and abilities. It's to provide evidence for finding the gap between the actual performance and the expected performance. From the data collected, in the knowledge content, teachers need to gain more knowledge related to differentiation strategies, inquiry based and interdisciplinary learning. Therefore, professional development is what they need currently. The skill part, both stated similar opinions, teachers need to practice differentiation and inquiry-based learning. As to the abilities, teachers can always be better in every area.

Table 3: Performance Management Form Based on SWOT Analysis

Area/Performance	Actual Performance	Expected Performance
Knowledge 1. What are your teaching staff's training backgrounds? 2. Are they applying their professional training in their teaching? If yes, how?	● Most are qualified in his/her specific area; have knowledge that was current at graduation ● University teacher training in UK, USA or Canada ● Yes, they are demonstrating the ability to apply teaching methodology in the classroom	● Higher - more attempts to upgrade and continue learning should occur! PD, PD, PD ● More interactive technology integration ● More differentiation techniques ● More inquiry-based teaching ● More interdisciplinary teaching
Skills 1. What skills does your teaching staff have? Or lack? (IT or other)	● Below expectation in learning technology ● Foreign language, Technology use, AP, Music, Arts, plus generals (well-rounded basic core curriculum)	● Higher - more skills to differentiate, individualize, etc. ● Inquiry based skills
Abilities 1. What are their general abilities? 2. How's your teaching staff's professional ability?	● Competent to mastery - depending on individual ● Well-rounded teachers ● Acceptable	● More differentiated instruction

Conclusions

Since this researcher started working in this school in 2007, changes have occurred in the past years. The first change was that the school has become more organized. Everything is in place before the school starts. In the past, there would be teachers not showing up to work on the first day of school and teacher's turnover rate was very high, nearly 30%. Now, everyone reports back to school on the orientation day. Secondly, the school director needn't to struggle alone. She now has a TEAM to make decisions for the school. The third change was that more and more qualified teachers have been hired to work at school. In the past, they weren't very strict with the qualification of the people they hired. The next change was that besides the teacher/staff retention rate, our parents' participation has increased as well. More and more parents joined the Parent Teacher Organization. The teachers were encouraged to attend more professional development, under the categories of professional, personal and propersonal PD.

From the observations, documentation, SWOT analysis, Needs Assessment, and interviews, there are a couple of things that need to be addressed as recommendations. First is that if the organizational chart keeps expanding to a point that everyone needs to consult about everything with each other, then it can be dangerous in times of emergencies. Second, if the MT could provide a more transparent budget plan to all staff, it would help look at the big picture, not just the details. For example, how was the department budget determined and why did some departments receive more than the others. If the school would like to improve in every area, it needs a systematic way of monitoring the budget plan. The school is working on teaching quality and student outcomes to bring the school to the next level, so there is a need to have teachers be part of the Management Team.

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