# METACOGNITIVE KNOWLEDGE IN SENIOR HIGH SCHOOL TEACHERS: AN EMPIRICAL STUDY

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**Abstract:** Metacognition plays a crucial role in the professional development of teachers. In recent years, teachers' metacognition development has been a focus of research in China, it also requires teachers to constantly reflect, monitor, and correct their own educational practices to adapt to the requirements of the new curriculum reform. This study discusses the necessity of teachers' metacognition from both theoretical and practical perspectives. Theoretically, metacognition, also known as reflection cognition, monitoring cognition, etc., refers to people' s cognition of their own cognitive process. From a practical point of view, teachers' metacognitive awareness is an important factor affecting their classroom teaching quality. At present, there is relatively little literature information on teacher metacognition, research on metacognition among high school English teachers is also rare. Especially in many underdeveloped areas of China, the metacognitive knowledge of senior high school English teachers is a vacancy. At the same time, the metacognitive awareness of high school English teachers symbolizes the teachers' self-consciousness and self-regulation awareness in teaching activities and is considered as an important factor affecting the quality of classroom teaching. Teachers with high awareness of metacognitive awareness and metacognitive abilities have a benefit for both teaching and student learning.

A total of 100 high school English teachers in Jinan were invited to participate in the study. A questionnaire was administered to them, among whom seven teachers were invited to take part in a telephone interview. Factors affecting the metacognitive awareness of high school English teachers were discussed. The findings are expected to offer some empirical reference for teacher training in the future.

**Keywords:** High School English Teacher, Metacognitive Development, Effective Teaching, Teacher Professional Development

## Introduction

In recent years, the development of education has been a key content of Chinese research. Metacognition plays a vital role in teacher professional development. For example, metacognition is of

great significance to learning and teaching in educational research and practice. As we all know, it is very important to combine listening, speaking, reading and writing in English teaching. However, at present, the teaching of High school English teachers in many domestic schools is still relatively traditional and single, which cannot be effectively combined with speaking, reading and writing. Moreover, in the teaching process, students are prone to lack of initiative and teachers still occupy a dominant position. Metacognitive strategies emphasize initiative. Teachers with high metacognitive awareness can plan, monitor and adjust their teaching methods and skills to improve their English learning skills, so as to improve their English learning ability.

Based on the nature and characteristics of metacognition, this thesis mainly studies the following three aspects: (i) The importance of metacognitive awareness of high school teachers to English Teaching.; (ii) The metacognitive awareness of high school English teachers in China is influenced by those important factors; (iii) Current situation of metacognitive awareness of Chinese high school English teachers. The purpose of the selection is to study the overall classroom teaching quality by investigating the metacognitive awareness of high school English teachers, and make a simple exploration of the current situation of the metacognitive awareness of high school English teachers in China to provide some reference for the future teacher training and textbook training.

In this study, a total of 100 high school English teachers in Jinan were invited as the research subjects. To ensure the accuracy of the data, a questionnaire was administered to the 100 high school English teachers, among whom seven teachers were invited to take part in a telephone interview. Factors affecting the metacognitive level of high school English teachers were discussed, this study is mainly intended to conduct research from the following aspects:

1. Metacognitive knowledge: Do you know teachers' metacognitive knowledge?

2. Metacognitive reflection: After each class, will you reassess whether the teaching objectives are appropriate?

3. Metacognitive experience: Do you often worry that students feel boring in class?

4. Metacognitive plan: Will you estimate the teaching effect of each class and the learning effect of students?

5. Metacognitive regulation: Do you regularly check the teaching progress to determine whether it meets your expectations?

***Scope of the Study***

The survey mainly selects some English teachers from key high schools and non-key high schools in Jinan in the form of questionnaire distribution, which is somewhat representative. In addition, seven high school English teachers from different schools were selected as the interviewees to supplement the analysis results of the questionnaire date. The basic information of the seven teachers is as follows:

| | Sex | Age | Gradational Background | Titles | Years of Teaching |
|---|---|---|---|---|---|
| Jack | man | 29 | Master of Arts | first-awareness teacher | three years |
| Oscar | woman | 42 | Bachelor of Arts | senior teacher | seventeen years |
| Mary | woman | 31 | Master of Arts | first-awareness teacher | four years |
| Candice | man | 45 | Bachelor of Arts | senior teacher | twenty years |
| Jeff | woman | 36 | Master of Arts | second-awareness teacher | nine years |
| Jerry | woman | 30 | Master of Arts | first-awareness teacher | four years |
| Dara | woman | 39 | Bachelor of Arts | senior teacher | fifteen years |

***Research Significance***

Manning and Payne (1996) argue that the starting point for changing teachers' professional development lies in understanding teachers' understanding of their own teaching. According to these academic viewpoints, the improvement of teachers' metacognitive ability can help improve their teaching ability and improve teaching effectiveness within established teaching conditions and environments. Improving teachers' metacognitive ability can promote cognitive monitoring and regulation of their teaching process and behavior, thereby improving their own literacy and academic level, and promoting the improvement of school teaching quality and the development of students' core literacy. Therefore, strengthening the training of metacognitive strategies for teachers and emphasizing the improvement of their metacognitive abilities is of great significance, whether it is for the improvement of teaching effectiveness, the development of students' thinking abilities, or the promotion of teachers' professional development.

**Research of Objectives**

This study mainly selects 100 high school English teachers in Jinan as the research subjects. By distributing a metacognitive level survey questionnaire to these 100 high school English subject teachers and interviewing some typical teachers, we can comprehensively understand the overall status and individual differences of metacognitive level of high school English teachers in the city, and explore ways to promote the improvement of their professional abilities, To help teachers adapt to the new situation of English teaching work, and to promote the professional development of teachers and the new development of English subject teaching in the new era.

**Literature Review**

(1) Metacognition and teacher metacognition

Metacognition is generally regarded as the process of how individuals monitor and control their cognition, and also refers to the cognition of cognition. Specifically, it is the knowledge of an individual’s own cognitive processes and the ability to regulate these processes, with two separate and interconnected components. It is the knowledge and concept of cognitive process and the regulation and control of cognitive behavior, including metacognitive knowledge and metacognitive control. American

developmental psychologist John H. Flavell proposed the concept of "metacognition" in 1976, and defined metacognition as "knowledge or cognitive activity that reflects or regulates any aspect of cognitive activity". In this way, the new term "metacognition" appeared in the field of cognition in the 1970s. Since then, the concept of "metacognition" has been widely used in psychology and pedagogy in foreign countries, and has also attracted positive attention by foreign researchers.

In recent years, classroom teaching has higher and higher requirements for teachers. After 1970, the scope of effective teaching became more complex. Carter (1990) uses the words "thoughtful" and "agility" when describing teachers and teaching. And then he found that good teachers will adopt some effective teaching routines and steps, and also involve some complex psychological activities. Later, efficient English teachers are often associated with the word "metacognition". The metacognitive knowledge of teacher teaching is divided into three aspects: self-factor understanding, object factor and strategy factor that is mainly includes teachers understanding of subject characteristics, teaching tasks, students' situation, teaching ability and related teaching strategies. However, most scholars tend to believe that teachers' metacognition is teachers' awareness and control of their own knowledge structure, perception, thinking, selective attention ability, the composition and development stage of teaching expertise. Therefore, this study also adopts the view that teachers' metacognition includes teachers' metacognitive knowledge, teachers' metacognitive experience and teachers' metacognitive regulation.

Domestic researchers tend to divide metacognitive elements into three categories: metacognitive knowledge, metacognitive experience, and metacognitive monitoring. Metacognitive knowledge is the general knowledge of cognitive activity accumulated by the subject through experience, that is, the understanding of the factors affecting cognitive activity, the interaction between factors and the results of the action. Metacognitive experience is the cognitive and emotional experience produced by the subject when engaged in cognitive activities. Metacognitive monitoring refers to the process in which the subject constantly monitors, controls and adjusts the ongoing cognitive activities as the object of consciousness. Based on the views of previous scholars, this study also tends to adopt the idea that metacognition consists of metacognitive knowledge, metacognitive experience and metacognitive regulation.

(2) The relationship between English teachers' metacognitive awareness and English teaching

As the national common language, English is also one of the three main subjects for students, which is very important for students. In English learning, students not only need to acquire the language rules, cultural phenomena and various language expression skills of English language, but also should have different degrees of self-awareness and self-control in the process of the acquired knowledge and skills. The study of English learning shows that the gap of students' learning ability is not mainly in the cognitive ability such as understanding and memory, but in the metacognition. Students with strong learning ability have a high awareness of cognitive development. At the same time, teachers with high

metacognitive awareness have a deeper understanding of students' learning degree, and a stronger reflection and learning of their own teaching skills. Some psychologists concluded that metacognition has the following significance for English teaching:

1. It can mobilize the enthusiasm of English teachers in teaching

English teachers have a high level of metacognition, which can not only enrich and improve the teaching methods, teaching habits, teaching contents and teaching methods in teaching activities, but also re-recognize the teaching objects and students' cognitive ability and characteristics, let both teachers and students get a certain sense of achievement, so as to mobilize the enthusiasm and initiative of teachers in teaching.

2. It is easier to enjoy the teaching situation

Teachers' metacognitive level plays an overall control and coordination role in teaching activities. If teachers can get a positive cognitive or emotional experience such as success and pleasure in the teaching process, then they will take the initiative to recognize them. The encouraging teaching concept and pleasant teaching atmosphere are conducive to creating an active classroom atmosphere, so as to promote the continuous development of foreign language teaching.

3. It can strengthen the metacognitive monitoring of English teachers and conduct reflective teaching

In English teaching, teachers should be good at reflecting on and monitoring their own teaching activities, and face up to their own shortcomings. The process of teachers' self-reflection on teaching is the process of teachers' cognitive monitoring of their own teaching activities based on metacognitive knowledge. Teachers constantly reflect in the teaching activities, and actively carry out reflective teaching, which is conducive to promoting the comprehensive development of teachers' career, so as to drive students' learning.

Therefore, English teacher's metacognition has a positive guiding role in English teaching, and plays an important role in teachers' teaching activities. As an English teacher, they should not only consciously improve their own metacognitive ability, but also consciously use metacognitive strategies to reasonably standardize English teaching. Teachers are the guidance of students, and they must have a higher level of metacognitive ability, in order to better adjust their own classroom.

**Methodology**

The teachers of this study include teachers with senior titles, intermediate titles and new teachers. The teacher's educational background is both graduate education and undergraduate education. That is, the sample selected in this study were quite representative and could represent the current metacognitive awareness of English teachers, especially those in Jinan.

(1) Questionnaire

The data on the questionnaire are mainly designed from seven aspects: the basic information of

the survey respondents, metacognitive knowledge, metacognitive reflection, metacognitive experience, metacognitive plan, metacognitive regulation.

| Constituent part | Dimension | The question number |
|---|---|---|
| Part one | basic information | Q1, Q2, Q3, Q4, Q5, Q6 |
| Part two | metacognitive knowledge | Q7, Q8, Q9 |
| | metacognitive reflection | Q10, Q11 |
| | metacognitive experience | Q12, Q13 |
| | metacognitive plan | Q14, Q15 |
| | metacognitive regulation | Q16, Q17, Q18 |

According to the six dimensions of this questionnaire, an analysis of the teacher's survey is made to check the status information of the metacognitive awareness of English teachers in Jinan high school. In addition, the seven teachers selected from the respondents, the content and data by telephone, can also be used as a reference. The information collected by each teacher can increase the understanding of a certain phenomenon and essence, as a supplement to the data obtained by the questionnaire.

(2) Interview

In addition to the questionnaire, this study also selects seven representative senior high school English teachers for telephone interviews. This interview focuses on the following questions:

1. Do you know metacognition? How do you understand the concept of metacognition?

2. How do you understand one of the dimensions of metacognition— metacognitive experience? Can you briefly describe your metacognitive experience in the early, middle and late stages of teaching?

3. What would you do if the students didn't respond when asking questions in class? How do you feel about this situation?

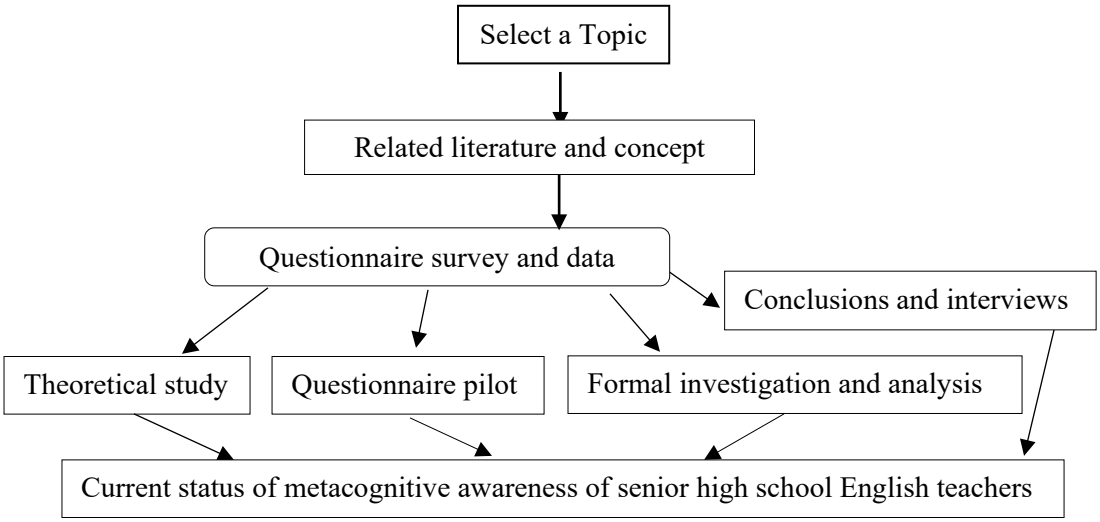
4. Will you make corresponding solutions to unexpected situations that may occur suddenly in the classroom? Can you give an example?

5. What specific methods do you use to strengthen your metacognition? Can you give an example?

(3) Data Collection Procedures

The procedures are as follows:

First, based on consulting the relevant literature and theorems, the existing questionnaire was modified, tested, and then modified to form the final questionnaire, analyze the data, and finally get the relevant summary. Through detailed analysis and modification of each link, some data can be obtained more accurately to better understand the current situation of the metacognitive awareness of high school English teachers in Jinan, and hope to provide some reference for high school English teachers to improve their metacognitive awareness and teaching awareness in the future.




**Picture 1:** A Framework of the Research Design

**Results**

Through the analysis, it is found that the metacognitive awareness of high school English teachers is affected by many factors, external environment and school environment. First, the metacognitive awareness of high school English teachers was analyzed by the questionnaire, and then whether the average value of the researchers was significantly different according to the detailed average of each dimension.

**Table 1**: Five Dimensions

| Dimension | Mean |
|---|---|
| metacognitive knowledge | 3.7 |
| metacognitive reflection | 4.05 |
| metacognitive experience | 3.89 |
| metacognitive plan | 3.78 |
| metacognitive regulation | 4.15 |

In order to analyze the current metacognitive awareness of senior high school English teachers, I calculated the average value of the six dimensions as the basis, and the specific data are shown in the table above: (Full marks 5 points).

According to the above data statistics, the average of all dimensions exceeded 75% of the total score of five. According to some literature I have collected, a score exceeding 70% of the total score can be said to be higher. Therefore, from this score, we can analyze that the overall average awareness of metacognition of high school English teachers in Jinan is relatively high.

In addition, in order to have a deeper and deeper and more comprehensive understanding of the status quo of metacognition among senior high school English teachers in Jinan, I will further analyze

and calculate these data from the five dimensions level and teaching age and educational background.

**Table 2:** The Relationship Between Metacognitive Awareness and Educational Background of Senior High School English Teachers

| Dimension | Educational background | Number of people | The average | T | Significant (P) |
|---|---|---|---|---|---|
| metacognitive knowledge | undergraduate | 92 | 4.07 | 0.24747 | 0.812 |
| | graduate student | 8 | 4.28 | | |
| metacognitive reflection | undergraduate | 92 | 4.18 | 1.271 | 0.244 |
| | graduate student | 8 | 4.25 | | |
| metacognitive experience | undergraduate | 92 | 4.36 | 0.957 | 0.370 |
| | graduate student | 8 | 4.13 | | |
| metacognitive plan | undergraduate | 92 | 4.20 | 0.000 | 0.873 |
| | graduate student | 8 | 4.07 | | |
| metacognitive regulation | undergraduate | 92 | 4.03 | 1.758 | 0.129 |
| | graduate student | 8 | 4.00 | | |

Education is very important for a teacher, especially for high school English teachers. Because high school students are faced with a very important exam — the college entrance examination, and in recent years, many students have English bias problem, which requires teachers to timely reflect on and adjust their teaching methods, encourage students, and increase students' enthusiasm for English. Moreover, high school English teacher education is also an aspect of their conditions to manage students, which also marks the basic knowledge awareness of teachers at a certain awareness. For example, a teacher should give a student a bowl of water and at least a bucket of water, so as a high school English teacher, their professional knowledge should not be too little. At the same time, high metacognitive awareness is conducive to monitoring and urging students' learning, so I will make an analysis of the relationship between metacognitive awareness of high school English teachers and teachers' education through some data. Finally, the SPSS software was used to prove its reliability and validity. Independent sample T was used for testing.

Finally, statistical results are shown in the table above, there was no significant difference in the five dimensions after the comparison of teachers with different degrees. If the value of p is less than 0.05 (p is the difference significant), it is significant difference, however, in the data above, the value of p is greater than 0.05. There is no significant difference between teachers' education and the awareness of metacognition of high school English teachers may be due to less working hours or other reasons. For example, although graduate teachers have spent a long learning time, their actual work experience is relatively less, which may have a certain impact on their own metacognition. After all, there is a certain gap between the knowledge learned from books and the experience and knowledge obtained from practice.

**Table 3:** The Relationship Between Teacher Teaching Age and Their Metacognitive Awareness

| Dimension | Teaching age | Number of people | The average | T | Significant (P) |
|---|---|---|---|---|---|

| | | | | | |
|---|---|---|---|---|---|
| metacognitive knowledge | more than ten years | 83 | 4.07 | 4.491 | 0.002 |
| | less than or equal to ten year | 17 | 3.93 | | |
| metacognitive reflection | more than ten years | 83 | 4.15 | 0.318 | 0.758 |
| | less than or equal to ten year | 17 | 4.14 | | |
| metacognitive experience | more than ten years | 83 | 4.31 | 6.000 | 0.000 |
| | less than or equal to ten year | 17 | 4.26 | | |
| metacognitive plan | more than ten years | 83 | 4.05 | 0.58 | 0.575 |
| | less than or equal to ten year | 17 | 4.18 | | |
| metacognitive regulation | more than ten years | 83 | 4.13 | 0.843 | 0.325 |
| | less than or equal to ten year | 17 | 4.02 | | |

The length of teaching age is a performance of a teacher's working experience. General students' parents are more inclined to choose more qualified teachers to teach their children. From a psychological point of view, many people will think that the longer the teaching age, the higher the teaching awareness, teachers' self-monitoring and self-cognitive ability is very high, students' learning will be more helpful. But is that the case? Next, I will further analyze the relationship between teachers' teaching age and their metacognitive awareness through the data. I will divide the research teachers into a teaching age of more than ten years and less than or equal to ten years, and analyze whether there is a difference in their metacognitive awareness. As in the previous section, independent samples T. The specific data analysis is shown in the table above.

As can be seen from the above data table, the two groups of teachers with different teaching ages produced significant differences in metacognitive knowledge and metacognitive experience in the two dimensions. In addition, from the average of the five dimensions, the average of the older teachers is higher than the teachers with the shorter teaching age. Therefore, I think there is a certain relationship between teachers' teaching age and the metacognitive awareness of high school English teachers.

**Discussion**

Taking into account various factors, due to limited time and energy, the questionnaire distribution method for this study was to use questionnaire stars to create the questionnaire and forward it to the subject teachers for filling out through WeChat. Therefore, it is not possible to provide immediate and effective guidance and explanations when the subject teachers have questions or doubts when filling out the questionnaire, nor can it be ruled out that irrelevant factors such as the time and location of the subject teachers when filling out the questionnaire may affect the authenticity of the survey results. Secondly, this study randomly selected 7 teachers from 100 teachers who participated in the questionnaire survey for telephone interviews, in order to further understand and mine the data obtained from the questionnaire analysis. However, because most teachers have a shallow understanding of the connotation and role of metacognition, the interview results have not been able to extract sufficient and effective information. Therefore, the discussion section in this study has limited supplementary information for the interview results. In addition, this study adopts a questionnaire

survey method to study the metacognitive level of teachers, which belongs to a horizontal study, with the aim of obtaining general conclusions. Future research can consider conducting longitudinal tracking analysis, using qualitative research methods such as classroom observation, interviews, teacher reflection analysis, etc. to study the changes in various dimensions of metacognition in specific cases, explore which factors will affect the metacognition level of high school English teachers, and explore effective paths to improve the metacognition level of high school English teachers.

**Conclusions**

This study is mainly focusing on some data collection survey and some literature as reference, and discussion the factors affecting the metacognitive awareness and the current situation of high school English teachers in Jinan. It can be seen from this survey that the metacognitive awareness of English teacher in Jinan high school is relatively good. From five dimensions, the average score is more than 75% of the total score. At the same time, the survey teachers were classified according to different aspects, and the average score from the five dimensions was also very high. In terms of teacher education, the results of the data analysis of teachers with graduate education and undergraduate education showed that there is no significant difference between the two in the five dimensions, and in terms of teacher teaching age, the metacognitive awareness of teachers is significantly different in both declarative knowledge and conditional knowledge.

To sum up, the metacognitive awareness of high school English teachers is affected by many aspects, which is also a very important aspect in English teaching. This study mainly analyzes the current situation of metacognitive awareness of English teachers from some objective data collected from different aspects, hoping to provide some reference and help for the future career development of high school English teachers, the reflection and progress of teaching activities and the growth of their own cognition.

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# THE EFFECTIVENESS AND CHALLENGES OF ARTIFICIAL INTELLIGENCE IN EDUCATIONAL TECHNOLOGY

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**Abstract:** Artificial intelligence (AI) has the potential to revolutionize educational technology by enhancing learning experiences, improving efficiency, and personalizing education for students. AI-powered tools can provide adaptive learning platforms that cater to individual needs, allowing students to learn at their own pace and receive personalized feedback. This can lead to improved engagement, retention, and academic outcomes. Additionally, AI can assist educators in administrative tasks such as grading and data analysis, freeing up valuable time for more personalized instruction. It can also support teachers in identifying students' strengths and weaknesses, enabling targeted interventions and customized learning plans. However, the integration of AI in education also presents challenges. One major concern is the ethical use of student data and privacy. AI systems require access to large amounts of data to function effectively, raising concerns about data security and privacy breaches. It is crucial for educational institutions to establish robust policies and safeguards to protect student information. Another challenge is the potential for AI to perpetuate existing biases and inequalities. AI algorithms are trained on historical data, which may contain biases and prejudices. If not carefully monitored and addressed, AI systems could inadvertently reinforce existing inequalities in education. Furthermore, the implementation of AI in education requires significant investment in infrastructure, training, and ongoing maintenance. Many educational institutions may face financial constraints and lack the necessary resources to fully adopt and optimize AI technologies. In conclusion, while artificial intelligence holds great promise in enhancing educational technology, it is essential to address challenges related to data privacy, biases, and resource limitations. By carefully navigating these challenges, AI can be effectively harnessed to create a more personalized and inclusive learning environment.

**Keywords:** AI, Educational Technology, Effectiveness, Challenges, Learning Experience, Personalized Education, Adaptive Learning, Personalized Feedback

## Introduction

### *Research Background*

The effectiveness and challenges of artificial intelligence in educational technology are

currently a hot research topic in the field of education. With the continuous progress of technology and changes in educational needs, artificial intelligence is considered an important tool for improving the quality and efficiency of education. The rapid development and widespread application of artificial intelligence have brought many opportunities to education, but it has also brought a series of challenges and problems. Studying the effectiveness of artificial intelligence in educational technology can help us understand its impact on learning outcomes, learning experiences, and student engagement. By using artificial intelligence technology, educators can provide personalized learning content and feedback, helping students better understand and master knowledge. In addition, artificial intelligence can also assist teachers in teaching management and evaluation, improving teaching efficiency and personalized teaching abilities. However, artificial intelligence also faces some challenges in educational technology. One of them is data privacy and security issues. Artificial intelligence systems need to access and analyze a large amount of student data, which has raised concerns about data privacy and security. How to protect students' personal information and prevent Data breach has become an important issue. Another challenge is the potential bias and inequality issues in artificial intelligence. The training data of artificial intelligence algorithms often comes from historical data, which may contain biases and biases. If not monitored and addressed, artificial intelligence systems may unintentionally reinforce existing educational inequalities. In addition, the widespread application of artificial intelligence in educational technology requires significant investment and resource support. Many educational institutions may face financial constraints and resource shortages, making it difficult to fully adopt and optimize artificial intelligence technology. Therefore, studying the effectiveness and challenges of artificial intelligence in educational technology can help us better understand its potential and limitations, and provide guidance for educational decision-makers and practitioners to achieve the best application of artificial intelligence in education.

***Research Problems***

1.Effectiveness evaluation: Study the actual effectiveness of artificial intelligence in educational technology, including evaluation of learning outcomes, learning experiences, and student engagement.

2.Personalized learning: Research how to use artificial intelligence technology to provide personalized learning support, including personalized learning content, learning paths, and learning feedback.

3.Teacher assistance: Research how artificial intelligence can assist teachers in teaching management and evaluation, improving teaching efficiency and personalized teaching abilities.

4.Data privacy and security: study how to protect students' personal information and data privacy and prevent Data breach and abuse.

5.Bias and inequality: Study the potential bias and inequality issues in artificial intelligence algorithms, and how to address and reduce these issues.

6.Investment and resource constraints: Research how to overcome financial constraints and resource shortages faced by educational institutions to achieve the best application of artificial intelligence in education.

7.Personalized learning environment: Research how to create a personalized learning environment that adapts to individual differences among students, in order to improve learning effectiveness and motivation.

**Objective of the Study**

The purpose of this study is to explore the effectiveness and challenges of artificial intelligence in educational technology. Specifically, the research aims to evaluate the application of artificial intelligence in educational technology, analyze its impact on learning and teaching, and explore potential challenges and limitations in artificial intelligence education technology.

***Scope of the study***

Quanzhou Light Industry Vocational College has 4 classes of 22 e-commerce majors, with a total of 100 students

***Research Significance***

1. Understanding the effectiveness of artificial intelligence in educational technology can help evaluate the application effectiveness of existing technologies, provide scientific basis for educational decision-makers and practitioners, and guide the design and improvement of educational technology.

2. Exploring the challenges and limitations faced by artificial intelligence education technology can help identify bottlenecks in technological development, find solutions, and promote further innovation and development of technology.

3. Studying the acceptance and demand of teachers and students for artificial intelligence education technology can promote their participation in the process of educational technology development, improve the sustainable application and widespread support of technology.

**Literatures Review**

1. Difficulties in monitoring online teaching

Compared with normal classroom teaching, the current online teaching has not only changed the learning environment, teaching relationships, and classroom styles, but also the organization, management, and technical methods have also undergone tremendous changes. The monitoring of teaching quality under the traditional teaching model is no longer fully applicable to online teaching. The monitoring of copying and copying does not have much effect on scientifically mastering the online teaching situation. Flexible, accurate, and characteristic online teaching quality monitoring is imminent. At present, various colleges and universities monitor the quality of online teaching mainly in the form of random inspections of classrooms, teachers providing screenshots of lectures, and screenshots of

background statistics. However, the monitoring of real-time teaching is insufficient, and the evaluation of students' learning and learning effectiveness is insufficient. There are also greater difficulties.

2. Online teaching process evaluation system

Participatory teaching is student-centered and pays attention to the process of student participation. When evaluating its effects, process evaluation should be used. The traditional evaluation model is not conducive to comprehensive evaluation of students' learning outcomes. The new assessment system must match the participatory teaching. The assessment method implemented in the participatory teaching reform is: final exam (40%) + usual results (60%). At the end of the semester, separation of teaching and examination will be implemented. Normal grade homework (20%), attendance (10%), classroom teaching activities (20%), group tasks (10%), quizzes (10%), teaching video viewing time (10%), Topic discussion (5%) and offline (15%) are fully assessed in eight aspects. The diversity and real-time performance of this assessment form encourage students to actively participate in classroom teaching.

**Research Methodology**

1. Literature research method: through systematic research on online teaching theory, summarize and analyze to obtain the final effective data for research.

2. Inductive analysis method: conduct a systematic inductive analysis based on the study of online teaching data analysis based on class data.

3. Interview method: randomly select students to interview the class.

**Results**

1. Significant personalized learning effect: Artificial intelligence technology can provide personalized learning support based on individual differences of students, which can significantly improve learning effectiveness and motivation.

2. Teacher assistance tools improve teaching efficiency: Artificial intelligence assistance tools can help teachers manage and evaluate teaching, improve teaching efficiency, and enhance personalized teaching abilities.

3. Data privacy and security are important issues: The widespread application of artificial intelligence in educational technology involves the collection and analysis of a large amount of student data, making data privacy and security an important challenge that requires measures to protect students' personal information and data privacy.

4. Bias and inequality need to be addressed: AI algorithms may have bias and inequality problems, such as gender, race or Socioeconomic status bias. Addressing these issues requires reviewing and improving algorithms to ensure fair and equal learning opportunities. Investment and resource constraints are a challenge: the widespread application of artificial intelligence in educational

technology requires significant investment and resource support. However, many educational institutions face financial constraints and resource shortages, making it difficult to fully adopt and optimize artificial intelligence technology. These findings and conclusions emphasize the importance of manual labor

**Discussion**

1. Personalized learning support: Educational institutions should actively adopt personalized learning support tools, such as intelligent educational software and personalized learning platforms, to provide customized learning content and feedback based on individual differences of students.

2. Teacher training and support: Teachers need appropriate training and support when using artificial intelligence technology to understand how to best utilize these technologies to improve teaching effectiveness and personalized teaching abilities.

3. Data privacy and security protection: Educational institutions should establish strict data privacy and security policies to ensure the protection of students' personal information and data. At the same time, educational institutions should collaborate with technology providers to ensure that they comply with relevant data privacy and security standards.

4. Review of bias and inequality: Artificial intelligence algorithms should be reviewed and improved to reduce bias and inequality issues. Educational institutions and technology providers should work together to ensure the fairness and equality of algorithms.

5. Investment and resource optimization: Educational institutions should seek partnerships and sources of funding to fully utilize artificial intelligence technology. In addition, educational institutions should optimize resource allocation to ensure that resources are used in the most valuable areas and projects.

6. Interdisciplinary cooperation: Interdisciplinary cooperation between educational institutions, technology companies, and research institutions is the key to promoting the development of artificial intelligence in educational technology. Through cooperation, professional knowledge and experience from different fields can be integrated to jointly solve challenges in the field of education.

**Conclusions**

The integration of artificial intelligence (AI) into education presents both notable advantages and distinct challenges. Notably, AI's capacity for personalized learning offers enhanced learning efficacy and boosts student motivation. Furthermore, AI tools empower educators, streamlining teaching and augmenting their ability to offer individualized instruction. However, this technological shift doesn't come without its drawbacks. Concerns about data privacy and potential biases within AI algorithms underline the need for vigilance and consistent evaluations. There's also a pressing demand for investment in this area, both financially and in terms of resources. As we look ahead, a collaborative

interdisciplinary approach, involving educational entities, tech enterprises, and research bodies, will be vital in harnessing AI's potential in education responsibly and effectively.

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# RESEACH ON THE COOPERATION STRATEGY BETWEEN PRIVATE UNIVERSITIES AND ENTERPRISES: TAKING SHANDONG ENGINEERING VOCATIONAL AND TECHNICAL UNIVERSITIES AS AN EXAMPLE

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**Abstract:** In recent years, with the increasing influence of vocational education on economic development and social progress, the Chinese government has attached more and more importance to vocational education. This article selects Shandong Engineering Vocational and Technical University as the research object to investigate the current situation of its school-enterprise cooperation model. Through empirical analysis methods such as survey questionnaires, on-site visits, and individual interviews, it was found that there are deep-seated problems in the school-enterprise cooperation model of Shandong Engineering Vocational and Technical University from four levels: society, schools, teachers, and enterprises, which makes it challenging to ensure the long-term and effective cooperation between private universities and enterprises. Based on the problems found in the investigation, this study identifies and analyzes the reasons from three aspects: government, schools, and enterprises. Based on the theories of organizational cooperation and social interdependence, and by comparing and drawing on relevant research results at home and abroad, the following two conclusions can be drawn: firstly, the government should strengthen the top-level design and build a resonance mechanism for the sharing of interests among the four parties of "government, schools, and enterprises"; secondly, both schools and enterprises should establish an integrated management model to enhance the core competitiveness of private universities effectively.

**Keywords:** Private University, University-Enterprise Cooperation, Applied Talents Training

## Introduction

In recent years, the country has deeply implemented an innovation-driven development strategy, accelerated the transformation of old and new driving forces, and the demand for talent in society has continuously increased. The community increasingly favors high-quality skilled skills. It is particularly urgent to cultivate professional and versatile talents. Higher education is a Key Stage of talent cultivation. With the deepening of reform and opening up, private colleges and universities with

prominent enterprise characteristics have sprung up like mushrooms. The 2022 Education Development Bulletin shows 764 private universities, accounting for 25.36% of China's total number of universities. Among them, 390 regular undergraduate schools; 22 undergraduate-level vocational schools; 350 higher vocational schools; Two adult higher education institutions. There are 9.2489 million private undergraduate and vocational college students, an increase of 791500 compared to the previous year, accounting for 25.27% of the total number of undergraduate and vocational college students in China. Private higher education has become an indispensable part of China's education industry (Mo, 2017).

Shandong Engineering Vocational and Technical University is a representative vocational private undergraduate university. Over the past thirty years, the university has carried forward the excellent tradition of school-enterprise cooperation and intensely promoted industry-university research cooperation education. The first employment rate of graduates in the past three years has been above 92%. In just four years, it has been ranked among the top private universities in China by being a "regional well-known private university." At the same time, in addition to some small and medium-sized enterprises, there are also many large enterprises such as Huawei, Alibaba, Li Auto, and so on, which are also more searchful from the perspective of cooperation objects (Liu, 2015).

**Research Objectives**

To further meet the innovative needs of talent cultivation models in private universities in China, by consulting a large amount of literature and research results in this field both domestically and internationally, and utilizing the inspiration summarized by domestic and foreign research institutes on school-enterprise cooperative education, based on organizational collaboration theory and social interdependence theory, the general rules of the school enterprise unified operation model of Shandong Engineering Vocational and Technical University are summarized, Further, improve the relevant views of the operation mode of school-enterprise cooperation in private universities, provide constructive suggestions for enhancing the core competitiveness of private universities through school-enterprise collaboration, and open up new ideas for carrying out school-enterprise cooperation to cultivate talents (Pan, Wang, & Long, 2016). So, this study mainly has the following two research objectives:

1. Elaborate on the current situation of school enterprise cooperation in Shandong Engineering and Technology Vocational University

2. Propose solutions to the current problems in school enterprise cooperation at Shandong Engineering and Technology Vocational University

**Literature Review**

Wang believes that the problems that vocational colleges need to solve in the context of strengthening the integration of industry and education, effectively exploring ways and methods to improve the quality of talent cultivation, and cultivating qualified talents that meet the needs of society

are essential issues that vocational colleges are facing. When further studying the opinions on strengthening the integration of industry and education and measures to promote cooperation between vocational colleges and enterprises based on national policies and documents, combined with the operation mode of large-scale enterprise education and school enterprise integration Under the premise of practicing and summarizing a series of deep level school-enterprise cooperation projects, the talent cultivation methods of vocational colleges have been restructured from six aspects: top-level design, resource optimization, team building, curriculum reform, cultural integration, and model innovation (Wang, Ma, & Liu, 2019).

Jay Mitra and John Edmondson, in their book "Entrepreneurship and Knowledge Exchange," provide an overview of international comparative perspectives on university-industry cooperation, stating that the issues of knowledge transfer, entrepreneurship, and regional/national economic revitalization have inspired numerous plans and initiatives at the national and regional levels (Mitra, & Edmondson, 2015). Senker believes in his research that there are three main reasons for close cooperation between academia and industry: (1) schools need to seek resources other than national governments; (2) the market economy is developing rapidly, and competition pressure between enterprises increases. Therefore, enterprises seeking research and development results from the scientific community often gain more benefits than independent research; (3) research and development supported by national government policies can achieve good returns; research and development results have good Extensionality (Senker, 1998).

From the perspective of cost control in school-enterprise cooperation, Zhang Jianwei believes that the reason for the low enthusiasm of enterprises in school-enterprise collaboration is that the cost of skill training for private university students is relatively high; Secondly, students serve enterprises, and enterprises cannot obtain equal returns based on their investment. Thirdly, the research capabilities of private universities need to be improved to achieve deep-level cooperation between schools and enterprises. Found through research that inadequate funding, low emphasis on practical aspects, and poor teaching staff are practical problems in cultivating the functional abilities of applied talents in private undergraduate colleges (Zhu, Zhang, & Bao, 2011). Gu (2020) pointed out the historical context of the development of China's industry education integration policy and the problems faced by current vocational education school's enterprise cooperation, such as the lack of operational, legal systems and the failure of the government to play a leading role. He proposed that solving the problems faced by current vocational education school-enterprise cooperation mainly requires government legislation and measures to guide vocational colleges and enterprises to carry out vocational education school-enterprise cooperation industry education integration (Gu, 2020).

In analyzing school-enterprise cooperation issues and policy promotion, He Zhen pointed out problems in various participating entities of vocational education school-enterprise cooperation in China. The government's leading role has yet to be entirely played, industry guidance and enterprise

participation cannot be followed up, and the participation enthusiasm of vocational colleges and students needs to be improved. Unilateral adjustments cannot fundamentally solve the problems faced in school-enterprise cooperation, and macro planning of vocational education school-enterprise cooperation regulations must be carried out from the highest level. We should complete the institutional framework for school-enterprise collaboration as soon as possible, clarify the participants, refine the rights and obligations of each participant, and enhance legal protection for the construction of the national high-skilled talent team (He, 2013).

**Methodology**

The mixed method is a research method for collecting and analyzing quantitative and qualitative data and integrating two datasets to produce results. The central premise of the hybrid form is that data integration can better understand the problem than using any method alone. Notably, the hybrid approach employs rigorous quantitative and qualitative research techniques, utilizing multiple methods, intentionally integrating or combining them to leverage the advantages of each course, and placing the research within a theoretical framework. By using all appropriate data collection and existing analytical tools, the hybrid approach compensates for the weaknesses of individual quantitative or qualitative methods (Byrne, & Humble, 2007). Empirical analysis: A survey method combining interviews and questionnaires with frontline teachers, students, and business leaders. Through discussions, we comprehensively understand the actual situation, analyze the current status of the school-enterprise cooperation operation mode of Shandong Engineering Vocational and Technical University, and provide a qualitative basis for argumentation; Through a survey questionnaire, we aim to understand the recognition level of Shandong Engineering Vocational and Technical University teachers and students towards school-enterprise cooperation work, providing a basis for quantitative analysis and mainly using quantitative and qualitative analysis methods combined with actual situations to elaborate on the experience and problems of typical cases (Galbraith, & Schendel, 1983).

**Results**

1. Incomplete guarantee mechanism for school enterprise cooperation

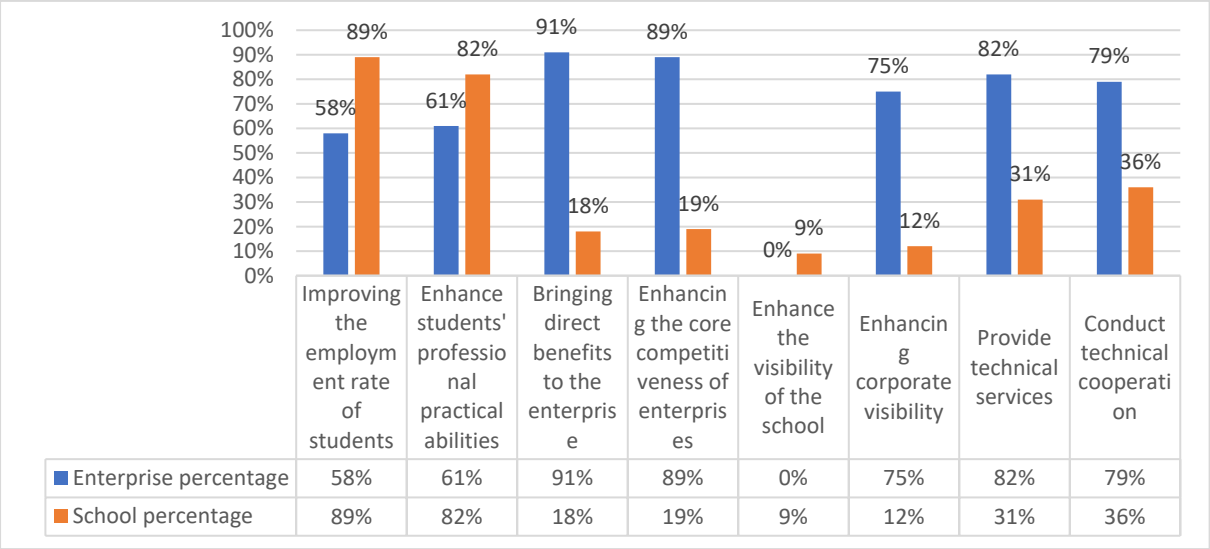
According to the theory of organizational collaboration, to deepen the cooperation between schools and enterprises, it is necessary to establish corresponding "incentive" mechanisms, that is, to have a sound external institutional environment to ensure the responsibilities, rights, and interests of both parties involved in the cooperation. In the school survey, 51.85% of teachers believe that government support is insufficient, and 40.74% believe that laws and regulations are imperfect.

**Table 1:** Problems in External Policy Guarantee for External Cooperation between Schools and Enterprises

| | Number of people | Percentage (%) |
|---|---|---|
| Insufficient government coordination and support | 42 | 51.85 |
| Incomplete laws and regulations | 33 | 40.74 |
| Lack of third-party services | 5 | 6.17 |
| Other reasons | 1 | 1.23 |
| Summation | 81 | 100 |

2. Inconsistent positioning of cooperation goals between schools and enterprises

To achieve win-win cooperation between schools and enterprises, it is necessary to establish a positive organizational collaboration model. In addition to emphasizing resource information sharing between schools and enterprises, the goal of integrating talent cultivation, scientific and technological services, and technological innovation should also be highly consistent. From the survey results, the school-enterprise cooperation of Shandong Engineering Vocational and Technical University has been continuously promoted and deepened. Still, there is a "two-skin" phenomenon in the cooperation goals with enterprises. The school has the purpose of the school, the enterprise has the intent of the enterprise, and both sides of the cooperation have their own Windows Calculator. There is a specific difference between the schools and the enterprise's goals (Yang, 2018).




**Picture 1:** Cooperation Goals Between Schools and Enterprises

Students need more professional abilities that match the company. In addition to professional skills, professional capabilities include comprehensive abilities such as communication, organization, planning, management, and moral literacy required for a particular profession. The current talent market is increasingly inclined towards composite talents. In addition to having excellent professional qualities, students' comprehensive professional abilities have become a vital reference condition for employers to select skills and exceptionally professional ethics. Students who possess both morals and talent are more

favored by enterprises. Vocational ethics and other ability training cannot be obtained through classroom teaching in schools, which also makes the development of students' professional abilities, such as ethics, far lag behind the development of professional skills. We can see the shortcomings of students' professional abilities from the investigation of enterprises (Zhao, Luo, & Gu, 2012).

**Discussion**

1. Inadequate policy guarantees

In the development of higher education, the government focuses on supporting and prioritizing the development of public institutions, while the government's support for private institutions is relatively small. The government also needs more relevant policies regarding cooperation between private colleges and enterprises. Both parties in the school-enterprise alliance are different stakeholders, and the sustainability of the collaboration requires guidance and constraints from relevant government policies (Bian, & Wang, 2021).

From the actual investigation results, it can be seen that the policies introduced by the government are insufficient. Firstly, policies mostly guide opinions, and the division of rights and responsibilities between schools and enterprises needs to be clarified. The relevant policies introduced by the government have blurred the division of rights and obligations between schools and enterprises and have a weak binding force on both parties in school-enterprise cooperation, which restricts the effective development of school-enterprise cooperation. Through investigation of enterprise leaders, it has become common for schools and enterprises to have unclear responsibilities and shirk responsibility during the cooperation process. This increases the risks for both schools and enterprises and seriously affects the deepening of school-enterprise cooperation. The reason is that the government and other relevant departments lack corresponding policy and institutional guidance, and the top-level design still needs to form a solid institutional environment for school-enterprise cooperation. Secondly, there is no complementary legal and institutional guarantee. The distribution of interests between both parties in school-enterprise collaboration needs to be clarified, and there are no necessary constraints and supervision measures. Some school-enterprise cooperation parties may suspend cooperation at any time due to issues with one party's interests, which affects the overall development of school-enterprise cooperation. Finally, there is a lack of information communication and feedback channels among government departments, private universities, and enterprises, and there is no effective communication mechanism established between government, enterprise, and school, resulting in a significant reduction in the effectiveness of school-enterprise cooperation (Xia, & Ahmad, 2022).

2. Inconsistent goals of school enterprise cooperation

The government and universities mainly lead school-enterprise cooperation in policy formulation, promotion, and implementation, among which the government department is primarily the education administrative department. As participants in school-enterprise collaboration, enterprises

rarely participate in the entire policy formulation process, and their roles could be more specific. To some extent, this ambiguous role positioning is both passive and mandatory, and enterprises become the bearers of government-assigned tasks. Many enterprises passively participate in cooperation when unfamiliar with the principles and policies of school-enterprise cooperation. During the visit and investigation, it was found that some companies still experience school-enterprise partnerships solely based on their understanding, believing collaboration is about arranging students for internships. Even though the cooperation agreement specifies many cooperation contents, most companies only carry out school-enterprise cooperation based on their understanding, resulting in inconsistent cooperation goals between the two parties (Zhang, 2020).

**Conclusions**

1. The government should strengthen top-level design and build a resonance mechanism for the sharing of interests among the four parties of "government, schools, and enterprises"

(1) To provide policy guidance and assistance to both parties in school-enterprise cooperation through legislation to safeguard their interests and constrain their responsibilities. (2) We need to increase financial investment in both parties involved in school-enterprise cooperation and explore different forms and channels of financing for exploring school-enterprise cooperation models. In addition to providing preferential tax exemptions, financial subsidies, and other policies to encourage enterprises to participate in school-enterprise cooperation, private universities are also allocated a certain amount of special funds for school-enterprise cooperation, specifically for improving the quality of talent cultivation in school-enterprise cooperation and innovating education and teaching reform. (3) We must establish specialized industry associations to supervise and guide schools and enterprises involved in cooperation. (4) We should create a suitable environment for school-enterprise cooperation through public opinion guidance, policy encouragement, and other forms. By increasing funding, supervision, and assessment efforts, we can further enhance the social recognition of the quality of talent cultivation in private university school-enterprise cooperation and form a positive, cooperative atmosphere. (5) Led by the government, fully integrate the resources of schools, industries, enterprises, government departments, and other organizations, vigorously leverage the role of industry associations, and leverage the high-quality resources of both schools and enterprises to achieve the sharing of high-quality resources among the four parties. Utilize industry associations to comprehensively plan and coordinate the cooperation matters, rights and responsibilities allocation, funding guarantee, supervision, and evaluation of both parties in school-enterprise cooperation so that industry associations can genuinely play a role in the four-party resonance mechanism. We need to establish a "benefit-sharing mechanism" to maximize the common interests of the "government, school, and enterprise" parties and the long-term development of the school-enterprise cooperation strategy (He, Xie, & Li, 2017).

2. Both schools and enterprises should establish an integrated management model to effectively enhance the core competitiveness of private universities.

Private universities should establish common goals with enterprises externally, establish mechanisms based on balancing interests, have standard behavioral norms and guidelines, and establish effective information communication mechanisms. Internally, they should attract more high-quality enterprises to develop cooperative relationships by improving the quality of talent cultivation, strengthening internal management mechanisms, and enhancing their practical capabilities. By establishing positive connections with enterprises, they can obtain more social resources, enable themselves to develop and continue. Private universities and enterprises should achieve positive social interdependence, long-term cooperation, and maximization of benefits by achieving consistent goals and complementary resources among multiple stakeholders (Hui, 2017).

In 2017, the Ministry of Education pointed out that "we need to continuously deepen the transformation and development reform of universities, comprehensively promote the construction of applied universities, and build a platform for cooperation between applied universities and enterprises on this basis to improve the overall education and teaching level of universities." Currently, private universities are facing unprecedented opportunities. The rapid development of the regional economy and the establishment of an innovative society requires more applied talents who adapt to modern science, technology, and production methods; This cannot be achieved without the support of local private universities. School enterprise cooperation can integrate the advantages of universities and enterprises and "learn from each other's strengths and advantages" regarding resources and benefits. This characteristic has also become an inevitable choice for private universities to transform and develop, establish applied technology universities, and cultivate applied talents (Li, 2022).

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schools and enterprise in China. *The architecture of innovative apprenticeship (pp. 193-205).* Dordrecht: Springer Netherlands.

# RESEARCH ON THE PRESENT SITUATION AND PROMOTION STRATEGY OF "DOUBLE-QUALIFIED" TEACHERS PROFESSIONAL DEVELOPMENT IN HIGHER VOCATIONAL COLLEGES: TAKING FOUR HIGHER VOCATIONAL COLLEGES IN JINAN AS AN EXAMPLE

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**Abstract:** The modernization of education cannot do without the modernization of vocational education. The professional development of "double teachers" is of great significance in improving the level of education and teaching in vocational schools, training high quality skilled talents, providing strong intellectual support for our country's socialist modernization construction and so on. Especially in recent years, with the continuous deepening of vocational education reform in Shandong Province, both from the external pressure of reform and the internal needs of teacher development, the professional development of "double-qualified" teachers in Jinan will be an important entry point for vocational schools to improve the quality and level of education and teaching.

This practical research on the professional development of "double-qualified" teachers will take four higher vocational colleges in Jinan City, Shandong Province (Shandong Vocational College of Commerce, Shandong Vocational College, Shandong Labor Vocational College, Jinan Vocational College) as examples. Through interviews and questionnaires, qualitative analysis, quantitative analysis and practical research are combined. This paper makes an in-depth analysis of the current situation, existing problems, related factors and causes of the professional development of "double-qualified" teachers in schools, and puts forward systematic research strategies and suggestions on promoting the professional development of "double-qualified" teachers in higher vocational schools based on practical investigation and data analysis, combining the theory of lifelong education, management by objectives and hierarchy of needs.

**Keywords:** Higher Vocational Colleges, "Double-Qualified" Teachers, Teacher Professional Development

## Introduction

### *Research Background*

Vocational education is an important part of China's education cause. It has a natural advantage

and irreplaceable role in training high-quality skilled personnel, realizing the transformation of human resources into productive forces and promoting the transformation and development of the economy. As a public undertaking, vocational education is a public product and service set up by the government or other social forces and provided to all members of society to improve the level of students' labor skills. From the perspective of education management, the professional development of teachers is the core issue of the construction of vocational education teachers, which is directly related to the teaching quality and level of vocational schools.

Since the implementation of the Reform Plan for Deepening the Construction of "Double Qualified" Teachers in Vocational Education in the New Era since 2019, China has gradually established a teacher construction mechanism under the overall management of the government and the deep integration of industry, enterprises and colleges, gradually improved the training system for secondary and higher vocational education teachers, and opened up two-way flow channels for school and enterprise personnel. The number of "double-qualified" teachers and teaching teams has gradually grown, and the structure of double-qualified teachers has been significantly improved. It has established a distinctive "double teacher" qualification access, employment and assessment system, smooth channels for teacher career development, more perfect treatment and security mechanism, significantly enhanced the attractiveness of vocational education teachers, and basically built a high quality "double teacher" team with noble ethics, exquisite skills, professional combination and vitality.

***Research Significance***

Based on typical research samples of higher vocational colleges in Jinan, Shandong Province, this paper investigates the current situation and problems of professional development of "double-qualified" teachers in higher vocational colleges and finds out general rules, summarizes a large number of factual materials, and further identifies theoretical issues such as the difference representation, dynamic development process and stage characteristics of "double-qualified" teachers. To promote "double-qualified" teachers to regard professional development as a kind of concept and direction for their own development, strengthen self-reflection and self-learning, and further improve all aspects of quality and ability. At the same time, the specific research results can encourage the case school to make use of the research results, fully seize the opportunity of the integration of production and education, take advantage of its own advantages in running a school, and efficiently develop the professional ability of the "double-qualified" teachers in the school.

***Research Framework***

This study takes the research on the development of professional ability of "double-qualified" teachers in higher vocational colleges as the theme, follows the research idea of "what", "why" and "how to do", and focuses on the analysis of the current situation of professional ability of "double-qualified" teachers in four higher vocational colleges in Jinan. Find out the existing problems and influencing factors, and how to improve the quality of professional ability of "double-qualified"

teachers in higher vocational colleges. Specifically, the research focuses on the following major contents:

The first chapter is the introduction, which mainly includes the significance of professional development and construction of “double-qualified” teachers in higher vocational colleges, the review of relevant research status at home and abroad, and the description of research methods;

The second chapter is the theoretical basis of the definition and research of relevant connotation concepts. It clearly defines the key concepts involved in the paper, and rationally explores the lifelong education theory, management by objectives theory, hierarchy of needs theory and other related theories.

The third chapter is the empirical investigation and analysis, which selects four typical higher vocational colleges in Jinan, Shandong Province to conduct field investigation and questionnaire survey, sort out interview materials, and find the existing problems and causes in the professional development process of “double-qualified” teachers in higher vocational colleges.

The fourth chapter is based on the analysis of the practical problems and causes in the professional development of “double-qualified” teachers in higher vocational colleges, and puts forward the effective strategies to promote the professional development of “double-qualified” teachers.

**Research Objectives**

Focusing on the specific goals and tasks in the construction of "double-qualified" teachers in higher vocational colleges in the new era, this paper takes four higher vocational colleges in Jinan, Shandong Province as research samples. This paper analyzes the existing problems and influencing factors in the professional development process of "double-qualified" teachers' construction and development through investigation and research from the aspects of qualification recognition, teaching and training, career and professional development planning, scientific research ability and level of teachers, assessment and incentive mechanism release and implementation. To explore the feasible strategies to improve the professional quality of "double-qualified" teachers in higher vocational colleges, and strive to enhance the core competitiveness of "double-qualified" teachers, so as to serve the regional economic development. So this study mainly has the following three research objectives:

1.Through investigation and research, clarify the current situation, main problems and related influencing factors of the professional development of "double-qualified" teachers in higher vocational colleges in Jinan, Shandong Province.

2. From the two dimensions of internal and external causes, analyze the specific causes of the limited professional development of "double-qualified" teachers in higher vocational colleges.

3. Put forward the promotion strategies and effective suggestions for the professional development of "double-qualified" teachers in higher vocational colleges.

**Literature Review**

At present, there is no definition of "double teacher" in foreign countries, but the "dual system" vocational education system introduced in Germany in the 1970s is very similar to the standard definition of "double teacher" in China. Germany's "dual system" model is a model in which enterprises and vocational colleges jointly train professional talents, which is reflected in the perfection of in-service teacher training, the uniqueness of school-based teacher training, the high degree of integration of school-enterprise cooperation, and the perfection of external security system (Li & Zeng, 2018).

In the professional development of vocational college teachers, foreign scholars have had a lot of different research results. Asplund and Kilbrink (2020) pointed out that vocational teachers' learning and research in practice not only maintain the quality of vocational education, but also gain opportunities for professional development in their professional working life.

Winch (2015) points out that the two most significant challenges facing professional teachers are the application and growth of knowledge after formal teaching, which is what we call the development of teacher professional competence. Mastery of the concepts of the field of expertise therefore depends to a large extent on the ability of the concept owner to apply these concepts in real professional situations. Therefore, it is very important to understand the relationship between concept, acquire concept and grasp concept.

Palermo and Thomson (2019) also found through experiments that professional teachers' participation in teacher assessment can effectively provide their own professional competence. As active participants in assessment projects, teachers can not only acquire content and assessment knowledge, but also cultivate a sense of ownership of assessment practice. At the same time, it also increases their efficiency and motivation to improve teaching and assessment, and ultimately promotes positive teaching reform. The experiment shows that the teachers participating in the evaluation not only significantly improve their assessment ability and classroom assessment ability, but also significantly activate their sense of professional autonomy and critical thinking. The teachers gain specific content knowledge, transferable teaching skills, deeper understanding of curriculum standards and strategies for improving teaching and assessment.

Andersson and Köpsén (2018) point out that in Sweden, professional teachers work based on two main competencies: the ability to teach and the ability to relate to a specific professional life practice. Due to the changes in working life and the requirement to improve the quality of vocational education in Sweden, vocational teachers in Sweden usually spend most of their time teaching in schools.

At present, China's higher vocational education teacher access system has some shortcomings, such as there is no separate vocational education teacher qualification system, the current vocational education teacher access system and teacher qualification certificate system continue to implement the college teacher qualification system, and there are problems in the entrance gate that pay attention to

academic degrees, and pay insufficient attention to vocational skills and teaching skills. There are many problems in our vocational education teachers, such as a large number of full-time teachers, a small number of part-time teachers, and an unreasonable structure. The Ministry of Education used the concepts of “double qualified” teachers and “double qualified” quality teachers for the first time in “Notice on Carrying out Special research on the Teaching staff of higher vocational Colleges” (No. [2000] 3), which shows that the relevant research on “double qualified” teachers in higher vocational colleges started relatively late.

Lang (2015) pointed out the importance of the construction of “double-qualified” teachers earlier. However, how to solve various problems in the construction process and how to use appropriate incentive mechanism to promote the construction of “double-qualified” teachers are all problems worth thinking about.

Fang (2016) based on the literature research and analysis of the concept definition, specialization and training mode of “double-qualified” teachers at home and abroad, and based on the advanced experience of foreign countries and the specific situation of the school, the author analyzed the problems existing in the training of “double-qualified” teachers, and put forward her own policy suggestions.

Lu (2019) pointed out that the “two-teacher system” teaching mode has better solved the problems of the lack of practical ability of teachers and the shortage of teachers' staffing. For enterprises, students' job ability can be seamlessly connected with enterprises, so that students can adapt to their jobs as soon as possible; For students, it can better stimulate their enthusiasm for learning, and at the same time, they can obtain professional skills and the most cutting-edge knowledge and skills in the industry.

Dong and Gao (2020) advocate the use of incentives. He proposes to continuously promote teachers to establish the concept of lifelong learning, update their knowledge framework and expand their knowledge horizon, so as to continuously improve the professional ability of “dual-teacher” teachers, enrich their theoretical knowledge and practical experience, learn to reflect on problems in teaching and analyze the causes. Summarizing the advantages and inadequacies and correcting them in time is the only way to promote the continuous growth of teachers' professional ability, encourage teachers to carry out diversified technology development and services, fully stimulate their potential and enhance their innovation ability. It can also establish a network of high-quality professional teachers by introducing high-quality professional education talents.

**Methodology**

This paper mainly adopts the methods of qualitative, quantitative and empirical research to study the professional development status and promotion strategies of “double-qualified” teachers in higher vocational colleges.

First, literature research method: The literature method is used to collect, consult and sort out various domestic and foreign literatures on the construction of vocational college teachers, the specialization and professional ability of "double-qualified" teachers in vocational colleges, and finally form the basic understanding and definition of the professional ability of "double-qualified" teachers in vocational schools, and put forward new understandings and opinions on this basis.

Second, questionnaire survey method: Questionnaire survey method was used to distribute questionnaires to the "double-qualified" teachers in four higher vocational colleges in Jinan City and obtain the basic situation of the "double-qualified" teachers in the school. Including the demographic variables (gender, teaching age, teaching field, professional and technical title, educational background, enterprise work experience, job competence) and the current professional development ability (teaching ability, practical ability, coordination ability, innovation ability, self-improvement ability) of the "dual-teacher" teachers, etc. Through systematic sorting of the professional ability of the main population studied and professional analysis of the data, the strength of each professional ability of the sample population can be clearly seen, which also provides a very solid support for pointing out the problems of the paper, analyzing the causes and proposing countermeasures.

Third, interview method: according to the number of survey objects, the interview method is divided into individual interviews and collective interviews. According to the form of investigation, the interview method is divided into structured interviews, unstructured interviews and semi-structured interviews. In this study, the author will flexibly adopt the interview method according to the situation and needs of the investigation and research implementation. Through face-to-face communication with school teachers, we can grasp the first-hand original materials in the process of research implementation at the first time and in the first place. Through the sorting and analysis of the interview data in the later stage, it provides solid and effective practical support for summarizing the research conclusions.

**Results**

It is found that there are four problems in the professional development of "double-qualified" teachers in higher vocational colleges:

First, the proportion of "double teachers" is low and the evaluation standard is not perfect, which is the primary problem to be solved in the professional development of "double teachers" in higher vocational colleges.

Second, the theoretical knowledge of "double teachers" is obsolete, professional skills are lacking, and the training system needs to be perfected, otherwise it is difficult to promote the rapid improvement and perfection of the professional quality of "double teachers";

The third is the lack of scientific research ability of "double teachers", and the management and guidance mode need to be improved, resulting in a relatively poor collective management atmosphere; The growth environment of "double-qualified" teachers is not superior enough;

Fourth, the lack of motivation for the development of "double teacher" teachers and the urgent need to improve the assessment and incentive mechanism have affected the enthusiasm of teachers to pursue self-progress and lifelong learning;

Fifth, vocational colleges emphasize vocational skills too much, ignoring the needs of individual professional development of teachers.

**Discussion**

Although great achievements have been made in the team construction and professional development of "double-qualified" teachers in Jinan higher vocational colleges, the existing problems and their causes deserve more attention and in-depth study, which can be discussed from two dimensions of internal and external causes.

First, the external causes, the shackles of the inherent social concept, the insufficiency of policy and investment construction, and the imperfection of the educational management system are the main external causes that hinder the professional development of "double-qualified" teachers in Jinan higher vocational colleges;

The second is the internal cause, the lack of educational belief, the lack of timely updating ability and consciousness, and the weak consciousness of independent professional development are the main contents that hinder the professional development of "double-qualified" teachers in Jinan higher vocational colleges.

It can be seen that the team construction and professional development of "double-qualified" teachers in higher vocational colleges should not only exert their subjective initiative and mobilize their enthusiasm and initiative to grow into "double-qualified" teachers, but also create good external conditions and environment for the professional development of teachers as much as possible.

**Conclusions**

In terms of the promotion strategy of "double-qualified" teachers' professional development in higher vocational colleges, it can be strengthened from the following five aspects:

First, set up the vocational skills appraisal committee, standardize the qualification evaluation standards, and start the dynamic review mechanism;

Second, improve the training system, strengthen the connection between pre-service and post-service training, carry out diversified training activities, deepen the integration of production and education, and strengthen the training and construction of part-time teachers;

Third, build an applied scientific research platform in higher vocational colleges, set up a scientific research and innovation team, and guide the "double-qualified" teachers to carry out "ground-based" scientific research work;

Fourth, break the lifelong system of teachers, establish and improve the special assessment and

incentive mechanism, and tilt towards "double-qualified" teachers in the aspects of teacher introduction, professional title evaluation, salary and welfare, training and assessment;

Fifth, make good use of teacher teaching development center, establish teacher learning community, organize and guide different teachers to carry out professional and personalized career planning and diagnosis.

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# RESEARCH ON THE INNOVATION OF TEACHING METHODS OF BROADCASTING AND HOSTING ART MAJOR IN CHINA'S PRIVATE COLLEGES AND UNIVERSITIES UNDER THE BACKGROUND OF NEW LIBERAL ARTS

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**Abstract:** Under the background of "new liberal arts", profound changes have taken place in the teaching contents, models and methods of broadcasting and hosting arts majors, especially in the transformation and development of application-oriented undergraduate education in private colleges and universities. This study comprehensively combs and summarizes the relevant research literature on the teaching methods of the broadcasting and hosting art major in Chinese universities and colleges in the past decade, focusing on the innovation of the characteristic teaching methods of the broadcasting and hosting art major in Chinese private universities represented by Xi'an Peihua University, On the basis of a comprehensive analysis of the new social and academic situation faced by the teaching of broadcasting and hosting arts in private colleges and universities in China under the background of "new liberal arts", this paper puts forward innovative ways and measures to explore the teaching methods of broadcasting and hosting arts in the context of "new liberal arts". Through literature review, this paper combs the relevant literature on the reconstruction of knowledge content, professional training objectives and the construction of "new liberal arts", and summarizes the suggestions that the broadcasting and hosting art majors in private colleges and universities should fully meet the requirements of industry and enterprises, boldly carry out innovative research and practice of teaching methods of "new concepts, new technologies, new methods", and comprehensively improve the comprehensive quality of students. This study has certain guiding significance for the high-quality development of broadcasting and hosting art majors in private colleges and universities through the innovation of teaching methods under the background of "new liberal arts".

**Keywords**: New Liberal Arts, Private University, Broadcasting and Hosting Art, Innovation in Teaching Methods

## Introduction

Half a month before the 2018 National Education Conference, the Central Committee of the

Communist Party of China put forward in the document that "higher education should strive to develop new engineering, new medical, new agricultural and new liberal arts" (referred to as "four new" construction), and formally put forward the concept of "new liberal arts". On April 29, 2019, the Ministry of Education, the Ministry of Science and Technology, the Ministry of Finance and other departments jointly held the "Six Excellence and One Excellence" Plan 2.0 Launching Conference in Tianjin, marking the official opening of the national "Four New" construction project. As a result, the concept of "New Liberal Arts" has been put forward and formally implemented. China's "new liberal arts" originates from the new national conditions and adapts to the new national conditions, so it has two essential characteristics different from other countries' "new liberal arts": first, it is a top-down, government led national project; Second, the construction of "new liberal arts" emphasizes the persistence and inheritance of Chinese traditional excellent culture. The construction of "new liberal arts" should pay attention to innovation, adaptation and excellence in talent training, and the curriculum and teaching methods should adapt to the characteristics of the times; In academic research, we should pay attention to technicalities, interdisciplinary and application; In terms of social services, we should comply with national and social needs; In terms of management, we should blur the boundaries of disciplines, build an interdisciplinary platform, and support distinctive and advantageous disciplines(Huang & Tian, 2020).

As the backbone of the construction of new liberal arts, China's broadcasting and hosting art major undertakes the task of cultivating excellent language communicators who have basic theoretical knowledge of news communication, profound cultural background, and are familiar with China's news promotion policies and laws. The major of broadcasting and hosting art is a highly practical subject. It has its own unique features in the teaching arrangement of courses and has many special differences from other majors in teaching methods and means (Hong,2021). In recent years, colleges and universities across the country have begun to constantly re-examine the current situation of teaching methods and means of broadcasting and hosting art major, and blaze new trails, seek reform and change, find new ways, and cultivate many broadcasting and hosting art talents to adapt to the development of the new situation and the market. For the broadcasting and hosting art education in private colleges and universities, it is more important to combine the new features and changes in the field of information communication under the new era background, and the new requirements of the new liberal arts construction for educating people and talents, innovate ideas, actively seek changes, and innovate the teaching methods of broadcasting and hosting art education in private colleges and universities driven by new requirements and changes on the basis of full research and respect for social and academic conditions, And then comprehensively improve the talent training mode of broadcasting art major, and truly cultivate high-quality applied broadcasting and hosting art professionals for the country (Wang,2019).

The broadcasting major of China's private colleges and universities is different from the public

colleges and universities such as the Communication University of China and Zhejiang Communication University in teaching methods because of the different learning conditions they face. Instead, they have their own unique teaching methods. On the one hand, they follow the core teaching content inherited from the Communication University of China, and on the other hand, in the process of the transformation and development of their own schools to the application-oriented, the teaching methods of broadcasting and hosting art major in private colleges and universities are boldly carrying out some new attempts and innovations to better adapt to the "broadcasting students" in private colleges and universities (Wu & Liu, 2017). The practice in the past ten years has proved that the innovation in teaching methods of the broadcasting and hosting art majors in these representative private colleges and universities has achieved certain results and has also trained a group of application-oriented talents who widely meet the needs of the industry.

The research questions of this study include three aspects:

1. What is the impact of the construction requirements of the new liberal arts on broadcasting and hosting art education? 2. What are the problems with the existing teaching methods in the broadcasting and hosting art major? 3. What are the paths and implementation methods for innovative teaching methods in broadcasting and hosting art majors in private universities in China?

The research scope of this study includes three aspects:

First of all, through data review, the connotation of the construction of the new liberal arts is widely collected, as well as the experience and practices of colleges and universities with broadcasting and hosting art majors in China in recent years in conducting broadcasting and hosting art education under the background of the new liberal arts, so as to comprehensively grasp the impact of the construction of the new liberal arts on the construction of broadcasting and hosting art majors, especially the innovation of teaching methods. Secondly, we visited and investigated the problems existing in broadcasting and hosting art education in colleges and universities in Shaanxi, especially private colleges and universities in recent ten years, and thought about the future development, especially the characteristic practices and experience summary of private colleges and universities in broadcasting and hosting art education, especially in teaching method innovation, during the transformation and development of application-oriented undergraduate education. Thirdly, taking Xi'an Peihua University as the key research object, Xi'an Peihua University, as a private university with nearly a hundred years of development history, has accumulated certain experience in cultivating broadcasting talents since its opening of broadcasting major in 2003, and has also learned some lessons. At present, the enrollment of each student of broadcasting major in Xi'an Peihua University is the largest in Shaanxi public and private universities, there are about 250 students enrolled every year. (The annual enrollment of public schools is about 80, and that of private colleges is about 150), which is typical and representative. Teachers of Peihua Broadcasting major have also made bold innovations in the reform of teaching methods in the past decade, accumulated rich experience, and can provide the most vivid case for this

study.

**Research Objectives**

1. To make clear the new requirements of the new liberal arts construction for the broadcasting and hosting art education and the necessity of teaching method innovation through research.

2. To fully analyze and clarify the problems existing in the existing methods of broadcasting and hosting art development, so as to provide a basis for finding more effective teaching method innovation.

3. To find a breakthrough and effective path for the broadcasting and hosting art major of China's private universities to take a distinctive development path in the new media environment and to innovate in teaching methods.

**Literature Review**

***Background of "New Liberal Arts"***

Through the query of the search subject word "New Liberal Arts" of CNKI, it is found that there have been more than 1000 relevant studies in the past five years, which indicates that since 2018, when the Ministry of Education of China formally put forward the requirements for the construction of "Four New", there have been relatively many studies on new liberal arts. A relatively comprehensive and in-depth study has been made on the connotation of the construction of new liberal arts and the new requirements for the construction of various disciplines and specialties, which provides the basis for this study.

***Private undergraduate universities***

Through the search of CNKI on the subject word "private undergraduate universities" since January 1, 2015, it is found that there are nearly 1400 searches, mainly focusing on the research on the concept, development path, curriculum construction and curriculum reform of private undergraduate universities and application-oriented undergraduate universities. The research on these materials comprehensively clarifies the current survival status of private universities in this study The development and exploration in the past decade and the process of application-oriented undergraduate education have provided more comprehensive information from the aspects of mechanism reform, curriculum reform, etc., which can be used for the research of the third issue of this study.

***Broadcasting and Hosting Art***

Through the subject search of the term "construction of broadcasting and hosting art major" on HowNet, we found that there were more than 200 relevant studies, most of which were about the discipline development and curriculum construction of the major. We continued to narrow the scope of "construction of broadcasting and hosting art major in private colleges", and found that there were less than ten and only two in the past five years, In 2018, Chai Shuai and Wang Qi jointly wrote the Research

on the Training Scheme of "Double qualified" Teachers in the Transformation of Private Colleges and Universities -- Taking the Broadcasting and Hosting Art Major as an Example, and in 2021, Pan Jing's Planning for the Construction of Postgraduate Education of Broadcasting and Hosting Art Major in Private Colleges and Universities, which can be said that the research on broadcasting and hosting art of private undergraduate is relatively less relevant in China at present, which further strengthens my determination to do this research well.

***Innovation in teaching methods***

Through the subject search of the term "innovation in teaching methods" on HowNet, we found nearly 2000 topics related to innovation in teaching methods or innovative teaching methods, but only 2 documents related to the research on innovation in teaching methods of broadcasting and hosting art majors, In 2017, Zhang's Analysis of the Reform and Innovation of Experimental Teaching Methods -- Taking the Experimental Teaching of the Broadcasting and Hosting Art Major in the School of Journalism and Communication of Shaanxi Normal University as an Example, and in 2018, Zhang Yanyan and Yang Manhua jointly wrote the Practical Application of the "Double Teacher" Teaching Method in the Innovation and Entrepreneurship Course of the Broadcasting and Hosting Art Major -- Taking the core course "Television News Reporting and Live Broadcasting" as an example, When it comes to the "innovative research on teaching methods of broadcasting and hosting art major in private colleges and universities", relevant literature cannot be searched, so this private research is still a new research content.

***Past relevant research***

Based on the search of the above keywords, we can see that in the past ten years, there has been little research on the topic of "Research on Innovation in Teaching Methods of Broadcasting and Hosting Art Major in China's Private Colleges and Universities in the Context of New Liberal Arts". The relevant research mainly focuses on the broadcasting and hosting art education research in public colleges and universities, while there is little research on broadcasting and hosting art major in private colleges and universities, there is less innovative research on the teaching methods of the broadcasting and hosting art major in private colleges and universities, and the depth of the research is not enough. This provides me with more space and necessity to do this research.

**Methodology**

In this study, qualitative research methods will be used to study the subject. Specifically, I will collect relevant data on the professional development of broadcasting and hosting art and the exploration and innovation of teaching methods in three private colleges and universities, namely Xi'an Peihua College, Xi'an Translation College and Xi'an Foreign Affairs College, in this study, and will conduct it by means of data access and interviews. At the same time, relevant information on the research and exploration of the teaching methods of broadcasting and hosting arts in other private and

public universities in China will be obtained through online data inquiry, literature research and analysis, etc. Finally, on the basis of extensive, sufficient and comprehensive access to these data, comparative analysis and summary are carried out, and finally the research conclusion is formed.

**Results**

The year 2022 is an important year for the educational development of China's education. The new requirements of the new liberal arts construction and the all-media intelligent era have brought greater challenges and opportunities to the broadcasting and hosting major of Chinese universities, especially private universities, Extensive and in-depth research and practice have been carried out on the innovation of teaching methods of broadcasting and hosting professional courses. The main innovation of teaching methods has achieved positive results in smaller class teaching, more targeted demonstration teaching, focus on industry connection in direction training, industry famous teachers leading apprentices, and the use of network resources to assist teaching.

Through the previous literature research and data collection, it can be seen preliminarily that although Xi'an Peihua University has nearly a hundred years of development history, its development process is quite uneven, even difficult to describe. Fortunately, in the past 20 years, especially in the past 10 years, under the leadership of Jiang Bo, the current president of the school, the school has gradually explored a distinctive development path of survival and development in fierce competition, especially since 2015, The broadcasting and hosting art major of the university has made a series of exploration, reform and innovation in the practice of applied courses on the basis of defining its own school running orientation, forming its own characteristics. The innovation of teaching methods such as "situational teaching", "competition leading practice", and "personal teaching by famous teachers" has also provided experience and reference for the characteristic development of broadcasting and hosting art major in China's private universities, It will also actively promote and promote the new development of the broadcasting and hosting art major in China's private colleges and universities.

**Discussion**

a. The teaching method of broadcasting and hosting art major must and should draw new nutrition from pedagogy. Ma Jianzhong, the author of "Ma Wentong", said: "The rules of learning can be round for the giver and receiver, but not for the giver and receiver.", In this sense, the innovation of the teaching methods of the broadcasting and hosting art specialty should break through the routine, innovate according to the characteristics of their own specialty and the actual learning situation, and should not blindly copy the teaching methods of other majors.

b. On the basis of offering a large number of professional basic courses and required courses, the current broadcasting and hosting art major can add elective courses such as Introduction to Art, Introduction to Chinese Culture, and Art Appreciation to improve students' theoretical level and cultural

spirit In addition, the teaching methods of such courses can be innovated boldly, with less or no teaching, focusing on guidance, and fully arousing students' interest and initiative in independent learning. Such courses can also be put into the campus and network platform courses for students to learn by themselves. Moreover, this part of knowledge and culture learning can be tested and improved through professional reports, professional competitions and other practical activities.

c. According to the "classification thought" of the new liberal arts construction "According to the new responsibilities of liberal arts and the new trend of broadcasting and hosting industry, although the talent training of broadcasting and hosting art is divided into academic type and application type, for private colleges and universities, the focus should be on the training of application type talents. Actively innovate the teaching methods of application type talents training, and build a perfect training model of broadcasting and hosting art education application type talents as soon as possible to meet the needs of the development of broadcasting and hosting industry Ask.

**Conclusions**

a. This study has a clear understanding of the basic conditions and existing problems for the healthy and sustainable development of broadcasting and hosting art majors from a theoretical perspective. At present, the major of broadcasting and hosting art in China is developing rapidly and rapidly, but how to better carry out discipline construction and development planning in the context of the new liberal arts is a very important topic. Through the research in this paper, we can recognize the problems existing in the current development and the good aspects that should be inherited and developed in the future, and provide basic information for the future sustainable and healthy development planning on the premise of a comprehensive understanding of ourselves. By studying and recognizing the actual situation of broadcasting and hosting art majors in China's private colleges and universities, fully recognizing their own advantages and disadvantages, and finding out the problems clearly and thoroughly, it is possible to grasp the fundamental path of talent training and professional construction when exploring the way of future development, and also to truly realize the principle of being responsible for students, society and industry, and cultivate a batch of high-quality and strong abilities Qualified broadcasting and hosting professionals with professional skills.

b. From a practical perspective, this study starts with innovative teaching methods and truly provides suggestions and suggestions for the development of broadcasting and hosting arts majors in Chinese private universities with Chinese characteristics. Through this study, starting with the innovation of the teaching methods of the broadcasting and hosting art specialty, practicing the construction of new liberal arts and comprehensively improving the connotation construction of the specialty are conducive to accelerating the construction of the discourse system, discipline system and curriculum system of the broadcasting and hosting art education with Chinese characteristics, thus contributing to the development of the broadcasting art specialty of private colleges and universities

with Chinese characteristics.

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# RESEARCH ON THE USE OF WORKPLACE EXPERIENTIAL TEACHING METHODS TO IMPROVE THE TEACHING EFFECT OF THE COURSE "CATERING SERVICE AND MANAGEMENT" IN VOCATIONAL SCHOOLS FROM THE PERSPECTIVE OF CONSTRUCTIVISM THEORY: TAKING NANJING COMMERCIAL SCHOOL IN CHINA AS AN EXAMPLE

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**Abstract:** Active and effective teaching methods can stimulate students' interest in learning, cultivate independent learning ability, and constantly update their knowledge and skills. The purpose of this study is to explore the impact of workplace experiential teaching methods on students' learning motivation and learning interest, and to understand whether it can stimulate students' enthusiasm for learning. And by investigating students' attitudes, opinions and feedback on the "Catering and Beverage Service and Management" class under the workplace experiential teaching method, we can understand their recognition and satisfaction with the teaching method.

This paper uses a mixed research method. First, it studies and sorts out relevant literature on constructivism theory and experiential teaching, and then conducts experimental research on experiential teaching methods in the workplace. Finally, by observing students' classroom participation and designing and distributing teaching satisfaction questionnaires, the effectiveness of the teaching effect of implementing workplace experiential teaching methods is comprehensively analyzed. According to the analysis results, it is found that the workplace experiential teaching method has a significant teaching effect in the course of "Catering Service and Management" in secondary vocational schools. 1. The workplace experiential teaching method has a positive impact on students' learning motivation and learning interest. Students are more likely to be motivated to learn, are more interested in courses, and are willing to actively participate in classroom activities. 2. Most of the students have a positive attitude towards the workplace experiential teaching method, and give a positive evaluation to the effect of the teaching method. Students believe that through workplace experiential teaching methods, they can better learn and understand relevant knowledge and skills.

**Keywords:** Constructivism Theory, Workplace Experiential Teaching, Teaching Effect

## Introduction

### *Research Background*

In recent years, with the upgrading of consumption, the hotel market has paid more attention to the segmentation of personalized consumption needs, and lacks applied talents with broad theoretical foundation, skilled service skills, high comprehensive quality, and able to adapt to the needs of front-line positions. The course "Catering and Beverage Service and Management" is a professional course for secondary vocational students majoring in hotel management, aiming at cultivating students' professional skills and knowledge in the field of hotel catering service and management. However, traditional classroom teaching is often difficult to combine theory with practical operation, and students lack real workplace experience. Through collecting the opinions of graduates and employers, it is found that although students have acquired comprehensive professional knowledge and professional skills during their studies, they still have many problems such as hotel job knowledge and actual needs after formally entering the hotel practice. (Chen,2013).

The education department is also actively exploring teaching methods that are suitable for secondary vocational school students to study professional courses, can improve students' learning enthusiasm, promote contact with actual positions, and improve teaching effects. There are many researches on experiential teaching at home and abroad, which shows that the experiential teaching mode has attracted widespread attention. However, there are not many researches on experiential learning of professional courses in secondary vocational schools, especially courses related to hotel management. Although some ideas of experiential teaching have been mentioned in the literature, there is a lack of specific practice and research on its feasibility and effect.

### *Scope of the Study*

The subjects of this research are 78 students in the 19th grade hotel management class 1 and the 19th grade hotel management class 2 of the Nanjing Commercial School in Jiangsu Province, China.

The content of this study is based on the perspective of constructivism theory, under the guidance of workplace experiential teaching methods, to explore the teaching effect of professional courses in the field of vocational education as the research content.

### *Research Significance*

This study has a certain academic theoretical value for the theoretical construction of vocational education teaching reform under the theory of constructivism. At present, there are relatively few studies on the specific implementation methods (such as workplace experience) of experiential teaching methods to improve the teaching effect of professional courses in vocational schools. This paper provides a new perspective and ideas for the development of education and teaching theory of professional courses in the field of vocational education teaching.

The practice of this study in the field of vocational education teaching has guiding value. It puts forward some targeted and operable opinions and suggestions for the education reform of relevant

departments of secondary vocational education, and how to effectively stimulate students' learning interest in the teaching process. Provide guidance and reference for classroom educational practices such as education and learning motivation. The specific implementation strategies and teaching activity design of workplace experiential teaching methods in teaching promote the innovation and improvement of educational practice.

**Research Objective (s)**

This study aims to explore how to use the theoretical perspective of constructivism combined with workplace experiential teaching methods in the course of "Catering Service and Management" in Nanjing Business School in China to improve teaching effectiveness. Specifically, the research will focus on:

1. The impact of workplace experiential teaching methods on students' learning motivation and learning interest, to understand whether it can stimulate students' enthusiasm for learning and actively participate in classroom activities.

2. By investigating students' attitudes, opinions and feedback on the "Catering and Beverage Service and Management" class under the workplace experiential teaching method, to understand their recognition and satisfaction with the teaching method.

**Literature Review**

***Constructivist Theory***

Constructivism is a learning philosophy or learning theory, which is further developed on the basis of cognitivism. Its earliest proposer can be traced back to Piaget in Switzerland. He believes that the objective knowledge structure is internalized into a cognitive structure through the interaction between individuals and it. This interaction involves two basic processes: "Assimilation" and "Accommodation". On the basis of Piaget's theory, the Soviet educational psychologist Vygotsky focused on the influence of social and cultural history on people's psychological development, especially the influence of language and interpersonal communication unique to human society on the development of advanced psychological functions. He believes that: advanced mental functions come from the internalization of external actions, which are realized not only through teaching, but also through daily sitting, games and labor; on the other hand, internal intellectual actions are also externalized into practical actions, Make the subjective see the objective. The bridge between internalization and externalization is human activity. In addition, Vygotsky has "the theory of the zone of proximal development, which is extremely important for the correct understanding of the relationship between education and development. All of these have great influence on today's constructivists (Zhang & Chen, 2010).

An overview of reflective constructivist perspectives on experiential learning. That is, to reflect

on the difference between constructivism and other constructivism and how to apply it in experiential learning, and to take the learner's spiritual factor as the internal cause of learner's knowledge construction (Sun,2010) . Mental factors will play a positive role and a negative role in the learning process, so teachers should classify and subdivide the mental factors that constitute positive and negative effects in detail, and actively play the role of spiritual factors in experiential learning to achieve the best experience effect. At the same time, the interaction between social practice and experiential learning is more clarified, that is, learners complete the construction of knowledge through social practice, and the experiential activities of the experiencers in social practice also promote the renewal and improvement of social organization, promote the further transformation of society, and integrate experiential learning with social behavior, human organization, cultural tradition and ecological nature.

Constructivists believe that knowledge is not acquired through the teaching of teachers, but that learners use the necessary learning materials in a certain situation, that is, social and cultural background, with the help of other people (including teachers and learning partners), and through meaning construction. obtained in a manner (He,1997). Since learning is a meaning construction process realized through interpersonal collaborative activities with the help of others in a certain situation, that is, social and cultural background, the constructivist learning theory believes that "situation", "collaboration", "conversation" and "meaning" "Construction" is the four elements or four attributes in the learning environment.

***Workplace experiential teaching***

Before the 19th century, no scholars put forward an intuitive and specific concept of experience teaching, let alone a certain type of discipline in tourism majors to discuss the implementation process of experience teaching in detail. However, the author found that experience teaching from the early naturalism education theory and realistic teaching thought The spiritual connotation of teaching can be traced back to Dewey John's "Experiential Naturalism Experience Curriculum Paradigm". The research field of experiential teaching abroad mainly focuses on the analysis of experiential learning concepts, experiential model research, experiential case studies, experiential evaluation research, and the application of experiential learning in management.

Experiential learning research in China is developing rapidly, and its research directions are mainly divided into research modes such as experiential teaching concepts, classroom design, teaching case analysis, and teaching development status (Zhang & Ye, 2010).

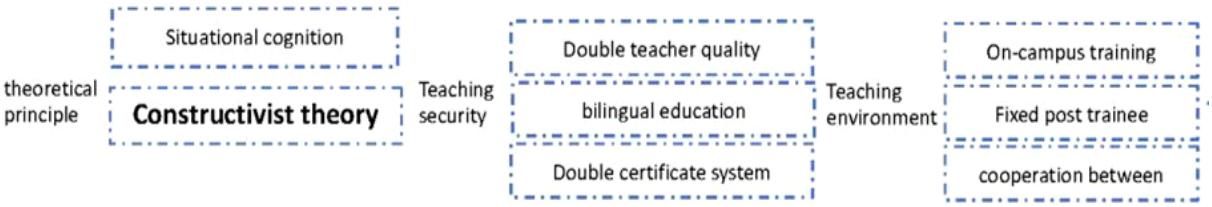
The study of the "ontology of life". Xin (2005) made a very in-depth and comprehensive discussion on experiential teaching in his thesis, he took "life ontology" as the starting point, conducted an in-depth discussion on the theory and practice of experiential teaching, and clearly pointed out that experiential teaching should talk about the integration of emotional factors, spiritual factors, humanistic factors and the development of life (Zhang, 2009). Inspired by the "ontology of life" viewpoint, I take the cultivation of students' professional emotions as one of the main teaching goals in this research, so

as to make the overall teaching objectives of the course more scientific and complete.

Research on experiential teaching mode in the context of "tourism management major". Liu (2010) combines the characteristics of tourism management professional training, and analyzes the implementation of the professional experiential teaching mode from a macro perspective. The research background of this paper is very similar to the research background of this thesis, and many teaching cases in this paper provide practical references for this thesis. The special feature of this paper is that it can combine the actual development of tourism professional and professional characteristics, deeply analyze the various problems commonly existing in the current teaching of tourism majors and propose solutions. It is also pointed out that the experience situation design is a dynamic and sustainable development process which is constantly adjusted, perfected and optimized (Zhao, 2006).

There are also scholars who analyze experiential teaching from the perspective of "teacher behavior control", and points out that teachers' behavior plays a decisive role in experiential activities, so teachers must control their behaviors in experiential activities. The author discusses teachers' behavior control from two dimensions: teachers' teaching behavior, teaching concept and teaching cognition, and puts forward a feasible teacher behavior control scheme based on teaching practice.

***Theoretical Framework***




**Picture 1:** The Theoretical Framework of Constructivism in Experiential Teaching in The Workplace

**Methodology**

Constructivist theory provides theoretical support for the effectiveness of experiential teaching methods in the workplace. Constructivist theory, situational cognition theory, and cognitive discovery theory emphasize that students build knowledge by participating in practical experiences and activities. The workplace experiential teaching method is based on this. By simulating workplace situations, students are allowed to participate in person, so as to acquire knowledge and skills in practice.

The data to be collected for this study are:

1). Student engagement in workplace experiential teaching: Measures students' enthusiasm for this teaching method. 2). Recognition and satisfaction of students' learning experience: You can understand students' feedback and feelings about the new teaching method.

The data collection methods are:

1). By observing students' activities and performance in simulated workplace situations, we can

understand students' participation in workplace experiential teaching and understand their learning enthusiasm. 2). Design questionnaires and face-to-face interviews to collect students' subjective feelings and feedback, and understand the recognition and satisfaction of students' learning experience.

Therefore, this study adopts a mixed research method to conduct a multi-dimensional and comprehensive research on the effectiveness of experiential teaching methods in vocational school catering service and management classrooms from the perspective of constructivism.

1. Empirical research method: Select the 19th grade hotel management class of Nanjing Commercial School as the experimental class, and introduce the workplace experiential teaching method into the classroom of "Catering Service and Management".

2. Questionnaire survey method:

In order to more accurately analyze the implementation effect of the experiential teaching model, feedback on the attitude, participation, learning motivation and learning experience of the experiential teaching method. The "Teaching Satisfaction Survey of "Catering Service and Management" Course This Semester" was distributed to 38 students in the 19th grade hotel management class of the experimental class, and 38 copies were effectively recovered.

3. Interview method: Through in-depth communication and discussion with students and business mentors face-to-face or by telephone, to understand students' learning experience, performance and application ability in the actual workplace. Collect and sort out the specific work ability requirements and overall quality requirements of the industry, enterprise, and society of this course in detail, and further improve the implementation details of the workplace experiential teaching mode of this course on this basis.

4. Observational research methodology: Observational recordings of teaching to gain data on how experiential teaching methods are implemented in the classroom and student engagement and performance in the workplace. Record students' interaction, degree of cooperation and communication, participation in practical activities, etc., to evaluate the actual effect of experiential teaching methods in the classroom.

**Results**

1. Through the online questionnaire of the "Questionnaire Star" public account, a total of 78 students in hotel management (1) and (2) classes of 19 hotel management majors in Nanjing Commercial School were issued a questionnaire on the degree of recognition of the teaching method of the "Catering and Beverage Service and Management" course. , effectively recovered 78 copies. According to the statistics in the above table, as a commonly used teaching method, it can be seen from the feedback information of students that students generally think that the teaching method is boring and single, and too theoretical knowledge is not conducive to the actual work ability of the post. The workplace experiential teaching method has better flexibility, and students have higher learning

enthusiasm.

**Table 1:** Course Teaching Method Recognition Survey Form

| Teaching methods | For your level of mastery of the course | | Evaluation | | Do you like this teaching method | |
|---|---|---|---|---|---|---|
| Didactic Law | Very good | 5% | Boring, single goal, low enthusiasm for class | 48% | like very much | 1% |
| | Good | 22% | Relatively flexible, but the content and application deviate. | 32% | like | 8% |
| | Average | 55% | Flexible and highly motivated to participate. | 8% | Average | 25% |
| | Unable | 18% | The atmosphere is lively and participatory, but the goals are not clear. | 12% | dislike | 66% |
| Workplace Experience Method | Very good | 35% | Boring, single goal, low enthusiasm for class | 1% | like very much | 28% |
| | Good | 58% | Relatively flexible, but the content and application deviate. | 4% | like | 54% |
| | Average | 15% | Flexible and highly motivated to participate. | 87% | Average | 18% |
| | Unable | 0% | The atmosphere is lively and participatory, but the goals are not clear. | 8% | dislike | 0% |

**Table 2:** Teaching Satisfaction Survey 1

| The overall feeling of the course in this semester | Nervous | Cheerful | Relaxed | Terrible |
|---|---|---|---|---|
| | 3% | 54% | 43% | 0% |
| Do you like this teaching mode | like very much | like | ordinary | dislike |
| | 31% | 62% | 6% | 1% |
| Whether this course is more interesting to you | very able to | can | ordinary | Unable |
| | 45% | 51% | 3% | 1% |
| Your mastery of the knowledge and skills of this course | very good | good | ordinary | Unable |
| | 65% | 33% | 2% | 0% |
| Your intuitive perception of 6 this course | Boring and lack of practical connection | Simple understanding and practical work are closely related | The atmosphere is active and the interest is high | Lack of interest in learning |
| | 0% | 55% | 44% | 1% |

2. Most of the students expressed that they like the experiential teaching method in the workplace and it can effectively improve the learning effect and enhance the vocational ability.

**Table 3:** Teaching Satisfaction Survey 2

| Does the "workplace experiential" teaching mode help you form a good professional emotion? | very | ordinary | no |
|---|---|---|---|
| | 70% | 29% | 1% |
| Does the "workplace experiential" teaching mode help you develop good professional habits? | very | ordinary | no |
| | 65% | 33% | 2% |

| | | | |
|---|---|---|---|
| Does the "workplace experiential" teaching mode help to transform the theoretical knowledge you have learned into job capabilities? | very | ordinary | no |
| | 81% | 10% | 9% |
| Can the "workplace experiential" teaching model improve your professional quality? | very | ordinary | no |
| | 65% | 33% | 2% |

**Discussion**

From the “Table 1” and my own observations in the practice unit, it can be seen that the traditional teaching method of lecture method is outdated, which is mainly manifested in the aspects of teaching according to the text, full of theory, and boring class. Practice is out of touch. The workplace experiential teaching method is a student-centered teaching model specially designed for students in order to meet the expected results of professional ability. Through personal experience of professional activities to cultivate emotions, realize the truth, and learn knowledge, emphasizing the importance of the experience process Therefore, students have a high degree of participation in the classroom, which stimulates their enthusiasm for learning.

It can be seen from the “Table 2” that the overall feeling of learners on the course of "Catering and Beverage Service and Management" this semester is relaxed and pleasant. Most students expressed their liking for the workplace experiential teaching mode; the application of the workplace experiential teaching mode in this course can stimulate students' interest in learning and improve students' understanding of the knowledge and skills they have learned; most students said that the classroom atmosphere is active under the workplace experiential teaching mode, and the teaching content can be well connected with reality.

It can be seen from the “Table 3” that most students believe that the workplace experiential teaching mode can help students improve their professional identity in the course of "Catering and Beverage Service and Management". Through workplace experience activities, it can better help the experiencers to transform the professional knowledge and professional skills acquired in the experience activities into the actual working ability of the post, and help to improve the overall quality of the experiencers. The biggest advantages of this model are concentrated in four aspects: stimulating learning interest, giving full play to the main role of students, strong cooperation atmosphere and strong interest.

**Conclusions**

1. The workplace experiential teaching method has a significant teaching effect in the course of "Catering Service and Management" in secondary vocational schools. Through this teaching method, students demonstrate better learning outcomes and development in knowledge transfer, skill development and cognitive abilities, problem-solving abilities, etc.

2. The workplace experiential teaching method has a positive impact on students' learning motivation and learning interest. Students are more likely to be motivated to learn, are more interested

in courses, and are willing to actively participate in classroom activities. By experiencing workplace situations first-hand, students are more likely to realize the practical application value of the knowledge they have learned.

3. Most students have a positive attitude towards experiential teaching methods in vocational school catering service and management classrooms from the perspective of constructivism. Students generally accept this teaching method and give positive comments on the effect of the teaching method. Students believe that through workplace experiential teaching methods, they can better learn and understand relevant knowledge and skills, while improving their practical ability and problem-solving ability.

Generally speaking, the choice of teachers' teaching methods plays a very important role in improving teaching quality, stimulating students' interest in learning courses, and especially in transforming teaching theoretical knowledge and skills into post professional abilities. From the perspective of constructivism theory, the workplace experiential teaching method has shown positive teaching effects in the course of "Catering Service and Management" in secondary vocational schools. This teaching method stimulates students' interest in learning, improves students' understanding and mastery of course content, cultivates students' teamwork ability, and promotes students to have a deeper understanding of professional responsibilities in the professional field they have studied. The in-depth exploration of the workplace experiential teaching model will surely play a positive role in improving the quality of teaching and promoting the cultivation of catering talents (Xue,2015). However, the research also has certain limitations. Future research can further deepen the understanding of this teaching method, consider the influence of more factors on the teaching effect, and explore more teaching innovation methods to further improve the teaching quality of secondary vocational courses.

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# TASK DRIVEN METHOD IN HIGHER VOCATIONAL EDUCATION COMPUTER TEACHING PRACTICAL APPLICATION: CASE STUDY IN NANJING BUSINESS UNIVERSITY

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**Abstract:** The purpose of this paper is to use task driven method to improve the effect of computer classroom teaching in higher vocational colleges, improve students 'learning interest and initiative, cultivate students' problem-solving ability, promote cooperative learning and interactive learning, promote the innovation of teachers' teaching methods.

This paper adopts qualitative research method, first analyzes the current higher vocational computer classroom teaching situation, then based on a review of the literature on task driven method development, introduced the application of the task driven method at home and abroad, the application of task driven method at home and abroad, finally through the observation and interview of Nanjing business college teachers and students, collect the teachers and students feedback, analyze the empirical case, further verify the task driven method to improve the effectiveness of higher vocational computer classroom teaching effect.

This paper found that the introduction of task driven method in higher vocational computer classroom teaching, stimulate students 'interest in learning and initiative, improve the students' problem-solving ability, cultivate cooperative learning and interactive learning, promote the innovation of teachers' teaching methods, so as to promote the efficiency of higher vocational computer teaching. Task driven method has broad application prospects in computer classroom teaching in higher vocational colleges, and is worth further research and promotion by educators and educational administrators.

**Keywords:** Task Driven Method, Higher Vocational College Computer Classroom, Teaching Effect

## Introduction

Higher vocational computer teaching has always been the focus of education, because the application of computer technology in modern society is more and more widely, for higher vocational students, master computer knowledge and skills for its future employment and career development, however, the traditional teaching methods in meet the needs of students and improve the teaching effect

face some challenges. First of all, the students' learning enthusiasm is not high. Secondly, higher vocational computer teaching lacks practical operation links. In addition, higher vocational computer teaching lacks tasks related to practical work, which leads to the lack of the ability and experience to deal with problems in practical work after graduation (Strobel, J., & van Barneveld, A. 2009). In addition, because the classroom teaching pays too much attention to the indoctrination and transmission of knowledge, the evaluation method is often limited to the examination results, ignoring the cultivation of students' comprehensive ability and practical operation ability. Therefore, the effect of higher vocational computer teaching needs to be further improved.

In higher vocational computer education, the task driven method is gradually tried and applied. By introducing practical cases and project tasks, allowing students to play a role in practical work in class and solve practical problems, students can have a deeper understanding of computer knowledge, application scenarios and practical significance of tasks. This driven learning approach promises to enable students to achieve a sense of gain and self-directed learning, thus enhancing learning motivation and improving learning outcomes (Kirschner, P.A., Sweller, J., & Clark, R.E. 2006).

To sum up, in the background of task driven teaching method, it is a practical attempt to introduce it into computer teaching in higher vocational colleges. Through the task driven teaching method, teachers can better stimulate students 'learning interest and initiative, promote the cultivation of students' practical ability, so as to make higher vocational computer education closer to the practical application, more in line with students' learning needs, and lay a solid foundation for cultivating high-quality computer professionals. Therefore, it is of great theoretical and practical significance to carry out the research of task driven method to improve the effect of computer classroom teaching in higher vocational colleges.

**Research Objectives**

The goal of this research is to use the task driven method to improve the computer teaching effect of higher vocational colleges in the following aspects:

1. Improve students 'learning interest and initiative: task driven teaching method can stimulate students' interest and enthusiasm in learning and enhance their learning motivation for learning computer knowledge by introducing challenging and practical tasks.

2. Cultivate students 'problem-solving ability: task driven teaching method requires students to actively participate in the process of solving problems. Through practical operation and practical experience, students' problem analysis and solving ability is cultivated, so that they can apply the theoretical knowledge learned to practical situations.

3. Promote cooperative learning and interactive learning: task driven teaching method emphasizes the cooperation and interaction between students. Through group cooperation, discussion and sharing, students' teamwork and communication skills, but also promotes the

interaction and communication between teachers and students.

4. Promote the innovation of teachers' teaching methods: task driven method requires teachers to play the role of guide and provide necessary guidance and support. Teachers need to design and organize task-related activities and give timely feedback to students. In this way, teachers should change the traditional teaching methods, pay more attention to students 'independent inquiry, teamwork and other aspects, so as to promote the innovation and improvement of teachers' teaching methods.

By studying the application of task driven teaching method in higher vocational computer classroom, it can provide effective teaching modes and methods for higher vocational education, and effectively improve the teaching effect of higher vocational computer classroom.

**Literature Review**

In recent years, task driven methods have attracted more and more attention in computer teaching in higher vocational colleges. In order to better explore the application of task driven method in higher vocational computer teaching and improve the actual classroom teaching effect, many scholars have conducted in-depth research and exploration.

Wang Jian "education modernization" published task driven method in higher vocational computer teaching analysis, review task driven method in higher vocational is widely used in the process of computer teaching, not only can effectively improve the students 'learning ability, can also cultivate students' practical ability, improve students' comprehensive quality, constantly improve the efficiency of higher vocational computer teaching (Wang, 2016). Cao in the western quality education article published the task driven method in higher vocational computer teaching analysis, introduce task driven in higher vocational computer teaching, is a beneficial attempt of teaching reform. Based on the characteristics of computer teaching, teachers timely introduce the task driven method in the teaching process, so as to show the role of the task driven method and achieve better teaching results (Cao, 2017). Deng (2018), the journal of digital communication world published an article "task driven method in higher vocational computer teaching", expounds the teachers in computer course teaching, take task driven teaching method, can effectively stimulate higher vocational students' interest in learning computer courses, because the task driven teaching method have the flexibility and the characteristics of inquiry, can optimize the teaching mode, so as to improve the teaching effect (Deng, 2018). Liu Jing explained the positive role of task driven method in teaching in the article "Application of task driven Method in Computer Teaching in Higher Vocational College" published in the Journal of Curriculum Education Research. On the one hand, this paper shows that the application of task driven methods in computer teaching in higher vocational colleges is becoming more and more common. On the other hand, they also emphasize the advantages and use methods of task driven methods, which can further improve the effect of classroom teaching (Liu, 2019). Zhou Mei published in the journal of

informatization and computer education task driven method in higher vocational computer teaching application, clearly pointed out that the task driven method is an effective teaching method of computer teaching, especially in the process of higher vocational teaching, task driven teaching method can stimulate students' interest in learning, let the students through practice and feeling to learn, in order to meet the current era of the urgent demand of computer technology personnel (Zhou, 2021).

Through consulting a large number of data, it is found that the application of task driven method in domestic higher vocational computer education is still relatively limited. On the one hand, some teachers are not familiar with task driven teaching methods, and they have some problems in teaching design and implementation. On the other hand, the overall teaching environment and resources of some schools and classes are limited, making it difficult to support the development of task driven teaching (Li, 2008). However, in the practice of computer education reform in some domestic higher vocational colleges, we have begun to try the task driven teaching, and some positive results have been achieved. Some schools have achieved good teaching results by reforming the curriculum setting and teaching methods, developing teamwork and practical project development (Liang, 2015).

The application status of task driven method in international computer teaching in higher vocational colleges is also worth paying attention to. Compared with China, the international higher vocational computer education pays attention to the cultivation of students' practical ability and pays more attention to the practice of task driven learning. Some international universities have offered courses with tasks as the core, and designed and implemented tasks through projects, competitions and other ways, and achieved remarkable teaching results. The application of task driven method in computer teaching in international higher vocational colleges shows that task driven method plays an important role in cultivating students' innovative thinking and practical ability, but it also faces some challenges in teaching design and implementation, which need further research and improvement (Herold, D. E., & Rutherford, T. A. 2017).

Task driven method has been widely used in the international higher vocational computer teaching. Higher vocational education institutions in many countries and regions have incorporated the task driven method into their curriculum teaching design to improve the teaching effect and students' learning motivation. In the United States, for example, many universities and colleges have adopted task driven methods to teach computer courses. In these courses, students are assigned to small groups, each required to complete a specific task, such as developing a website or designing a software program. Students need to apply the knowledge and skills learned throughout the project, and they need to constantly cooperate with the team members, solve problems, and make decisions. Through this task driven teaching method, students are able to apply theoretical knowledge to practical problems and develop problem-solving skills and teamwork spirit (Ellis, R. 2009).In some European countries, the task driven law has also been widely used. For example, in higher vocational computer classes in Finland, students are asked to complete specific programming tasks, such as writing a small game or

building a website. Through these tasks, students can better understand programming languages and technologies, and improve their problem-solving skills and innovative thinking. In addition to the United States and Europe, some Asian countries have also adopted task driven methods in higher vocational computer classes. For example, in some vocational schools in Singapore, students are assigned to small groups, each required to complete a project, such as designing a mobile application or developing a database. Through these tasks, students are able to fully understand the process of software development and develop the ability of problem-solving and innovation (Hmelo-Silver, C. E., Duncan, R. G., & Chinn, C. A. 2007).

Through combing and analyzing relevant domestic and foreign literature, it is found that task driven method has wide application and research value in computer teaching in higher vocational colleges. A large number of empirical studies show that the task driven method plays an important role in improving the classroom teaching effect, students' interest in learning, practical ability and teamwork ability. Although there are some research results on task driven method in higher vocational computer teaching, there is no consensus on the application strategy and effect analysis of task driven method. Therefore, the research and discussion on using the task driven method to improve the effect of higher vocational computer classroom teaching still need to be further explored.

**Methodology**

The purpose of this paper is to use task driven method to improve the effect of computer teaching in higher vocational colleges, improve students 'learning interest and initiative, cultivate students' problem-solving ability, promote cooperative learning and interactive learning, promote the innovation of teachers' teaching methods.

The research site of this paper is Nanjing Business College, a higher vocational college in China. Choose the higher vocational colleges, because I engaged in the computer teaching 20 years, and the research problem, the usual use of school resources, actively adopt task driven teaching method, be able to obtain the necessary data and information, after years of teaching, also accumulated some historical data and previous research. Choosing this unit for research can increase research credibility, improve research efficiency, provide a basis for policy making, and further promote academic exchanges.

The research object of this paper is the teachers and students of Nanjing Business College who participate in the computer course teaching. Teachers and students of higher vocational colleges are chosen because these students usually have a certain computer foundation and are target groups, so they can understand the applicability and effect of task driven method in this specific group of students. At the same time, we also understand the improvement of task driven method on teachers 'teaching methods and its influence on students' learning performance, which is of great significance to the improvement of teachers' teaching ability. Choosing the teachers and students of higher vocational

computer courses as the research object can improve students 'interest and initiative in learning, cultivate students' problem-solving ability, promote cooperative learning and interactive learning, and promote the innovation of teachers' teaching methods.

To ensure the validity and reliability of the study, this study used an empirical case study approach for data collection and analysis.

Step 1: The research object of this paper is the teachers and students of Nanjing Business University involved in the computer course teaching. According to the course objectives and the actual situation of the students, the teacher designed a challenging task: using the OpenGL library to design a simple 3D game scene to realize the basic operation and interactive functions. This task requires students not only to be familiar with concepts and technologies related to graphics, but also to have certain programming skills and innovative thinking.

Step 2: Studies were conducted using the observation and interview methods, The observation method is mainly used for the practical application of the observation task driven method in the higher vocational computer classroom teaching. The interview method is mainly used to collect the feedback and evaluation of students and teachers on task driven teaching. Further analyze and evaluate the effectiveness of task driven methods in computer classroom in higher vocational colleges.

Step 3: This study used group cooperation to divide students into several groups, each by drawing lots to select a specific task scenario before the task and completing the task under a tutor.

Step 4: This study collected teacher and student feedback through observations and interviews to understand the student learning outcomes in task driven teaching.

1. Observation data: Record the students' performance in class and the interaction between teachers and students in class.

2. Interview record: Interview outline of designer students（Questions for teachers:1. How do you understand the task driven method applied in higher vocational computer teaching? 2. In the course design, how to select the appropriate tasks to drive the students to learn the computer skills? 3. How can it help the teaching method innovation? 4. Does teaching through task driven methods affect students' interest in learning? 5. What do you think is the important role of task driven method in the cultivation of students' practical problem-solving ability? 6. Is the task driven method beneficial to promote cooperative learning and interactive learning? Questions for students:1. What do you think is the difference between traditional computer courses and task driven courses? 2. Is it easier to understand and master knowledge in task driven courses? why? 3. What impact does task driven teaching have on your interest in learning, and are you more willing to study deeply? 4. Can you share a specific experience in your task driven course? 5. Does this enhance your practical problem-solving skills? 6.How do you work with your classmates in a team assignment? sorting out the subjective feedback and feelings of teachers and students on the task driven methods.

Step 5: The observations showed that in terms of task design, teachers fully considered students' practical needs and interests and developed challenging and practical tasks. Students showed an active participation attitude in the task driven teaching environment, and showed high initiative and self-management ability for task completion. In terms of task implementation, teachers guide students to complete tasks by explanation and demonstration, and students learn new knowledge and skills in the process of solving practical problems, so as to improve and stimulate their interest and initiative in learning.

Through interviews with teachers and students, students generally believe that task driven teaching can improve their learning motivation and learning effect. It can also cultivate their practical operation ability and problem-solving ability, and the class students can be divided into several groups to promote cooperative learning and interactive learning. They are more active in the class and solve the problems involved in the task. Teachers believe that in the process of completing tasks, students can deeply understand and master the relevant knowledge, and can flexibly apply it to practical problems. At the same time, in terms of students 'learning effect, teachers find that task driven teaching can better promote students to complete learning tasks and promote the innovation of teachers' teaching methods.

Through the implementation of task driven teaching, students can get more in-depth learning experience in the practical operation, which has a positive impact on the computer teaching in higher vocational colleges, and can effectively improve the classroom teaching effect.

**Results**

This paper discusses the task driven method to improve the effect of computer classroom teaching in higher vocational colleges, and the results show that the task driven method has the following effects in higher vocational computer classroom:

1. Task driven method to stimulate students' interest and initiative in learning.
2. Task driven method cultivates students' problem-solving ability.
3. Task driven method promotes cooperative learning and interactive learning.
4. Task driven method promotes the innovation of teachers' teaching methods.

**Conclusions**

This paper through the Nanjing Business University computer teaching qualitative research found that the introduction of task driven method in higher vocational computer classroom teaching, can stimulate students 'interest in learning and initiative, improve the students' ability to solve problems, cultivate cooperative learning and interactive learning, promote the innovation of teachers' teaching methods, so as to improve the effect of higher vocational computer teaching. Task driven method has broad application prospect in computer teaching of higher vocational colleges, which is worth further research and promotion by educators and administrators.

In conclusion, this research design to improve the effect of computer teaching in higher vocational colleges through task driven method can evaluate the effectiveness of task driven teaching in higher vocational colleges and provide theoretical and practical basis for improving and promoting task driven teaching.

**Discussion**

The application of task driven method in the teaching of other subjects is a worthwhile research direction. The effectiveness of teaching in other disciplines can be improved by rationally designing and implementing tasks and focusing on students' learning motivation and engagement, while changing the roles of teachers and teaching evaluation methods. Future studies can focus on the characteristics and teaching needs of different disciplines, and further explore the application strategies and effect evaluation methods of the task driven method in the teaching of other disciplines.

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# RESEARCH ON THE DEVELOPMENT STRATEGY OF INDEPENDENT COLLEGES AND UNIVERSITIES: TAKING SL COLLEGE OF CHINA UNIVERSITY OF PETROLEUM AS AN EXAMPLE

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**Abstract:** Independent colleges in China originated from secondary colleges operated by private institutions within public higher education institutions. In 1999, due to the expansion of higher education enrollment, the existing educational resources could not meet the great demand for higher education among the people. As a result, secondary colleges operated by private mechanisms within public higher education institutions rapidly developed. This article takes SL College of China University of Petroleum as an example, based on the theory of competitive strategy, and uses case analysis to study the current development strategy of SL College of China University of Petroleum. The research objectives of this article are twofold: to confirm the external environment for the implementation of the system by SL College of China University of Petroleum; Develop a development strategy suitable for the external environment based on the advantages of SL College of China University of Petroleum. Through investigation and analysis, the following conclusions are drawn: to ensure the implementation of the strategy, it is necessary to strengthen the institutional guarantee and organizational leadership of the strategy implementation.

**Keywords:** SL College of China University of Petroleum, PEST, Development Strategy

## Introduction

Independent colleges were established between 1993 and 1995 as secondary colleges operated by private institutions within public higher education institutions and emerged on a large scale after the expansion of higher education enrollment in 1999; Its name was determined in Document No. 8 of the Ministry of Education in 2003 With the rapid development of China's market economy, the people's thirst and importance for education continue to increase. In 1999, the government decided to expand enrollment in higher education and implement the policy of popularizing higher education. The demand for higher education among the people was incredibly released. Still, the reality is that the existing educational resources cannot meet the education needs of the people at all. The government strongly demands that the country provide higher education resources and enrollment opportunities. Against this

backdrop, the people of Higher education emerged as the times required, and secondary colleges operated by private institutions within public higher education institutions emerged. While developing rapidly, there have also been many problems. To create a fairer and more standardized institutional environment, the Ministry of Education has issued several opinions on standardizing and strengthening the management of independent colleges in ordinary higher education institutions through new mechanisms and models, resulting in the birth of independent colleges (Liu, 2020).

According to Order No. 26 of the Ministry of Education of the People's Republic of China, "Measures for the Establishment and Management of Independent Colleges," independent colleges are essential to private higher education and belong to public welfare undertakings. They are entitled to various rewards and support policies stipulated in the Implementation Regulations of the Private Education Promotion Law and the Private Education Promotion Law by the law; The education administrative departments of the people's governments of provinces, autonomous regions, and municipalities directly under the central government are responsible for the work of independent colleges within their respective administrative areas. Currently, nearly 300 independent colleges in China have alleviated the enrollment pressure of traditional public universities and provided more opportunities for citizens to receive higher education and improve their lives (Liu, Zhou, Hunt & Zhang, 2021).

**Research Objectives**

Independent colleges emerged after the national enrollment expansion to make up for the shortage of higher education resources. They have alleviated the enrollment pressure of ordinary universities, provided more educational resources, and trained many applied talents, making practical contributions to China's higher education industry. At the same time, independent colleges have their uniqueness. The general practice is to prefix the college's name with the name of the alma mater, but it is entirely different from the nature of the alma mater (Mehdizadeh & Andam, 2015). To better understand the development strategy of SL College of China University of Petroleum, this study has the following two research objectives:

1. Confirm the external environment for the implementation of the strategy by SL College of China University of Petroleum.

2. Develop a development strategy suitable for the external environment based on the advantages of SL College of China University of Petroleum.

**Literature Review**

Hewton proposed the development path of private universities in developing countries. The relevance and appropriateness of private universities in developing countries focus on effective governance and management, aiming to coordinate strategic decision-making and enable them to

generate the necessary knowledge to address the following requirements: national development, sustainable development, wealth creation, globalization, and internationalization. To achieve this goal, innovative academic management structures and forms (strategy, governance, management, and business) are also needed to fulfill the "functions" required by all universities effectively (Hewton, 1979). Davies proposed that improving the competitiveness of private universities can only achieve performance management for managers and employees at all levels through the joint efforts of the following parties. At the same time, performance management covers various aspects of private university management, such as planning, evaluation, feedback, motivation, etc., with the attention and support of managers. From the overall management perspective, effective communication between faculty and staff of private universities on work status and progress information is necessary to provide practical advice, ensure the smooth achievement of goals, improve the overall performance of private universities, and further enhance their competitiveness (Davies, 1992).

Petruk & Shashlo believe that when examining the main success factors, we should first determine the dimensions of each element, such as factors related to the project, factors related to project team members, factors related to project organization and external environment, and then integrate the identified factors into the analysis, rather than just analyzing the impact of individual elements. In addition, the interaction between factors can also affect the analysis results (Petruk & Shashlo, 2019).

Firstly, relevant concepts such as human resources, personnel mobility and loss, private universities, and talent mobility in private universities have been scientifically defined; Subsequently, through a questionnaire survey, the theories of goal consistency, human resource efficiency, demand equity, hierarchy, and talent mobility were elaborated, and various problems and reasons for talent turnover in the talent management process of NT Institute of Technology were analyzed. Empirical research combined with data analysis from the questionnaire was conducted to explore various management strategies that can effectively improve the talent management level of the college. At the same time, it slows down the talent loss of the college (Pivnyak, Shvets, & Palekhova, 2016).

Lynch believes that private universities and universities have a single source of funding, and there is a phenomenon of excessive debt management in private universities. Moreover, the financial management system is not perfect, and financial risks are high. In order to explain the financial risk theory of private universities and universities, he took ZC private universities as the research object, analyzed the financial risks faced by private universities and the reasons for their occurrence, and finally proposed prevention suggestions (Lynch & Baines, 2004).

**Methodology**

Qualitative research, or qualitative research, is a fundamental research paradigm in social sciences and an important step and method in scientific research. Qualitative research involves obtaining sharp insights by exploring problems, understanding event phenomena, analyzing human

behavior and perspectives, and answering questions. Qualitative research is conducted almost every day in every workplace and learning environment (DiCicco Bloom & Crabtree, 2006).

Literature research method: The literature research method is a scientific and systematic understanding of the research purpose and targets subject through induction and summary based on the collection and organization of literature. This article summarizes valuable information and analyzes the current development strategy of SL College of China University of Petroleum by collecting relevant literature (Snyder, 2019).

**Results**

1. Complete teaching auxiliary facilities

SL College of China University of Petroleum has complete teaching auxiliary facilities. At present, the college has over 90 multimedia classrooms, dozens of computer rooms and voice rooms, and over 2000 computers in the computer rooms. The college attaches great importance to students' practical teaching. It has established multiple laboratories for different majors, including inorganic chemistry laboratory, physics laboratory, sensor and measurement technology laboratory, electrical and electronic laboratory, electronic process training room, simulation court, machining training room, clamp training room, interchangeability laboratory, PLC laboratory, innovation laboratory, clamp training room, physical chemistry laboratory, material metallurgy basic laboratory Hydraulic simulation laboratories and other laboratories have different functions, from basic laboratories to professional laboratories, which meet students' practical teaching needs and enhance their functional abilities.

2. Rich books and digital resources

SL College of China University of Petroleum has abundant book resources, including paper and electronic forms. The college has over 870000 paper books and nearly 5 million electronic books. The library is open to all teachers and students and provides book borrowing and returning services from Monday to Friday. Students can borrow ten books with a one-card card, while teachers can borrow 20 books with one card. The library remains open on weekends, and teachers and students can read various books, magazines, newspapers, etc., inside the library and learn independently.

3. Adequate sports venues

SL College of China University of Petroleum attaches great importance to the physical fitness of teachers and students, and the college has sufficient sports venues. There are sports centers, track and field courts, basketball courts, roller skating courts, football courts, tennis courts, volleyball courts, badminton courts, table tennis courts, swimming pools, gyms, yoga halls, and other sports venues. All teachers and students in the college can use these places for sports activities, which not only exercise their bodies but also enrich their leisure life.

4. Good student accommodation and living environment

The living environment for students at SL College of China University of Petroleum is good.

The dormitories are all four bedrooms, with separate bathrooms and shower facilities, and connected to the phone and internet. Students can study online in the dormitories, especially senior students who can access various materials and write graduation papers online in the dormitories. The living environment of SL College of China University of Petroleum students is excellent, and the college has three student canteens. In 2017, the college renovated and upgraded three canteens, giving them a completely new look. At the same time, two university catering chains, Zhongkuai and Lianyungang, were introduced. The canteens offer local cuisine that can meet the taste buds of students from all over the country.

**Discussion**

1. Political Environment Analysis

To standardize the cooperation between ordinary higher education institutions and social organizations or individuals in organizing independent college activities, safeguard the legitimate rights and interests of educators and independent colleges, and promote the healthy development of higher education, the Ministry of Education of the People's Republic of China issued Order No. 26 "Measures for the Establishment and Management of Independent Colleges" in April 2008. The Measures set out requirements and regulations for establishing, organization and activities, management and supervision, changes, and termination of independent colleges. In the same year, to promote standardized management of independent colleges, improve the quality of education and teaching, and maintain the stability of higher education, the Academic Degrees Office issued a notice approving the work of independent colleges as bachelor's degree awarding units, explaining the bachelor's degree awarding of independent colleges, and adjusting and enriching the bachelor's degree awarding by the Measures. For independent colleges that meet the conditions for granting bachelor's degrees and have been approved by provincial degree committees, bachelor's degree certificates can be issued under the name of independent colleges starting from students who enrolled in the autumn of 2008; Independent colleges will organize students who enrolled before 2008 to apply for bachelor's degrees from other bachelor's degree awarding units. The Notice indicates that independent colleges that have obtained the qualification to confer bachelor's degrees can grant degree certificates to students eligible to receive bachelor's degrees, thereby reflecting the implementation and protection of independent college autonomy in running schools (Zarei, Khodamoradpoor & Rezaei, 2017).

2. Economic Environment Analysis

National fiscal revenue is an essential indicator of a country's government's financial resources. The scope and quantity of public goods and services the government provides in social and economic activities largely depend on the adequacy of fiscal revenue. From 2017 to 2021, China's fiscal revenue steadily increased. Fiscal revenue is the prerequisite for budgetary expenditure, and the country's investment in various aspects of construction, including education, requires financial support. The Opinion on Further Adjusting and Optimizing the Structure to Improve the Efficiency of Educational

Funds Utilization points out that it is necessary to ensure that the proportion of national fiscal education expenditure to GDP is generally at least 4%. The federal budgetary education funding has increased from 4.26 trillion yuan in 2017 to 5.79 trillion yuan in 2021. This figure shows that the country's support for education is constantly growing, and the opportunities for independent colleges to receive national education funding are also continually increasing (Andrews & Russell, 2012).

3. Social Environment Analysis

With the continuous advancement of educational modernization, people's academic concepts are also quietly changing. Parents are paying increasing attention to education, and students are paying more attention to employment, professional rankings, campus environment, and academic atmosphere. Although independent colleges in universities have only been established for 17 years, they have achieved specific results with the support of national policies and their efforts for development. Since its establishment in 2005, Shengli College of China University of Petroleum has been developing well. It has been awarded the titles of "Top 20 Most Influential Independent Colleges in China", "Top 10 Brand Independent Colleges in China", "Top 10 Advantage Professional Brand Independent Colleges in China", and "China Brand Influential Independent College" The title of "Independent College of Comprehensive Strength in China". It was awarded excellent performance in the 2017 annual inspection and audit of private universities in Shandong Province, with a total score ranking first. It was awarded excellent performance in the 2018 annual inspection and audit of private universities in Shandong Province, with a total score ranking second. In recent years, the school's social reputation has been continuously improving, recognized by parents and students, and gradually forming a good reputation. As a result, the number of applicants has increased, and the enrollment situation is good (Hemsley Brown & Oplatka, 2006).

4. Technical Environment Analysis

The effectiveness and atmosphere of knowledge dissemination are closely related to the target audience's characteristics. Contemporary college students are known as the indigenous people of the Internet, living in a rich, diverse, open, and visible media world. A mobile phone has completely changed the way students access information. Our country's higher education is based on the template of Soviet higher education, with a clear distinction between teachers and students. Teachers appear "pedantic," and teaching is more about imparting knowledge. The classroom is rigorous and slightly dull, which cannot adapt to the current media environment and student characteristics. Information technology is playing an increasingly important role in transforming traditional teaching processes. Introducing rich information resources, diverse images, and diverse video display methods into the teaching process dramatically enhances the intuitiveness and visibility of teaching, enhances the fun of education, and can attract students to enter and participate in the classroom (Sazonov, Kharlamova, Gorshkova & Polyanskaya, 2016).

**Conclusions**

1. Strengthen institutional guarantees.

Establish a sound institutional system for planning and implementation, promote internal management system reform, streamline the relationship between the college and departments based on job setting work, study and determine the scope of affairs, powers, resources, and corresponding supporting measures that should be delegated from the college to the departments, and gradually implement secondary management. Each department, department, and unit should revise or adjust relevant policies and systems according to the guiding ideology and principles of strategic planning, Develop implementation rules to enrich and improve the content of secondary democratic management, Strengthen policy coordination, and all departments should formulate policy systems closely around strategic planning goals and tasks, widely solicit opinions from departments and teachers and students, strengthen communication and coordination between departments, and form a policy synergy to promote the implementation of the plan; According to the college's Constitution, actual work, and new developments, timely cleaning and improvement of rules and regulations will be carried out, and a clear and orderly regulatory system will be formed from a basic management system centered on the Constitution to specific procedures, promoting the standardization, scientificity, and procedural management work (Tien, Ngoc, Jose, Hung, Oanh, & Vu, 2020).

2. Strengthen organizational leadership.

Implement and improve the management framework with the core connotation of "board leadership, dean responsibility, professor governance, expert governance, and democratic management." Give full play to the critical roles of teacher representative meetings, student representative meetings, and youth league representative meetings in democratic management and supervision, safeguarding the legitimate rights and interests of faculty and staff and providing advice and suggestions to promote the reform and development of the college. Establish democratic deliberation procedures, strengthen democratic management and scientific decision-making, and leverage academic committees. The position and role of degree committees, appointment committees, teaching guidance committees, trade unions, etc., in academic affairs management; Adhere to and improve the dean's responsibility system under the leadership of the board of directors, implement democratic centralism, improve decision-making mechanisms, adhere to the mass line, explore methods and approaches, improve promotion and guarantee mechanisms, adhere to the combination of collective leadership and division of labor and responsibility, and all departments, departments, and units should take responsibility for strategic implementation, closely follow the leadership team, form a collective force, and promote the performance and implementation of the college's strategic planning (Shah & Sid Nair, 2014).

3. Conduct timely inspections.

Implementing a strategy requires specific indicators, tasks to be decomposed, and time nodes

to be determined. Therefore, conducting work inspections is an important method and guarantee for grasping strategy execution and task implementation. After the strategic task is assigned, it is necessary to conduct checks based on the timeline and phased nodes of the study, evaluate the strategy's effectiveness against strategic indicators, promptly identify problems, provide feedback, and adjust strategies—timely understanding and handling of situations where strategic tasks are not actively implemented or not thoughtfully implemented (Etzkowitz & Dzisah, 2007).

4. Conduct strategic implementation effectiveness evaluation.

Based on inspecting the implementation of the strategy, the college should carefully analyze the situation of the strategy implementation, especially evaluate the effectiveness of the strategy implementation. For cases where the established effect has yet to be achieved, the reasons for the analysis may be inadequate implementation, resources may not keep up, or measures and products may not match. In short, timely corrections should be made based on the specific situation. Take timely steps based on the evaluation results to promote a new round of strategic implementation (Dan, 2012).

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# RESEARCH ON THE INFLUENCE OF TEACHING QUALITY ON EMPLOYMENTT QUALITY OF GRADUATES IN HIGHER VOCATIONAL COLLEGES BASED ON HUMAN CAPITAL EFFECT

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**Abstract:** Against the backdrop of large-scale enrollment expansion, higher vocational education in China is facing a new task of achieving an "increase in quantity and quality" in the cultivation of technical and skilled talents, and promoting fuller and higher quality employment for vocational college graduates. On the basis of reviewing and organizing relevant literature, this study constructs a conceptual model of the relationship between teaching quality, graduate human capital, and graduate employment quality in vocational colleges, and proposes relevant research hypotheses. Through a questionnaire survey of some vocational colleges in Chongqing, a total of 520 valid data were obtained, and the research hypotheses were validated using SPSS and AMOS software for reliability and validity testing, descriptive statistical analysis, correlation analysis, and structural equation modeling analysis. Research has found that the teaching quality of vocational colleges has a significant positive impact on employment quality, and human capital also has a significant positive impact on employment quality. Teaching quality also has a significant positive impact on human capital; Human capital plays a partial mediating role between the quality of teaching and the quality of employment. The research and analysis results indicate that vocational colleges should fully consider students' career development, reshape their value orientation, position industry needs, adjust professional settings, innovate teaching methods, promote curriculum system reform, strengthen the construction of teachers and teaching resources, collaborate with the main body to build a teaching quality assurance system, improve students' satisfaction with higher education and teaching work, improve teaching quality, and lay the foundation for better achieving high-quality employment.

**Keywords:** Teaching Quality, Higher Vocational Colleges, Employment Quality Human Capital Intermediary Effect

## Introduction

***(1) Era innovation: industrial structure transformation and upgrading drive the reform and upgrading of vocational education***

Development is the top priority, and talent is the top resource. Industrial upgrading and restructuring are restricted not only by scientific and technological strength, but also, to a large extent, by the skill level and professional quality of workers. At present, China is in a critical period of industrial structure transformation and upgrading. In order to adapt to economic structure adjustment, achieve high-quality development objectives, and realize socialist modernization, a large number of high-quality personnel are needed to build a strong modern country. As an important part of the human resource system and education system, vocational education bears the important responsibility of training skilled talents, inheriting innovative technologies and solving employment problems. Since the 18th National Congress of the Communist Party of China, the framework of the modernization system for the development of vocational education has been preliminarily built, which has certain conditions and foundation to help the country basically realize the goal of modernization, but there is still a certain gap between the construction of a modernized social and economic system and high-quality modern education system. (Liu，2018).

***(2) Characteristic development: colleges and universities have the connotation of high-quality development to serve regional characteristic industrial clusters***

In 2019, the Implementation Plan of the National Vocational Education Reform clearly pointed out that "vocational education and general education are two different types of education and have the same important status", which clearly established the strategic positioning of vocational education in the national education system from the perspective of national policies. In 2021, the National Vocational Education Conference once again proposed to optimize the type orientation of vocational education and accelerate the construction of vocational education system. Vocational education is another type of education, which is different from general education. In order to realize the characteristic development of colleges and universities, better allocate regional educational resources and accurately realize the matching of personnel and posts, colleges and universities should concentrate on studying the problems on their own development path and research road. Clear orientation of talent training, to meet the needs of industrial group post talents as the value goal, through the precise matching of majors and posts, to achieve the organic unity of talent training standards and post competency standards. (Tang，2019)

## Literature Review

### *Higher Vocational Colleges*

"Higher vocational colleges" is short for "higher vocational colleges", also known as "higher vocational schools", "higher vocational and technical colleges" or "higher vocational and technical schools", etc. "Encyclopedia of Chinese Education" defines it as: "The education of training advanced practical and applied talents belongs to the category of higher education, the higher level of vocational and technical education."

In this study, higher vocational colleges are defined as higher vocational education institutions that, according to the relevant laws and regulations of the People's Republic of China, meet the setting standards of national higher vocational schools, are registered and established by the Ministry of Education, administered by local education committees, and carry out full-time formal vocational education. Higher vocational colleges carry out teaching in accordance with the teaching plan approved by the competent department of education, and the colleges issue graduation certificates uniformly printed by the state to the graduates (Cheng，2022).

***Teaching Quality***

Liang (2012) argues that: "Teaching quality is defined from three aspects: teaching itself, students' own development and external evaluation: In the process of teaching activities, on the premise of satisfying the law of education and the logic of scientific development, the degree to which the training objectives and specifications set by the school reach the established teaching objectives, the degree to which the knowledge, skills and values of students at this stage are fully developed and the degree to which the standards are reached, and the degree to which the relevant subjects are satisfied with the educational effects of students at this stage." This study takes teaching quality and employment quality as the main research variables, and considers that vocational education should be defined according to the principle of quality view in combination with its attribute of serving the economy and society. From the theoretical perspective of total quality management, objectivity is the core concept in the first place. It is extended to the field of vocational education, which takes educational service as its main content and believes that vocational education should meet the needs of vocational education students and make them satisfied. In this study, teaching quality is defined as: in the process of teaching management in higher vocational colleges, the training objectives and specifications formulated by the school reach the established teaching objectives, and students' satisfaction with the educational effects of this stage, including the development of knowledge, skills and values, to meet the needs of individual future development. (Liang, 2015).

***Employment Quality***

Related research on employment quality originated in the 1970s. Employment quality contains numerous elements and complex contents, and its concept and definition have been in constant revision, supplement and improvement, without unified terms and concepts. Comparing different countries different organizations different groups about the quality of employment and professional term is different, similar to our country employment quality concept and research content of "employment quality" of the European Union, the international labor organization (International Labor Organization, ILO) "Quality employment" and "decent work" and the "Quality of Working life" in the United States. Decent work refers to productive work in conditions of freedom, equality, safety and dignity, where workers' rights are protected and adequate pay and social security are provided. The employment quality

of students in higher vocational colleges is to apply the subject and connotation of employment quality to the specific group in higher vocational colleges. According to this research question, using the theoretical perspective of quality management, this research defines employment quality as: the degree of satisfaction of graduates of higher vocational colleges on employment, including the degree of satisfaction of individual needs in the aspects of income, welfare benefits, development space and working environment that students can obtain. (Sun, 2012).

***Total Quality Management Theory***

In the 1990s, some scholars applied the theory of total quality management to the field of education, and formed some typical theoretical models. For example, Professor Huang's "Three basic model" elaborated the total quality management model of teaching from three aspects: basic links, basic work and basic methods. Stephen Mogtrod and Colin Morgan's 11-element model proposed that successful TQM in schools should contain 5 key elements, 3 foundations and 3 conditions. Bunstin's Quality School model applies TQM to school management as a practical philosophy encompassing customers, continuous improvement, process and leadership. Navaratnam's Quality Travel model starts with the purpose of customer satisfaction and goes through six stages of the journey before achieving continuous improvement in quality. These models highlight the application of elements such as customer focus, continuous improvement, process management, standardized management, evaluation and decision making in educational organizations (Li, 2015).

In the final analysis, the impact of the teaching quality of higher vocational colleges on the employment quality of graduates is the quality problem of training students in higher vocational schools. Therefore, the concept of total quality management should be introduced to cultivate the most needed "high quality" workers in the market. Integrating the total quality into the research process is conducive to the implementation of the principal position of students in vocational education service. Especially with the increasing emphasis on vocational education in recent years, it is necessary to promote the high quality and conformal development of vocational education to promote the high-quality development of vocational education. We should not only follow the most basic laws of education and teaching, but also make use of the core of the theory of total quality management, borrow the advanced experience of modern enterprise management, take talent training as the core, take employment quality as the guidance, pay attention to the students' satisfaction in education service, And then build a set of benign PDCA closed loop of vocational education from the input of high-quality students, the training of teaching process and the output of high-quality talents, improve the quality of talent training, improve the efficiency of education, to meet the needs of economic development.

## Research Methods

***Literature Research Method***

According to the research outline and research questions, determine the scope, theme and

keywords of the literature collection. A large number of Chinese and English literatures on vocational education teaching quality and employment quality were retrieved through official websites such as China National Knowledge Network, VIP journal resource integration service platform, ERIC education resource information database, Web of Knowledge literature database and Google Academic search engine. Then, through literature reading, related materials were sorted out, summarized, interpreted and analyzed, so as to grasp the basic overview of the current research on vocational education teaching quality and employment quality, form the relevant core concepts, theoretical categories and thought system of this research, and lay a theoretical foundation for the research framework. Then combined with cutting-edge concepts and theories, compare different cases, organize the research data, and accumulate materials for further research on issues related to the quality of vocational education and employment.

***Questionnaire Survey Method***

This study takes Chongqing vocational college graduates as the research object, from the basic situation, teaching quality, employment quality, human capital and other aspects of relevant questions and scale design. The questionnaire was issued and recovered, and the data analysis tool was used to analyze the questionnaire, describe the status quo, correlation analysis, intermediary test, etc.

***Structural Equation Model***

Based on variable structure equation model (Structural Equation Modeling, SEM) of covariance matrix to discuss the relationship between the latent variables and the dependent variable and all, is one of the important means and tools for multivariate data analysis, is a kind of construction, estimates and verification method of causality model. Structural equation model processing multiple dependent variables at the same time, and compare and evaluate different theoretical models, can replace path analysis, multiple regression analysis, factor analysis, and so on, clearly analyze the role of single structural factors on the whole and the relationship between single structural factors. The use of structural equation modeling and data analysis is a dynamic process that needs constant modification. In this study, the relationship between teaching quality and employment quality of graduates in higher vocational colleges and the mediating role of human capital in it will be analyzed by AMOS using structural equation model. In accordance with the basic method of structural equation model test, this study first presuppositions the relationship model among teaching quality, human capital and employment quality, carries on the fit degree analysis between the model and the existing data, and then adjusts and modifies the model according to the fit degree, and then tests again, and repeats this process until the data fit degree reaches the research standard.

## Results

***Test Results of The Research Hypothesis***

The structural relationship between latent variables and the estimated value, T value and

hypothesis testing results of their standardized path coefficients are shown in Table 1. It can be seen that all hypotheses pass the T-test, and the path coefficients are significant at the level of confidence α=0.01.

**Table 1:** Path Hypothesis Test

| Study the hypothesis | Path relationship | Standardized path coefficient | T-value | Conclusion |
|---|---|---|---|---|
| H1: The teaching quality of vocational colleges has a significant positive impact on the employment quality of graduates | A. Teaching quality →C. Employment quality | 0.146 *** | 4.248 | Support |
| H2: The teaching quality of vocational colleges has a significant positive impact on the human capital of graduates | A. Teaching quality →B. Human capital | 0.164 ** | 3.017 | Support |
| H3: The human capital of vocational college graduates has a significant positive impact on employment quality | B. Human capital →C. Employment quality | 0.326 *** | 6.943 | Support |

***p < 0.001, **p < 0.01, *p < 0.05

***Intermediate Effect Test***

In order to further clarify the relationship between teaching quality, human capital and employment quality, and whether human capital has an intermediary effect, this study applies the mediation test program developed by Preacher et al to analyze it, and uses the confidence interval method to estimate again the standard error and confidence interval of the indirect effect. The original data (N=527) were sampled 5000 times at random and 95% confidence intervals were calculated. The verified data are shown in Table 2.

**Table 2:** Report The Total Indirect Effects of Human Capital

| Point estimate | | S. E | Z value | 95% confidence interval | |
|---|---|---|---|---|---|
| | | | | lower | upper |
| Total effect | 0.253 | 0.050 | 5.06 | 0.108 | 0.301 |
| Direct effect | 0.109 | 0.043 | 2.53 | 0.067 | 0.236 |
| Indirect effect | 0.144 | 0.025 | 5.76 | 0.011 | 0.112 |

The upper and lower interval of Bias-corrected and Percentile does not contain 0, and Z > 1.96 or Z=1.96, are the criteria to prove the validity of the indirect effect. As shown in the above table, the confidence interval of indirect effect does not include 0, so the intermediary effect is confirmed to exist, and the significance level Z value =5.76>1.96, so the intermediary effect is confirmed to exist significantly. Similarly, the direct effect was tested, and the results showed that the direct effect of this study also existed significantly. Therefore, it is believed that human capital plays a partial mediating role between teaching quality and employment quality, and its mediating effect accounts for 56.92%. According to Wen et al. (2016), the most commonly used mediating effect size is the proportion of

indirect effect to the total effect. When the effect is significant and the effect size is, it is considered that the study has reasonable evidence to conclude that the effect is statistically and practically significant. Cohen (1969) classified effect sizes ranging from 0.2 to 0.5, 0.5-0.8 and above 0.8 as small, medium and large respectively. The results of this study showed that the effect size was 56.92%. It can be concluded that graduate human capital plays a significant mediating role between teaching quality and employment quality.

## Discussion and Suggestions

### *Discussion*

In terms of the teaching quality of higher vocational colleges, graduates have a high degree of overall satisfaction with the teaching quality of higher vocational colleges. Relatively speaking, the employment planning and guidance of colleges get the lowest score, the management of campus daily affairs gets the highest score, followed by the construction of hardware facilities. Students recognize the daily management system of higher vocational colleges, and the teaching buildings, student dormitories, teaching equipment and so on can meet the daily needs. Employment planning guidance is relatively low, but the score is still above 4 points. It is speculated that the colleges and universities have organized work related to employment planning guidance, but the students' satisfaction and recognition of the work is not high, and the guidance effect is not good. In the aspect of graduates' personal human capital, the overall level is above the average, among which the development ability score is the highest, that is, students after studying in school, their own psychological adjustment ability, self-management ability, practical innovation ability and other development ability has been greatly improved. In addition, professional skills are lower than the average level, that is to say, when the graduates think that the vocational colleges for their own professional skills training is not obvious. In terms of the employment quality of graduates, the average score of each dimension is between 3-4 points, which can be considered that the overall employment quality level of vocational college graduates is above the average level. The top three dimensions of average score are enterprise evaluation, employment stability, job-matching, job-hunting difficulty, career development prospect, working conditions and welfare benefits.

To test the structural relationship among the teaching quality, human capital of graduates and employment quality of graduates in higher vocational colleges, the data results show that the estimated value of standardized path coefficient, T-value and hypothesis test results all pass the T-test. The path coefficient is significant at the level of confidence $\alpha$=0.01, and the significance P value of hypothesis 1 and hypothesis 3 is less than 0.001. The significance P value of hypothesis 2 is less than 0.01, indicating that the teaching quality of higher vocational colleges has a very significant positive impact on the quality of employment, human capital has a very significant positive impact on the quality of employment, teaching quality has a significant positive impact on human capital. Enrollment and

employment are two important gateways for the input and output of higher vocational education. The intermediate links of talent training, such as curriculum setting, practical teaching and employment guidance service, are the concrete embodiment of teaching quality and will directly affect the quality of talent training. The quality of graduates' employment is important feedback to measure the quality of talent training in colleges and universities. It can be considered that the teaching quality has an extremely important impact on the employment quality.

***Suggestion***

(1) Reshape the value orientation of higher vocational colleges

The value orientation and school-running philosophy of higher vocational colleges are the most important guiding ideology permeated in the school-running process, which directly influences and determines the educational orientation and talent training path of higher vocational colleges. At present, the tendency of pragmatism and utilitarianism still exists in the running practice of some higher vocational colleges, and it becomes more and more fierce with the development of economic society. General basic education should not take "enrollment rate" as the only quality standard, and vocational education should not only take "employment rate" as the quality evaluation index. In the new era, higher vocational colleges need to reflect on their school-running value orientation, infiltrate humanistic values into school-running goals and purposes, take people's comprehensive quality as the coordinate of training activities, take promoting students' all-round development as the goal, improve students' employability as the direction, and improve the overall employment quality as the purpose (Yan Yiping ，2020).

(2) Precise positioning of industrial demand and professional Settings

The integration of production and education is an important way to improve the level of vocational education, which can effectively improve the pertinency and comprehensiveness of talent training in vocational colleges, transport high-quality skilled talents in response to the transformation and upgrading of industrial structure, and provide solid support for industrial human resources allocation. First, we should pay attention to the comprehensive integration of production and education in professional construction, achieve the hierarchical and structural integration of "production" and "teaching", do a good job in the organic integration of major and region, major and industry, major and enterprise, as well as the common development of professional positioning and construction, course content and design, teaching method application and innovation. Finally, we should optimize the professional structure and highlight the characteristics of colleges and universities. In the construction of professional cluster, there is a prominent problem of the convergence of the specialty Settings in the regional higher vocational colleges. The homogenized specialty construction process leads to a certain amount of resource reorganization and waste, and the function of meeting the demand of regional talent positions is also extremely limited. Characteristic development can restrain the arbitrary expansion and

repeated construction of vocational education, and optimize the limited educational resources to the maximum extent. Therefore, higher vocational colleges should base on the integration and planning of campus resources, create specialty with characteristics, construct talent training mechanism with characteristics, and better improve the quality of talent supply (Garry, 2023).

(3) Innovate teaching methods to help reform the curriculum system

Teaching according to students' aptitude and scientifically matching professional courses and teaching methods are the basic work to improve the teaching quality of colleges and universities and guarantee the employment quality of graduates. Therefore, it is an important means to continuously pay attention to the education quality management within colleges and universities and to continuously improve the human capital of the graduates' idiot-oriented advantages in higher vocational colleges. Classroom is the most direct and efficient way for students to accept knowledge and improve the stock of human capital (Huang, 2008). The curriculum structure and teaching method of the school will directly affect the quality of classroom teaching. Therefore, the key tasks to improve the quality of talent training are to accurately assess students' personality characteristics and development plan, reform the curriculum system of colleges and universities, and innovate education and teaching methods.

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# RESEARCH ON THE PROBLEMS AND COUNTERMEASURES OF TEACHER RECRUITMENT IN EDUCATION AND TRAINING INSTITUTIONS: CASE STUDY OF SHENYANG XINGCHEN EDUCATION AND TRAINING INSTITUTIONS

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**Abstract:** In human resource management, employee recruitment management is a very important content. The strategy and system of enterprise recruitment management is a very important component of enterprise human resource management strategy and system. In recent years, education and training institutions have developed rapidly. With the development of education in China, major education and training institutions have begun to look for new strategic development directions. This paper takes Shenyang Xingchen Education and Training Institutions as the research object, under the theoretical guidance of strategic human resources recruitment and through means of interviews and questionnaires, to clarify the strategic human resource management recruitment management and the most suitable recruitment theory for educational and training institutions, to clarify the strategic human resource recruitment management process of education and training institutions, and to address the issues faced by education and training institutions in strategic human resource recruitment.

The results of interviews and questionnaires presents that the problems existing in teacher recruitment in Shenyang Xingchen Education and Training Institutions are analyzed, and it is concluded that there are five problems in the recruitment process, and then the corresponding optimization suggestions are comprehensively established, from doing a good job in teacher recruitment demand and recruitment plan, improving strategic human resources planning, analyzing and designing teachers' positions, improving strategic human resources recruitment steps, and improving recruitment effect evaluation and feedback, so as to systematically and clearly provide methods for institutions to improve teacher recruitment status.

**Keywords:** Employee Recruitment, Education and Training Institutions, Strategic Human Resource Management

## Introduction

In the human resource management activities of enterprises, recruitment plays an important and

prominent role. In the final analysis, the competition among modern enterprises is the competition of talents. (Wang, 2022). Enterprise's development strategy is important guidance for recruitment. Enterprises usually carry out recruitment according to their own strategic development direction and achieve their strategic goals through recruitment. In fact, recruitment is an important link to provide human resources for the normal operation of enterprises, and the recruitment activities of enterprises are conducive to speeding up the internal activity of enterprises and adding new vitality to enterprises (Xu, 2022).

***Research Background***

With the continuous development of China, the society's demand for talents is getting higher and higher, and the proportion of education in family expenditure is also getting higher and higher. From the parents' point of view, what students have learned in school can no longer meet their parents' needs for education. The growth of educational demand has made China's education and training industry develop rapidly in a certain period of time (Gao, 2022). On July 24th, 2021, the General Offices of the General Office of the Central Committee of the CPC and the State Council officially issued the Opinions on Further Reducing the Students' Homework Burden and Off-campus Training Burden in Compulsory Education (hereinafter referred to as the "Double Reduction Policy"). This requires the teaching and training industry to find a new development path on the premise of ensuring the harmony and unity of social and economic benefits (Chen, 2022). So, the teaching and training industry needs to establish a standardized recruitment management system to improve the accuracy of recruitment for ensure that institutions can obtain suitable talents and education (Qin, 2022). At present, there are a large number of well-known education and training institutions in China, but after the "double reduction" policy was put forward, the education and training institutions are facing a big reshuffle, and the institutions themselves have to actively change their original development strategies. (Wei, 2022).

In 2017, when the Shenyang Xingchen Education and Training Institution was first established, the focus of teacher recruitment was on the applicant's academic qualifications, majors and teaching experience, and it was required that the applicant's academic qualifications must be undergraduate or above, and the majors he studied must be education-related majors in mathematics, Chinese, English and other disciplines. Although there is no rigid requirement for teaching experience, he will tend to applicants with teaching experience, and he is not very concerned about the ability to apply for other aspects (Qin, 2021). In January 2020, COVID-19 epidemic swept across the country, and Shenyang Xingchen Education and Training Institutions began to expand online teaching business. At this time, a group of old teachers with senior education and teaching experience in the institutions chose to leave the institutions because it was difficult to adapt to online teaching, so the institutions had to start recruiting new teachers, and two additional items were added to the original recruitment requirements. First, candidates need to be proficient in using computers and have the ability of online teaching. Second, candidates need to have affinity, even if they can't face-to-face teaching, they can actively drive

students' learning through the screen (Mary, 2021). On July 24, 2021, the state put forward the policy of "Double Reduction". This institution immediately adjusted the development strategy of the enterprise, and immediately decided to design the teacher recruitment of Shenyang Xingchen Education and Training Institution from a strategic perspective. Up to now, the newly recruited teachers in Shenyang Xingchen Education and Training Institutions are mainly divided into three groups, namely drama group, vocal group and performance group, and the majors of the recruited teachers have also changed from the original disciplines to non-disciplines (Chen, 2022).

***Research Problems***

From the perspective of the research focus of this article, the main issues studied include:

(1) What are the theories and concepts suitable for recruiting employees in education and training institutions at present?

(2) What are the problems with implementing strategic human resource recruitment management in educational and training institutions?

(3) How to solve various problems in education and training institutions in the context of strategic human resource recruitment?

***Scope of the Study***

The research objects of this study are 178 teachers from Shenyang Xingchen Education and Training Institutions in total.

***Research Significance***

(1) Theoretical significance

During the development of various educational and training institutions in China, there are few researches on recruitment. However, there are very few documents that go deep into the enterprise of a training institution and make a detailed study of its recruitment management. This paper takes the strategic development requirements of Shenyang Xingchen Education and Training Institutions as the starting point and strategic human resource management recruitment as the theoretical basis, which provides some theoretical help for studying the recruitment of education and training institutions and has theoretical significance for expanding and enriching the recruitment management theory of education and training industry.

(2) Practical significance

This paper provides new ideas and methods for the teacher recruitment management after the transformation of Shenyang Xingchen Education and Training Institutions, helps the institutions to better adapt to the new requirements of the teaching and training industry after the "double reduction", strengthens the applicability of the teaching staff, and ensures that the institutions can smoothly survive the transition period, which has certain practical significance for enriching the recruitment management optimization path of the education and training industry after the "double reduction" policy is put

forward.

**Research Objectives**

Analyze the research objectives of this article, including:

(1) To clarify that strategic human resource management recruitment management is currently the most suitable recruitment theory for educational and training institutions.

(2) To clarify the strategic human resource recruitment management process of education and training institutions.

(3) To address the issues faced by education and training institutions in strategic human resource recruitment.

**Literature Review**

***Research on Employee Recruitment***

As early as the 19th century, Ahmed S explained the concept of recruitment. He believed that recruitment was to select job seekers who matched the needs of enterprises at a lower cost after determining the employment standards (Ahmed & Kazmi, 2020). Attebury R & Kroth M believe that recruitment is to select the most suitable talents among job seekers on the basis of meeting enterprise regulations, laws and regulations, so that the needs of both enterprises and job seekers can be met and job seekers can be guided to better serve the enterprise (Attebury & Kroth, 2017). Then in the 21st century, experts and scholars have considered more key factors in the study of recruitment-related issues, such as hiring decision, recruitment objectives, recruitment evaluation, recruitment channels, recruitment problem setting, recruitment influencing factors and so on. Banghart K's book "Recruiting Top Talents" both mentioned that if we pay too much attention to the quality of talents in the recruitment process, it is very easy to have problems in the recruitment process and increase the chances of making mistakes, so we need to pay attention to every decision made in the recruitment process (Banghart, 2021). Some scholars studied the degree of achievement of recruitment goals in the recruitment process through experiments. In the research, it is considered that in the process of employee recruitment, it is necessary to evaluate the employee interview situation from the aspects of employee recruitment system, interview scheme selection and interview result evaluation, so as to further refine and implement the above contents (Chan et al., 2016). Chen J E & Polytechnic J used the path analysis method to analyze the relationship between employee's degree of engagement and employee's work attitude in work engineering and found that there is a positive correlation between them (Chen & Polytechnic, 2019). Therefore, in the process of employee recruitment, we can investigate employee's degree of engagement through simple and effective evaluation, so as to complete employee recruitment. Diner S & Mavasoglu M used the method of comparative analysis to analyze whether there is a relationship between the different recruitment channels chosen by enterprises and the recruitment of

different types of employees. The results show that: enterprises choose campus recruitment, and employees' work level is low, which is suitable for basic work; When enterprises choose a third-party organization for recruitment, they can recruit more experienced employees with higher job matching (Diner & Mavasoglu, 2018). Eakins ASLS conducted a study on the setting of recruitment topics during employee recruitment, and thought that when setting interview topics, it is necessary to pay attention to the orientation of interview topics, and the setting of research topics should be based on job requirements and combined with the actual situation of the job position applied for (Eakins ASLS, 2017).Some scholars analyzed and summarized the influencing factors in the process of employee recruitment, and thought that in the process of employee recruitment, it is necessary to pay attention to the implementation of consistency in the recruitment process (Guo & Song, 2016). The higher the degree of consistency in the recruitment process, the more effective the recruitment. Some scholars investigated the influence of social network on human resource recruitment in the process of human resource recruitment by designing a questionnaire, and concluded that besides bonus performance and promotion conditions, "social influence" has the greatest influence on online recruitment (Khuzwayo, 2018). In the research of La L I, the process of recruitment in human resources department is discussed, and it is considered that the most important function in human resources management is the matching of people and posts (La, 2016).

Experts and scholars in China started their research on recruitment late. Some scholars conducted research on how to solve the risk factors existing in the recruitment process, taking enterprises as the research object, and summarized the problems existing in the process of human resource management in enterprises. He believed that insufficient ideological understanding, lack of attention to the recruitment process of human resource management and lack of excellent management talents were the main factors restricting the effectiveness of human resource management in enterprises (Yang, 2021). Some scholars pointed out that the speed, scale, efficiency and benefit of an enterprise in the development process will be affected by the recruitment and use of employees (Wang, 2021). In addition, some experts and scholars have studied the recruitment situation of education and training institutions, focusing on recruitment channels, recruitment quality, recruitment issues and other dimensions (Su, 2021). Some scholars studied and analyzed the situation of teacher recruitment from the way of education and teaching, and thought that in the process of teacher recruitment, it is necessary to pay attention to the diversification of recruitment channels, so that more people can see the recruitment information (Chen, 2022). When describing the recruitment information, it is necessary to describe the content of the job in a more detailed and specific way and understand the political stance and moral literacy of teachers, so as to achieve high-quality recruitment of teachers (Li, 2019). Some scholars take the human resource management of educational institutions as the research object and study the problems existing in various educational institutions (Guo, 2020). They think that there are some problems in the composition of the teaching staff in educational institutions, such as the teacher

threshold, unscientific recruitment regulations, and false resumes of teachers applying for jobs. Compared with teachers in public schools, there are some problems in the ranks of teachers in educational counseling institutions, such as low level of teachers and low professional ability. Some scholars conducted a questionnaire survey among students, parents and teachers in New Oriental education and training institutions and investigated the needs of three different groups for teachers' talents. He thought that it was necessary to pay attention to the test of professional ability and personal quality in the process of teacher recruitment, and to introduce a trial session to ensure the quality of recruitment (Huang, 2020). Some scholars conducted research on the recruitment of educational institutions from the perspective of campus recruitment, and summarized the problems existing in educational institutions, such as imperfect recruitment system, unreasonable use of recruitment funds, single propaganda method and unscientific means of selecting talents, which led to a serious waste of time and labor costs in recruiting personnel in educational institutions (Duan, 2020).

***Research on Strategic Employee Recruitment***

Opanda formally put forward the concept of competence and identified competence as an important basis to distinguish outstanding performance from average performance, pointing out that competence is a performance of ability (Opanda, 2021). Some scholars interpret competence as the potential ability of individuals to achieve excellent performance in their jobs (Othman & Sharaf, 2019). Some scholars believe that competence is a potential and deep-seated personal characteristic, which can distinguish those who perform well in a certain position from those who perform generally (Qayoom, 2021).

Santos studies strategic human resources based on the development of the organization, holds that if the human resources strategy of the organization is not compatible with the organization, the organization cannot obtain the dividend of diversity in the most efficient and convenient way (Santos, 2015). Through the analysis and research of relevant papers, this paper summarizes five implementation agendas of strategic human resources and emphasizes the importance of adopting diversified management in enterprises. Simonov thinks that strategic human resource development is positively related to perceived investment (Simonov, 2017).

As an important part of human resource management, strategic human resource management manages, monitors, controls, develops and uses human resources through overall planning, so as to realize the synergistic value in human resource management. To this end, China began to carry out research on strategic human resource management. Some scholars thinks that in some enterprises, there are some problems in the process of human resource management, such as outdated human resource management concepts and backward management methods (Zhao, 2014). The above problems lead to the inefficiency of enterprise human resource management, so it is necessary to combine human resource management with strategic management by using strategic human resource management. It is concluded that the cooperative management of strategic management and human resource management

can make the enterprise develop healthily in the longer term. Some scholars believes that in the process of enterprise human resource management, integrating strategic human resource management can make enterprises adapt to social development continuously, improve the operating efficiency of enterprises, and at the same time help employees better realize their personal values, enhance their self-confidence and maximize their interests (Huang, 2013).

By combing all kinds of literature, it can be found that enterprises need to pay attention to recruitment channels, recruitment methods, recruitment processes and other issues in the process of employee recruitment, and employee competency is a commonly used identification index in the process of enterprise recruitment.

## Methodology

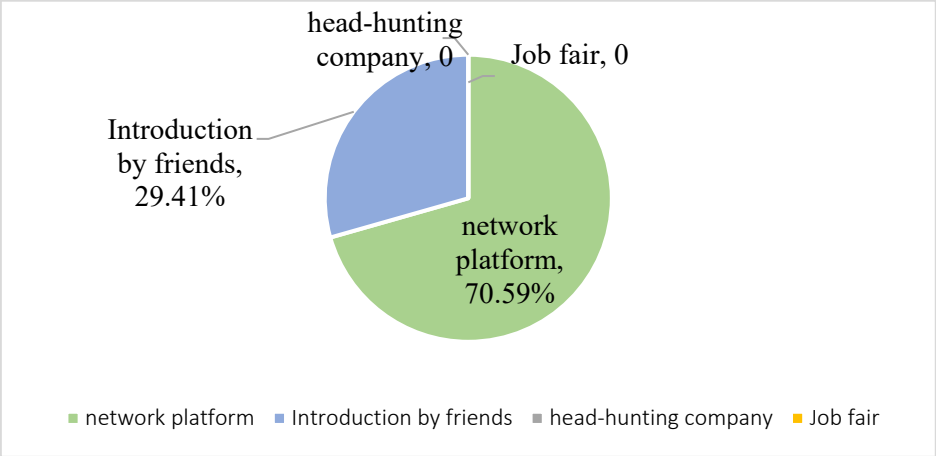
This article conducts specific analysis through interview and questionnaire survey methods, and designs interview drafts suitable for teaching department directors, human resource management personnel, and institutional leaders through the collection of relevant data. By conducting face-to-face interviews, we aim to gain an understanding of the recruitment situation of teachers at Shenyang Xingchen Education and Training Institution, understand the feelings of people in different positions towards the recruitment process of Shenyang Xingchen Education and Training Institution teachers, and analyze the problems that exist in the recruitment process.

By conducting a questionnaire survey on teachers at Shenyang Xingchen Education Institution, the problems encountered in the recruitment process of teachers at Shenyang Xingchen Education and Training Institution are presented in the form of data to avoid subjective assumptions made by the author during the research process. The population of this study is 178 in-service teachers from Shenyang Xingchen Education and Training Institutions, and a sample of 170 people was obtained through random sampling. In the process of this questionnaire survey, the author issued a total of 178 questionnaires, all of which were recovered, 170 of which were valid, and the effective rate of the questionnaire was 95.5%.

## Results

### *Investigation and Analysis of Recruitment Channels*

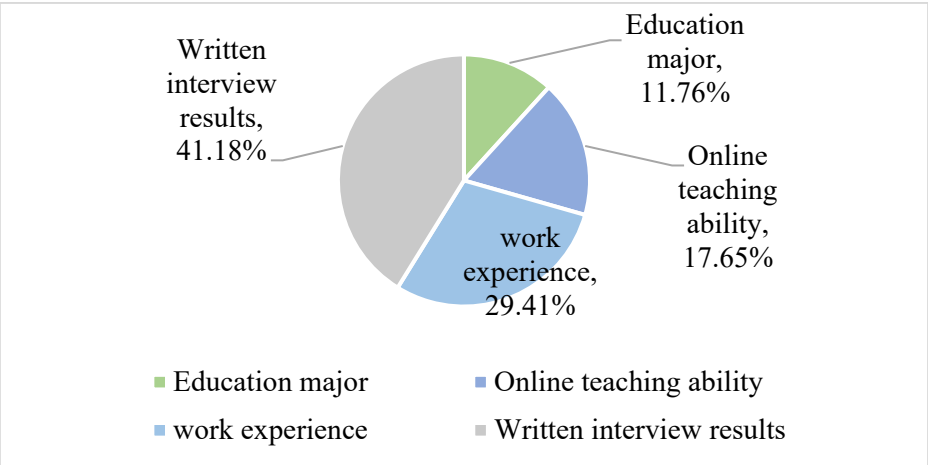
According to the survey of "which recruitment channel did you learn about the recruitment information of institutions", 70.59% of teachers chose "network platform"; 29.41% teachers choose "friend introduction"; No one chose "job fairs" and "headhunting companies". As can be seen from the survey data, the recruitment channels of Shenyang Xingchen Education and Training Institutions are relatively single.




**Picture 1:** Investigation and Analysis of Recruitment Channels

***Investigation and Analysis of The Ability of The Applicants***

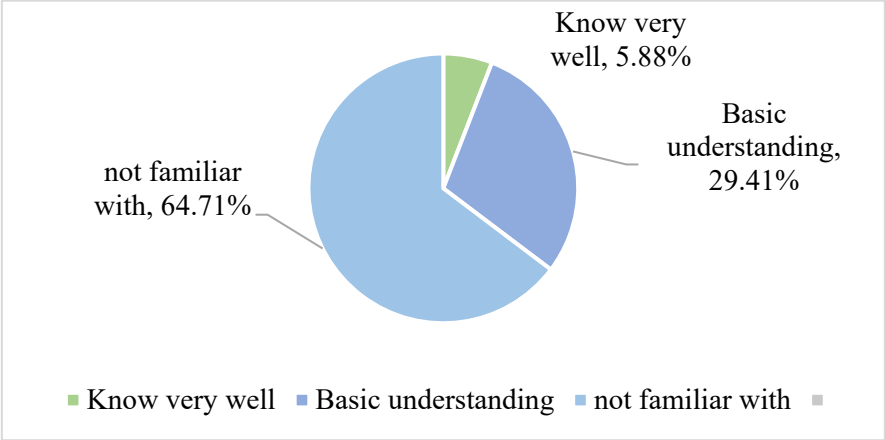
According to the survey of "what do you think institutions value the ability of candidates in the recruitment process", 11.76% teachers choose "academic major"; 41.18% of teachers choose "written interview results"; 29.41% teachers choose "work experience"; 17.65% of teachers choose "online teaching ability". It can be seen from the survey data that nearly half of the respondents believe that institutions pay more attention to candidates' written test and interview results in the recruitment process.




**Picture 2:** Investigation and Analysis of The Ability of Corresponding Employers

***Investigation and Analysis of Institutional Strategic Planning***

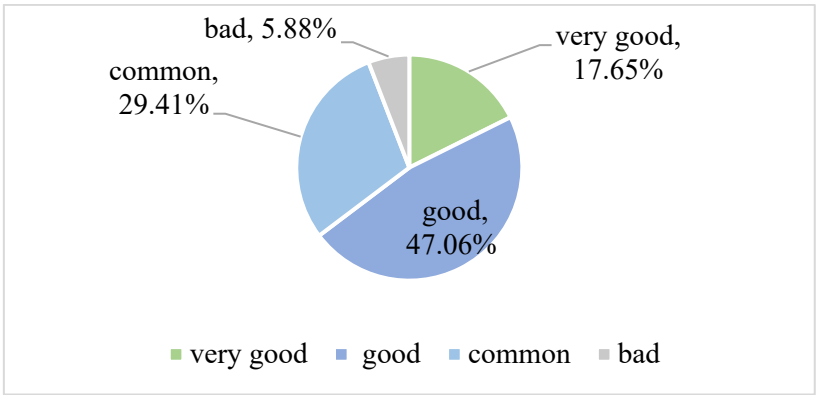
According to the survey of "Do you know the strategic planning of the organization?", 5.88% of the teachers choose "very well", 29.41% choose "basic understanding" and 64.71% choose "not understanding". From the survey data, it can be seen that the teachers of Shenyang Xingchen Education and Training Institutions do not actually understand the strategic planning of the institutions.




**Picture 3:** Investigation and Analysis on the Strategic Planning of The Organization

***Investigation and Analysis on The Demand Analysis of Human Resources and The Implementation of Recruitment Planning***

According to the survey "What do you think of the implementation of human resource demand analysis and recruitment planning in institutions", 17.65% of teachers choose "very good"; 47.06% of teachers choose "very good"; 29.41% of teachers choose "average"; 5.88% of teachers choose "bad". It can be seen that the human resource demand analysis and recruitment planning of Shenyang Xingchen Education and Training Institutions need to be further strengthened.

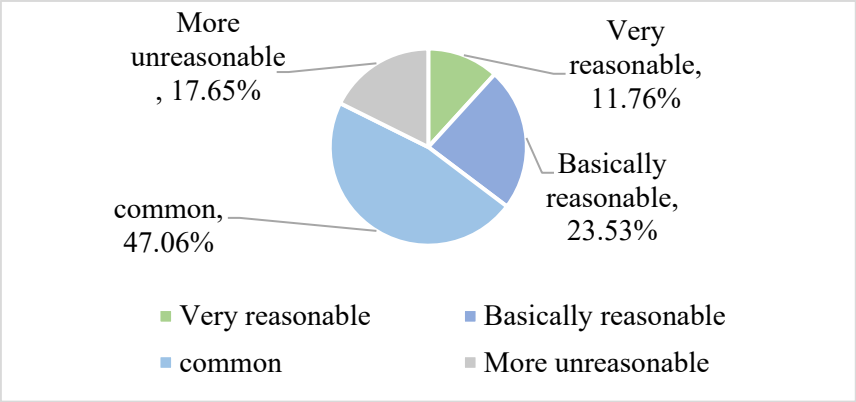



**Picture 4:** Investigation and Analysis on The Implementation of Institutional Human Resource Demand Analysis and Recruitment Planning

***Investigation and Analysis on The Post Setting of Institutions***

According to the survey of "Do you think the post setting of the organization is reasonable?", 11.76% of teachers choose "very reasonable", 23.53% choose "basically reasonable", 47.06% choose "average" and 17.65% choose "relatively unreasonable". From the survey data, it can be seen that the post setting of Shenyang Xingchen Education and Training Institutions is still unreasonable and needs

to be further improved.




**Picture 5:** Investigation and Analysis of Institutional Post Setting

From the above analysis, we can know Shenyang Xingchen Education and Training Institutions has these problems in the institutions of human resource recruitment. (1) Human resource demand and planning are not in place. (2) The strategic objectives of institutional development are unclear. (3) Teachers' post design is not standardized. (4) The teacher recruitment plan lacks scientific. (5) The results of the effect evaluation after recruitment failed to be applied.

**Discussion**

This study applies strategic human resource management theory to the field of talent recruitment in the education and training industry, analyzes the development prospects of education and training institutions, improves strategic human resource planning, and designs teacher positions well. Analyze the needs of teachers, develop a scientific and reasonable teacher recruitment plan, and improve the strategic human resource recruitment system. Ultimately, educational and training institutions and teachers will develop simultaneously.

**Conclusions**

In the research process of this paper, focusing on the theory of strategic human resource recruitment, based on the impact of the "double reduction" policy and the rapid development of online teaching mode on Shenyang Xingchen Education and Training Institutions, through interviews and questionnaires. It is found that there are five problems in the recruitment process of Shenyang Xingchen Education and Training Institutions. They are inadequate human resource needs and planning, unclear strategic goals for institutional development, non-standard design of teacher positions, lack of scientificity in teacher recruitment plans, and failure to apply recruitment effectiveness evaluation results. The corresponding optimization suggestions are comprehensively established, from doing a

good job in teacher recruitment demand and recruitment plan, improving strategic human resources planning, analyzing and designing teachers' positions, improving strategic human resources recruitment steps, and improving recruitment effect evaluation and feedback, so as to systematically and clearly provide methods for Shenyang Xingchen Education and Training Institutions to improve teacher recruitment status.

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# RESEARCH ON THE OPTIMAL ALLOCATION OF EDUCATION FUNDS FOR LOCAL UNIVERSITIES IN CHINA

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**Abstract:** The "post-universal education era" is an era of higher level and better-quality development of higher education. The increase of quantity and scale does not mean the improvement of quality and efficiency. In the process of investment and use of education funds in China colleges and universities, especially in local colleges and universities, the insufficient investment and unbalanced distribution of education funds have become a major "bottleneck" restricting the high-quality development of higher education in China. This paper focuses on the allocation of educational resources and the funds of local colleges and universities, studies the adequacy and balance of the allocation of educational funds in local colleges and universities in China, and studies the current situation of the allocation of educational funds in local colleges and universities in China, ordinary colleges and universities in Jiangxi and C schools. By using the methods of literature study, investigation and comparative study, this paper reviews and combs the present situation of the allocation of education funds in local universities in China and points out that there are some problems in the allocation of education funds in local universities in China, such as insufficient investment, single source and obvious differences among regions, schools, disciplines and majors. Combining the three theoretical bases of resource dependence theory, principal-agent theory and new institutionalism theory, this paper further discusses the deep-seated higher education resource allocation model, higher education market system and mechanism, and the financing of local colleges and universities. On the basis of comparing and drawing lessons from the experience of international higher education funds allocation, this paper gives some suggestions on optimizing the allocation of education funds for local universities in China from four aspects: system guarantee, institution construction, school-running system and funding system, project management and platform construction.

**Keywords:** Local Colleges and Universities, Educational Resources

## Introduction

### *Background of the Study*

In 2019, the enrollment of higher vocational colleges in China increased by 1 million, and the

total number of students in higher education reached 40.02 million. The gross enrollment rate exceeded 50%, reaching 51.6%, which officially entered the stage of popularization of higher education. The State Council issued "China Education Modernization 2035", which mentioned that it is necessary to develop high-quality education with China characteristics and world advanced level, promote the popularization of high-level and high-quality education at all levels, and establish a school-running standard system around "resource elements". Li, (2023) pointed out: establish school-running standards, improve school-running conditions, and implement dynamic adjustment of resources in terms of per capita funding for students, construction of teachers, and guarantee of teaching facilities. In 2022, the total number of students in higher education in China is 44.3 million, and the gross enrollment rate of higher education reaches 57.8%, which has built the largest higher education system in the world. China Education Work Conference mentioned that the "Tenth Five-Year Plan" period is a period of high-quality education development. Under the new external environment and policy environment, education reform and development will face many new goals and requirements. The Key Points of Work in 2022 of the Higher Education Department of the Ministry of Education points out that it is necessary to focus on the contradiction of unbalanced development of higher education and comprehensively promote the quality revolution of higher education, and once again focus on the fairness and quality of higher education, that is, to achieve balanced and full development of higher education.

***Problems of the Study***

The contradiction in the process of China's educational modernization has changed from "the contradiction between the people's demand for learning and the insufficient supply of educational opportunities" to "the contradiction between the people's demand for quality education and the unbalanced and insufficient development of education". Liang, Z.X., Feng, X.J., Ti, Yue.,&Hu, Z.R. (2023). The research shows that in the new era of Socialism with Chinese characteristics, to run a satisfactory education for the people, we need a fairer and higher quality value pursuit. At present and for a long time to come, the development direction of education in China will also move from "high-speed growth and key investment in resources" to "high-quality development and fair and reasonable allocation of resources".

***Research Significance***

(1) Theoretical significance

This study focuses on the education funds of local colleges and universities in Jiangxi Province and C School in China and analyzes the allocation of education funds of local colleges and universities in China from the perspective of sufficient and balanced resources. Enriched the theoretical research of higher education funds and university resources allocation; It deepens the understanding of the essence of educational equity and the thinking of the high-quality development of higher education. It expands the scope of the research on the allocation of local college education funds and provides a reference for the research on the allocation mechanism of local college education resources in the popularization

stage.

(2) Practical significance

For the new contradictions in the current social transformation period and the new situation of the development of higher education, this study points out that the development of higher education in the popularization stage needs to pay attention to the allocation of university funds and needs to analyze the internal allocation of university funds and the current situation of external resource allocation. It is helpful for local colleges and universities to allocate resources fairly and rationally and use funds scientifically and effectively. It has practical guiding significance for the allocation of educational resources in Chinese local colleges and universities; Deepening the reform in the field of education has practical application value for solving the main contradiction in the current society and the problem of educational equity.

***Limitation of the Study***

As there are few papers related to the education funds of local colleges and universities in China, and it is difficult to obtain research data on the funds of local colleges and universities in various regions, provinces and cities across the country, the research data in this paper mainly come from the national Education Statistical Yearbook, the national Education funds Statistical Yearbook, and the official website of the Ministry of Education and the official website of the Department of Education of Jiangxi Province. Due to the limited personal ability of the author of this paper, only the statistical yearbook of 2020 and before can be collected, so the funding data is the statistical data of 2019 and before. Moreover, it is not possible to collect literatures and data directly related to foreign local higher education funds, and it is only possible to apply the overall experience of foreign higher education funds allocation to the optimal allocation of local higher education funds in our country. In this paper, the analysis of the current situation of the allocation of education funds in local colleges and universities in China is still not deep enough, and the summary of the allocation of education funds in local colleges and universities in China is inevitably not perfect. It is necessary to improve the professional level and scientific research ability in the future work, and continue to carry out in-depth and detailed research.

**Research Objectives**

For the new contradictions in the current social transformation period and the new situation of higher education development, this study points out that the development of higher education in the popularization stage needs to pay attention to the allocation of funds in colleges and universities and needs to analyze the current situation of internal funds allocation and external resources allocation in colleges and universities. It is beneficial for local colleges and universities to allocate resources fairly and reasonably and use funds scientifically and effectively. It has practical guiding significance for the allocation of educational resources in local colleges and universities in China; It has practical application value for solving the main social contradictions and educational equity problems and

deepening the reform in the field of education.

**Literature Review**

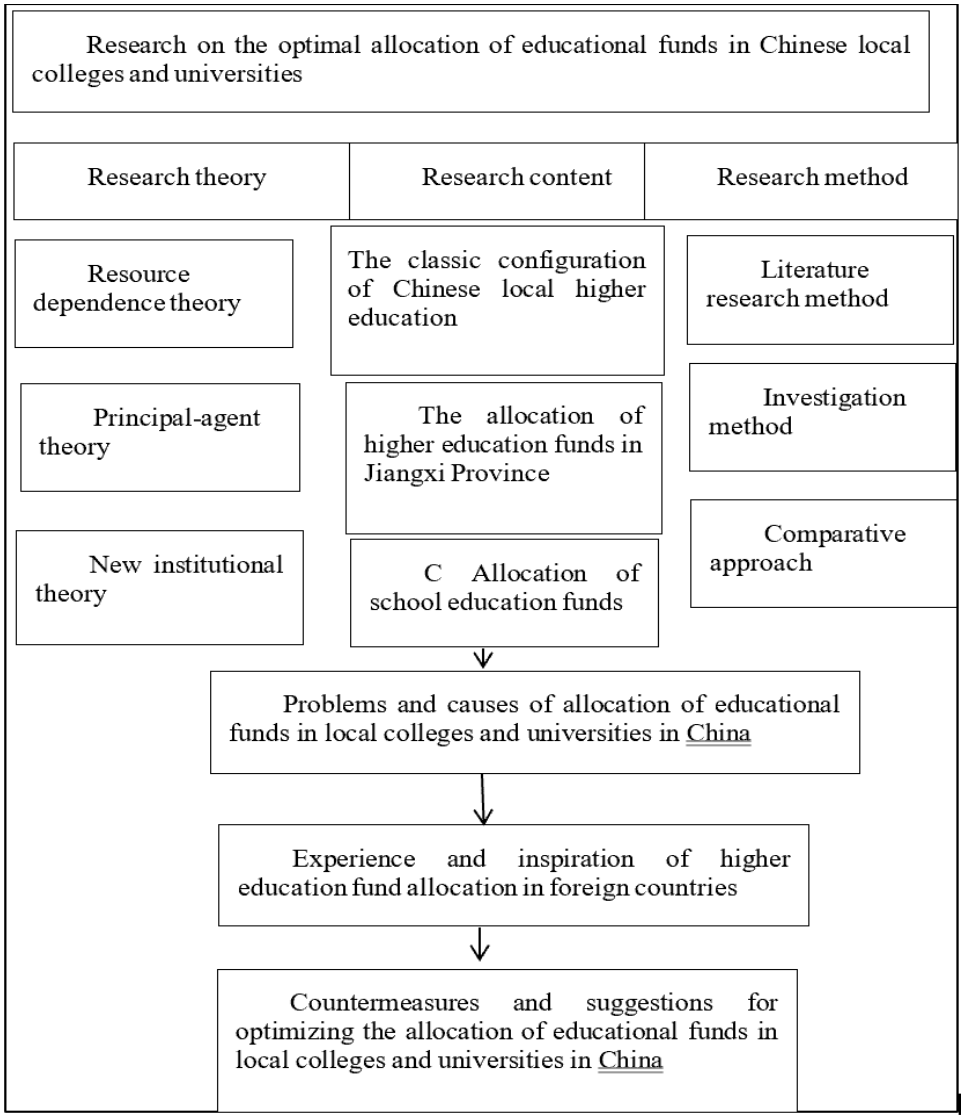
The research on the allocation of educational funds in local colleges and universities in China mainly focuses on three aspects: the investment of university running funds, the financial allocation of higher education and the allocation of internal funds in colleges and universities.

In terms of university funding investment, Chen (2018) believes that China's university education funding investment model, which is dominated by the central government and supported by key construction funds, still has room for further optimization in terms of funding sources and structure and should pay attention to the institutional design of university research funding allocation and establish a student tuition income support system. Chen (2019) believes that the expectations of the government and society on the functions of colleges and universities determine the scale of their resource investment in colleges and universities. The teaching function of colleges and universities is closely related to the demand for talents by the government and society, the scientific research function of colleges and universities is related to the national scientific research system and the degree of dependence on scientific research innovation, and the social service function of colleges and universities is related to the type of colleges and universities and the system of running schools. Guo (2019) believes that from the perspective of the subjects and ways of providing university funds, there are many problems in the diversified financing system, allocation and donation mechanism, and tuition and funding system of China's higher education. Liu (2019) believes that the traditional financing mode of education can no longer meet the needs of the new normal of China's economy, and it is necessary to accelerate the construction of the financing system of Chinese universities under the new normal, enrich the financing channels of universities, and realize the optimal combination of funding channels. In addition, the game between academic power and administrative power will also affect the university's dependence on government resources. For the government, it should break through the highly centralized education management system, improve relevant laws and regulations and fiscal and tax policies, and attract social forces to participate in investment while giving universities autonomy in running schools. Universities themselves should improve their ability to run schools and mobilize social forces to consolidate and support their development. Ye (2020), based on the changes in the average educational expenditure of students in local colleges and universities in China from 2007 to 2017, pointed out that the key point of raising funds for local colleges and universities is to strengthen the financial governance system and governance capacity building of colleges and universities, expand the scale of fund investment and improve the efficiency of fund use. Zhang (2020) found through empirical research that the government's educational financial policies would have a negative impact on the income of education funds of local colleges and universities. Some policies and behaviors caused local colleges and universities to rely on the government's public finance, and there was also a phenomenon

of government failure in the process of the government's allocation of education funds to local colleges and universities.

## Methodology

### *Conceptual Framework*




**Picture 1:** Conceptual Framework

### *Research Design*

This paper mainly adopts three research methods: literature research, investigation research and comparative research.

Literature research method: literature research method is mainly to collect, identify and sort out the literature, and form a scientific understanding of the facts through the study of the literature; Require objectivity and comprehensiveness. Literature research method is the most basic and widely used

research method, which is historic, flexible, inherited and creative. This paper searches, records and sorts out academic papers, periodicals and magazines, policy documents, network platform data and other related documents about the allocation of educational funds in local colleges and universities. By using the method of literature analysis, this paper understands the current situation of the allocation of educational funds between local universities in China and universities in Jiangxi Province, and expounds the regional and inter-school disparities in the allocation of educational funds between local universities in China. Investigation and research method: investigation and research method is to understand the objective situation through investigation, directly obtain relevant information and analyze it; Not limited by time and space, it is also called indirect observation. By using the method of investigation and study, this paper investigates the present situation of the allocation of educational funds in China local universities, Jiangxi universities and C schools, and reveals the regional, inter-school and intra-school disciplinary and professional gaps in the allocation of educational funds in China local universities.

***Population and Sampling***

This paper mainly adopts three research methods: literature research, investigation research and comparative research.

Literature research method: Literature research method is mainly to collect, identify and sort out the literature, and form a scientific understanding of the facts through the research of the literature; Requirements to be objective and comprehensive.

Investigation and research method: For the research on the allocation of education funds in C school, I mainly visited various official websites and C School's undergraduate teaching evaluation center, and obtained relevant policy documents and data reports. Chapter 3 uses the survey research method to investigate the current situation of education fund allocation in local colleges, universities in Jiangxi Province and C schools, and reveals the regional, inter-school and intra-school discipline and specialty gaps in education fund allocation in local colleges and universities in China.

Comparative research method: Comparative research method is a method to study and judge the similarity or difference between people and things; It can be understood as examining two or more related things according to certain standards, finding out their similarities and differences and exploring their laws.

***Data Collection***

The researcher himself will collect the data and information and organize the 3 focus groups discussion meetings.

***Data Analysis***

The collected data and information will be analyzed, explained, and presented in the form of percentages and textual discourse.

***Reliability and Validity Analysis of The Scale***

In order to ensure the reliability of the questionnaire results and data, reliability and validity analyses were conducted on the questionnaire situation.

(1) Analysis of reliability

In empirical research on management, Cronbach's is often used to test reliability α Value as a reference. Cronbach's α the value of the questionnaire is within the range of 0 to 1, and the larger the value, the higher the credibility of the questionnaire. For a single variable scale, Cronbach's α the minimum value should not be less than 0.5, and at least 0.6 can be accepted; For overall scales with multiple variables, Cronbach's α the value must be above 0.7 to be accepted, preferably above 0.8. Based on the collected data, this study conducted a reliability analysis on the scales used to measure the dimensions of each variable in the questionnaire, and the results are shown in Table 1. The data in the table shows Cronbach's α A value of 0.715 can meet the criterion of greater than 0.7, indicating a high reliability of the scale.

**Table 1:** Reliability Analysis Results of the Measurement Scale (N=450)

| Scale | Cronbach's α |
|---|---|
| Survey questionnaire on the current situation of network resource construction of ideological and political education in universities from the perspective of personalized learning | 0.715 |

(2) Analysis of Validity

Using validity analysis to test whether the questionnaire questions are reasonable. Validity refers to the degree of effectiveness of a measurement, which refers to the degree to which the measuring tool can measure the desired trait, namely accuracy and usefulness. KMO values are often used in research to determine the validity of the questionnaire. The judgment standard for the KMO indicator value is between 0 and 1, with higher values indicating better validity. This study conducted a KMO value test on the data, and the results are shown in Table 2. The KMO value is 0.829, indicating a high validity of this questionnaire.

**Table 2:** Validity Analysis Results of the Measurement Scale (N=450)

| Scale | KMO |
|---|---|
| Survey questionnaire on the current situation of network resource construction of ideological and political education in universities from the perspective of personalized learning | 0.829 |

**Results**

***1. Insufficient investment in education funds and unstable growth of education funds***

It can be seen that the investment level of education funds in local colleges and universities in China is obviously out of harmony with the growing scale of colleges and universities, and it has fallen

into an "embarrassing" situation of shortage of education funds. However, the gap between the central and local universities in the investment in education funds has largely caused the teaching and scientific research level of local universities to lag far behind the universities directly under the central government. The total investment in education in some universities in the central and western regions is only enough to maintain the basic operation of the school, which greatly inhibits the improvement of teaching quality. Adequate funds are an important condition to ensure the healthy, stable and sustainable development of colleges and universities. The primary reason why local colleges and universities in China fall into the predicament of resource shortage lies in the lack of total investment in education funds.

***2. The source of education funds is single, and the management of education funds is not in place***

As for the financing of local colleges and universities, although China has opened up diversified financing channels for higher education, the source structure of education funds is not very scientific and reasonable. Zeng, T.S. (2013). It is pointed out that at present, the source structure of education funds in local universities in China has formed a dualistic pattern of "mainly relying on financial allocation and education expenses (mainly tuition fees)", and social donation funds and other income as supplementary funds to share the education cost account for a low proportion in the total investment of education funds. Ayalew Sewale Abate. (2013). The research shows that local colleges and universities are highly dependent on financial education funds (mainly general public budget education funds), while local colleges and universities have a single source of education funds. Alumni donation fund is an important part of social donation income in colleges and universities.

***3.There are significant regional and inter-school disparities in the allocation of education funds***

In 2021, the average funding of college students in Tsinghua exceeded 600,000 yuan, ranking first among colleges and universities for many years; Followed by Peking University, with a per capita expenditure of 480,000 yuan. Universities with an average student expenditure of more than 300,000 yuan include Shanghai Jiaotong University, Fudan University, Zhejiang University, Sun Yat-sen University, Beijing Normal University and Southeast University, all directly under the Ministry of Education. Among the 75 universities directly under the Ministry of Education that entered the ranking, the per capita education funds ranged from 684 to 629,600 yuan, and there was a huge difference among universities. Take Jiangxi Province as an example (there are no universities directly under the central government in this province). In 2021, the average education expenditure of ordinary universities in Jiangxi Province was 20,453.95 yuan, which was only less than one third of that of Northeast Forestry University, a university directly under the Ministry of Education. In 2022, the per capita expenditure of college students in Tsinghua still ranks first among all colleges and universities, followed by Peking University, Shanghai Jiaotong University, Fudan University and Zhejiang University, with per capita education expenditure exceeding 400,000 yuan. Shanghai University of Finance and Economics, ranked 75th, is a university directly under the Ministry of Education, and its per capita education expenditure

is 1/4 of that of the above-mentioned universities.

***4. There is a significant gap between disciplines and majors in the allocation of education funds***

The colleges where key disciplines and major are located have sufficient funds, good foundation and excellent innate conditions. Compared with other colleges, they have outstanding advantages in project recommendation and index allocation, and will be supported by the school resources and key projects. The continuous investment of funds will form the advantage accumulation effect of college development. The knowledge forms of disciplines have formed essential differences among disciplines. Applied research has strong practicability and timeliness, and can be quickly transformed into realistic productive forces, thus promoting economic and social development. However, basic research cannot be transformed into practical interests in a short period of time, which requires long-term investment and time test. However, the difference of knowledge forms among disciplines is not the main reason for the difference of resource endowment among disciplines. The oblique allocation of resources in colleges and universities, which distinguishes between key and non-key disciplines, has intensified the polarization between the rich and the poor to some extent, and further formed the dual structure of key disciplines, key majors and non-key disciplines and non-key majors, resulting in the crowding-out effect on non-key disciplines and non-key majors.

***5. Government: the allocation model of educational resources lacks innovation***

In China, non-governmental organizations in the public domain have not really been established, and the baton of education evaluation is still in the hands of the government, which is directly linked to the funding of colleges and universities. Alumni associations and education foundations in colleges and universities have not yet become a "climate", the number and scale of education foundations have not reached the ideal state, and due to the lack of professional operation, the income of education funds has not reached the ideal effect. The management function of the third sector is limited and the management system is not perfect, and there is still much room for improvement in all aspects.

***6. Market: The market mechanism of higher education is not perfect***

Due to the complex relationship among the elements of the higher education market, the marketization reform of higher education is still being carried out steadily around the world. The market-oriented reform of higher education in China is carried out under the background of economic system reform and social transformation, and it still lacks a perfect market system and a benign market environment. The supply and demand mechanism, price mechanism, competition mechanism and risk mechanism of higher education market are not perfect, and a fair, just, reasonable and orderly higher education market order has not been established, forming a higher education market operation mechanism suitable for the socialist market economy.

***7. Colleges and universities: The self-financing ability of local colleges and universities is low***

The income from education is relatively low in the income sources of local colleges and

universities in China, which means that the self-sufficiency of organizations is weak, and the ability to exchange information with market organizations in the external environment is weak, which leads to insufficient control and serious dependence on the resources they have. This is mainly because, on the one hand, the academic power of local colleges and universities in China is relatively weak, and it is difficult to make full use of their own resources and use funds, which inhibits the normal operation of local colleges and universities to a certain extent, and the ability of academic capitalization is insufficient. On the other hand, local universities themselves lack the subjective initiative to use their own favorable academic resources and actively explore the academic market, and the enthusiasm for transforming academic achievements is not enough. In order to increase the investment in running schools, local colleges and universities in China should not only reduce their dependence on government resources, but also strengthen their own fund-raising capacity building. Only by actively adapting to the changes in the external environment and carrying out various forms of "Industry-University-Research" cooperation can they obtain more diversified and sufficient education funds.

**Discussion**

Since the large-scale expansion of college enrollment in 1999, the number of students has maintained a rapid growth, and the gross enrollment rate of higher education has increased from 9.8% in 1998 to 51.6% in 2019, and has experienced a development stage from elite to popular and then to popular. In 2020 and 2021, the gross enrollment rate of China's higher education will reach 54.4 percent and 57.8 percent, making China the largest higher education system in the world. "Post-universal education era" is an era of higher education with higher level and better quality development, the growth of quantity and the expansion of scale do not mean the improvement of quality and efficiency. In the process of investment and application of education funds in general universities, especially in local universities, the lack of investment in education funds and the imbalance of distribution of education funds have become a major bottleneck which restricts the high-quality development of China's higher education. This paper focuses on the allocation of educational resources and the funds of local colleges and universities, studies the adequacy and equilibrium of the allocation of educational funds of local colleges and universities in China, and studies the current situation of the allocation of educational funds of local colleges and universities in Jiangxi Province and C schools in order to clarify the logic and policy motivations of the allocation of educational funds of local colleges and universities in China. By using the methods of literature research, investigation and comparative research, this paper reviews and summarizes the current situation of the allocation of education funds in local colleges and universities in China, and points out the problems of insufficient investment, single source, and significant differences in the allocation of education funds among regions, inter-schools, disciplines and specialties. Based on resource dependence theory, principal-agent theory and new institutionalism theory, this paper further discusses the deep-level higher education resource allocation model, higher

education market system and mechanism, and the problem of raising education funds in local colleges and universities. Based on the experience of higher education fund allocation in foreign countries, this paper gives some suggestions to optimize the allocation of local higher education fund in four aspects: system guarantee, institution construction, school-running system and funding system, project management and platform construction.

**Conclusions**

This research delves into the allocation of educational funds in local colleges and universities in China, anchored on three pivotal theories: resource dependence, principal-agent, and new institutionalism. Through an extensive literature review, the study identifies existing knowledge gaps and sets the foundation for its investigations. Analyzing various institutions from diverse regions, including Jiangxi and a specific school 'C', the research underscores prevalent issues such as insufficient investments and disparities in fund allocation across disciplines and schools. Root causes are traced back to elements within government policies, market dynamics, and university structures. The study concludes by offering recommendations to rectify these imbalances and hints at potential future research directions.

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# A STUDY OF THE EFFECTS OF TEACHER SUPPORT AND PEER SUPPORT ON CHINESE COLLEGE STUDENTS' AUTONOMOUS LEARNING ABILITY

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**Abstract:** Along with the development and growth of Autonomous learning capacity in recent years in the education and foreign language sector, international scholars have conducted research on how to improve learners' Autonomous learning capacity in English and the related influencing factors, and most of the scholars' research mainly focuses on exploring the internal factors affecting the Autonomous learning capacity in English, but neglects the external factors, such as teacher support and peer support, etc. The purpose of this paper is to further explore the research on the Autonomous learning capacity of Chinese university students in the process of learning English. The purpose of this paper is to further explore the research on Chinese college students' Autonomous learning capacity in the process of English learning by taking the external factors, i.e., teacher support and peer support, as the starting point. Through the quantitative research method, a questionnaire survey was conducted on 553 college students from Shanghai University in China, and the recovered sample data were analyzed by SPSS statistical analysis software for descriptive statistics, correlation analysis and regression analysis. The results of the study show that (1) there is no significant difference between the different genders and grades of the undergraduate students of Shanghai University of China in terms of teachers' academic support, teachers' emotional support, peers' academic support, peers' emotional support, and self-directed learning ability in the process of English learning. (2) After regression analysis, it was found that peer emotional support, peer academic support, teacher academic support, and teacher emotional support have a positive contribution to students' Autonomous learning capacity in English. Based on the results of the study, valuable suggestions are made for Chinese college students to improve their Autonomous learning capacity in the process of English learning.

**Keywords:** Teacher Support, Peer Support, Autonomous Learning Capacity

## Introduction

### *Background of the Study*

The development of the information age and the continuous progress of science and technology

have led to the continuous updating and iteration of knowledge. General Secretary Xi Jinping pointed out in the report of the 20th National Congress of the Communist Party of China that "we should adhere to the policy of educating people for the Party and educating talents for the country", and in order to concretely implement the Party's education policy, China issued a series of relevant policy documents in 2016 targeting the core elements of China's students' development, with the general framework The general framework states that the core qualities of student development include three aspects: cultural foundation, independent development and social participation. Among them, independent development emphasizes the ability of students to develop into people with a clear direction in life and the pursuit of quality of life, which is specifically manifested in the cultivation of students' ability to learn independently and the improvement of their cognitive level, so as to achieve the ability to use knowledge to cope with problems and solve problems (learning to learn) and the two major qualities of a healthy life (Lin, 2017). For the cultivation of contemporary Chinese college students, if the school only focuses on the transmission of systematic knowledge in the education process and ignores the cultivation of students' cognitive level and comprehensive abilities such as problem solving, then the students cultivated will be difficult to meet the needs of social development (Li, 2016). How to innovate the teaching mode to play the autonomy of students' learning, and explore the motivational factors of students' active independent learning is a high concern of education scholars from all sides in recent years. Pang (2003) believes that the development of Autonomous learning capacity is not achieved overnight, it needs a long process, and it is the result of the long-term interaction between the students and the external environment. Self-directed learning advocates that learners take control of their own learning and are responsible for their own learning, but this does not mean that the influence of the external environment on self-directed learning ability can be ignored. For contemporary college students, the most important factors in the external environment that affect the development of their Autonomous learning capacity may come from teachers and peers, and the study also concluded that peer groups are important for the development of students' Autonomous learning capacity.

However, due to the special characteristics of China's education system, college students have long been influenced by exam-oriented education before taking the college entrance examination, and many of them are unable to fully apply the state of independent learning after entering the university, believing that the ultimate goal of each subject is to pass the examination, especially in the study of English, which is more prominent and obvious.

In view of this situation, in any part of independent learning, students cannot do without the timely guidance and feedback from teachers, as well as the support and help from peers. In this paper, we will explore the influence of these two external factors on the English Autonomous learning capacity of undergraduate English majors based on the teacher support and peer support in the external environment perceived by students.

**Research Objectives**

(1) To test the variability of personal traits on the variables of teacher support, peer support and Autonomous learning capacity of university students.

(2) To test the positive contribution of teachers' academic support to college students' Autonomous learning capacity in English language learning.

(3) To test the positive contribution of teachers' emotional support to college students' Autonomous learning capacity in English language learning.

(4) To examine the positive effect of peer academic support on college students' Autonomous learning capacity in English language learning.

(5) To test the positive effect of peer emotional support on the Autonomous learning capacity of university students in English language learning.

**Literature Review**

The theory of "Autonomous Learning" has been proposed as early as the 1960s, and the concept comes from the field of philosophy of education. Holec first introduced the concept of autonomous learning to the field of foreign language teaching in 1970, and in 1981 Holec proposed that "Autonomous learning is the ability to take responsibility for one's own learning" in his book Autonomy and Foreign Language Teaching. Autonomy and Foreign Language Teaching" in 1981, Holec proposed that "autonomous learning is the ability to take responsibility for one's own learning", which he further explained as "the ability to take responsibility for one's own learning is the ability to take responsibility for all decisions concerning all aspects of learning", which specifically includes: Defining learning goals, determining the content and pace of learning, choosing learning methods and techniques, monitoring the learning process, and evaluating learning outcomes (Yan, 2009).

There are a lot of influencing factors in the process of college students' transformation from having the awareness of independent learning to being able to practice independent learning activities in person, and many scholars have conducted research and investigation on the factors affecting learners' ability to learn independently, which can be broadly categorized into two kinds of internal and external factors due to the different perspectives and positions of departure. Internal factors include students' English learning self-efficacy, learning attributions, English learning goal setting, metacognitive strategies, students' personality and willpower, English learning motivation, English learning styles, self-esteem, age, etc., whereas the external factors affecting students' Autonomous learning capacity mainly include students' family background, teachers, teaching styles and educational technologies used in learning, the peer groups in which the students live, the English learning environment, the social culture in which students live, etc. (Lang, 2017). Xu (2013) suggested that independent learning is not isolated, one-person learning, and the cultivation of Autonomous learning capacity of college students is based on mutual deliberation and cooperation among classmates, which in turn promotes the

enhancement of the individual's Autonomous learning capacity.

Research on the relationship between teacher support and peer support and students' learning ability can be broadly categorized into two parts, one of which is a comprehensive discussion of the impact of the two on various aspects of students' learning; on the other hand, it is based on a unilateral starting point to discuss the profound impact of teacher support or peer support on the cultivation of students' learning ability (Wang & Eccles, 2013), and physical and mental health. Teacher-student interactions and peer interactions in the classroom play a major role in enhancing adolescents' motivation to learn, promoting engagement in learning, and enhancing students' sense of belonging in school (Wentzel, Battle, Russell, & Looney, 2010). Teachers, as one of the important figures in the school life of adolescents, can have a significant impact on their learning and life, and a large number of studies have shown that positive teacher-student relationships predict students' engagement in learning, motivation, learning effort, learning strategies, academic achievement, and students' psychological well-being (Sakiz, Pape, & Hoy, 2012). Qiao and Zhang (2013) Through their study, it was found that teacher emotional support was significantly and positively related to middle school students' academic achievement. In addition to teacher affective support, tangible and practical academic support from teachers can also play a positive role in students' learning.

Peers are irreplaceable and essential in the development of children and adolescents, and they play a vital role in the development of individuals (Martin & Dowson, 2009). Students are more inclined to be active and motivated when they perceive their peers' expectations of them, when they receive help and support from their peers, and when they live in a relaxed and enjoyable learning environment composed of their peers, i.e., their peers enhance their motivation to learn, and peers motivate adolescents to pursue academic and social goals through encouragement, guidance by example, and emotional support in case of failure (Wentzel, 2010). ). Peer support provides students with a sense of trust and dependence on others and helps students develop a sense of belonging at school (Hamm & Faircloth, 2005). Conversely students who do not perceive peer support do not have a sense of school belonging and may also result in students having poorer academic and social adjustment skills (Wentzel, 2010).

To summarize, many studies have proved that teacher support has a great impact on students' self-efficacy, commitment to learning, motivation to learn, effort to learn, and achievement in learning; while peer support has a significant impact on students' motivation to learn, interest in learning, affective experience in the process of learning, self-efficacy in learning, academic performance, and learning outcomes. China mostly adopts a discursive approach to discuss the effects of teacher support and peer support on students' English Autonomous learning capacity, but there are fewer empirical studies on the relationship between each variable, so there are still shortcomings to a certain extent. Therefore, this study adopts a questionnaire survey to further investigate the effects of teacher support and peer support on students' English Autonomous learning capacity, to add reference bases for related theoretical studies

as well as studies that verify the relationship between variables.

**Methodology**

This study adopts a quantitative research method to distribute and collect the research questionnaires through the network questionnaire filling platform "Questionnaire Star" for undergraduates, master's degree students and doctoral degree students of Shanghai University of China in their freshmen, sophomores, juniors and seniors. Randomly selected 590 college students to fill out the questionnaire, after eliminating errors, omissions and other invalid data, a total of 553 valid questionnaires were recovered, the recovery rate of the questionnaire was 93.7%. The recovered valid samples were pre-processed by SPSS data analysis software and analyzed according to the distribution of the samples. In the basic descriptive statistics analysis, there were 313 males and 240 females; 135 students in the first year of university, 150 students in the second year of university, 142 students in the third year of university and 126 students in the fourth year of university.

The questionnaire of this study contains four parts, and the scales of each research variable are selected from those widely used and matured by international scholars, among which the "Autonomous Learning Ability Scale", "Teacher Support Questionnaire" and "Peer Support Questionnaire" are selected from Liang's "Autonomous Learning Ability Scale", "Teacher Support Questionnaire" and

"Peer Support Questionnaire". The "Independent Learning Competence Scale", "Teacher Support Questionnaire" and "Peer Support Questionnaire" are scales developed by Liang (2017) on the basis of the "Classroom Life Scale" developed by Xu (2013) and Johnson and modified according to the purpose of the study, with the aim of further exploring the effects of the support from teachers and from peers on the independent learning of college students perceived by college students. The purpose of the scale is to further investigate the influence of the perceived support from teachers and the support from peers on the Autonomous learning capacity of college students. All the questionnaires were based on a 5-point Likert scale: "1 means not at all", "2 means not usually", "3 means sometimes", "4 means yes", "5 means no", "6 means yes", "7 means yes", "8 means yes", "9 means yes", "10 means yes", and "11 means no". "4 means it fits" "5 means it fits perfectly" The questionnaires were answered anonymously, which facilitated the students to answer the questions in an objective manner. The reliability of each subscale and the overall scale is higher than 0.85, and the KMO value is higher than 0.8 and even most of the KMO values have reached 0.9, which proves that the scales used in this study have good reliability and validity after the reliability and validity test.

**Results**

According to Table 1, the p-value of the F-value of each research variable is greater than 0.05 for both genders, which indicates that there is no significant difference between college students of different genders in the variables of perceived academic support from teachers, emotional support from

teachers, academic support from peers, emotional support from peers, and self-directed learning ability.

**Table 1**: Independent Samples T-Test on Gender

| variable | Mean | | F | Sig. | t | Sig. |
|---|---|---|---|---|---|---|
| | Male | Female | | | | |
| Teacher Academic Support | 19.54 | 19.32 | 0.003 | 0.958 | 0.46 | 0.64 |
| Teacher Emotional Support | 13.82 | 13.89 | 0.004 | 0.951 | -0.20 | 0.83 |
| Peer Academic Support | 20.53 | 20.14 | 0.035 | 0.853 | 0.83 | 0.40 |
| Peer Emotional Support | 22.52 | 22.01 | 0.152 | 0.696 | 1.13 | 0.25 |
| Autonomous learning capacity | 66.76 | 66.41 | 0.174 | 0.677 | 0.32 | 0.74 |

**Table 2**: One-way ANOVA on Grade Level

| variable | Mean | | | | F | Sig. |
|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | | |
| Teacher Academic Support | 19.17 | 19.68 | 19.85 | 19.02 | 0.710 | 0.546 |
| Teacher Emotional Support | 13.71 | 14.06 | 13.62 | 14.01 | 0.431 | 0.731 |
| Peer Academic Support | 20.45 | 20.13 | 20.85 | 20.00 | 0.661 | 0.576 |
| Peer Emotional Support | 22.20 | 22.66 | 22.20 | 22.11 | 0.318 | 0.812 |
| Autonomous learning capacity | 66.53 | 67.44 | 66.94 | 65.33 | 0.667 | 0.573 |

According to Table 2, the p-values of the F-values of students of different grades in each of the variables of this paper are greater than 0.05, which indicates that there is no significant difference between college students of different ages in terms of the variables of perceived academic support from teachers, emotional support from teachers, academic support from peers, emotional support from peers, and self-directed learning ability.

**Table 3**: Correlation Analysis

| variable | | **1** | **2** | **3** | **4** | **5** |
|---|---|---|---|---|---|---|
| Teacher Academic Support | Pearson | 1 | | | | |
| Teacher Emotional Support | Pearson | 0.306** | 1 | | | |
| Peer Academic Support | Pearson | 0.267** | 0.269** | 1 | | |
| Peer Emotional Support | Pearson | 0.282** | 0.375** | 0.252** | 1 | |
| Autonomous learning capacity | Pearson | 0.498** | 0.522** | 0.507** | 0.534** | 1 |

** The correlation is significant at the 0.01 level (two-tailed).

According to the correlation analysis between the variables of each study in Table 3, it can be seen that the correlation coefficients between the variables of teacher academic support and self-directed learning competence are .498**, between teacher emotional support and self-directed learning competence are .522**, between peer academic support and self-directed learning competence are .507**, and between peer emotional support and self-directed learning competence variables are. 534**. To summarize, there is a significant positive correlation between the variables affecting

Autonomous learning capacity in the English learning process of the undergraduate students of Shanghai University in China studied in this paper.

Based on the correlation analysis among the variables in Table 3 above, it is clear that undergraduate students perceived academic support from teachers and peers, and emotional support are all significantly positively correlated with students' self-directed learning ability. In this paper, in order to further explore the influence of teacher support, peer support, and on students' English Autonomous learning capacity, respectively, the variables of teacher support dimensions and peer support dimensions were taken as independent variables, and English Autonomous learning capacity was taken as dependent variable, and multiple regression analysis was carried out by using SPSS20.0, as shown in Table 4.

**Table 4**: Regression Analysis

| Model | R | $R^2$ | Adjustment R | R-Square Change | F Amount of Change | Sig. | DW |
|---|---|---|---|---|---|---|---|
| 1 | 0.534a | 0.285 | 0.284 | 0.285 | 219.768 | 0.000 | 2.06 |
| 2 | 0.658b | 0.433 | 0.431 | 0.148 | 143.353 | 0.000 | |
| 3 | 0.718c | 0.515 | 0.513 | 0.083 | 93.517 | 0.000 | |
| 4 | 0.753d | 0.567 | 0.564 | 0.052 | 65.313 | 0.000 | |

a. Predictor variables: (constant), Peer emotional support
b. Predictor Variable: (Constant), Peer Emotional Support, Peer Academic Support
c. Predictor Variable: (Constant), Peer Emotional Support, Peer Academic Support, Teacher Academic Support
d. Predictor Variable: (Constant), Peer Emotional Support, Peer Academic Support, Teacher Academic Support, Teacher Emotional Support
e. Dependent Variable: Autonomous learning capacity

According to Table 4, the multiple linear regression using stepwise regression method produces four models. In the regression model, the coefficient of determination ($R^2$) is an important criterion for determining the goodness of fit of the regression line, and the value of $R^2$ ranges from $0 < R\ 2 < 1$, and the closer the $R^2$ is to 1, the better the regression line is fitted (Qin, 2003).

The $R^2$ of model 1 is .285, which means that "peer emotional support" explains 28.5% of the variance in students' English "Autonomous learning capacity". In Model 2, with the addition of "peer academic support", the $R^2$ increased by. 148, which means that "peer academic support" can explain 14.8% of the variance of students' English "Autonomous learning capacity". The $R^2$ is 0.148. After adding "teacher academic support" in Model 3, $R^2$ increased by 0.083, which means that "teacher academic support" can explain 8.3% of the variance of students' "Autonomous learning capacity" in English. The $R^2$ in Model 4 is 0.083. The $R^2$ in Model 4 is .567, which indicates that "peer emotional support", "peer academic support", "teacher academic support" and "teacher emotional support" together explain 8.3% of the variance in students' English "Autonomous learning capacity". support" together explain 56.7% of the variance in students' English "Autonomous learning capacity".

**Discussion**

In the course of this paper, due to the limitations of personal time, energy and ability, we only explored the effects of each dimension of teacher support and peer support on the dependent variable as a whole, but did not further explore each of the three lower dimensions of the dependent variable. Second, the online questionnaire was only used in the collection process of this sample, and interviews were not included, so in future research, we should try to collect the questionnaires through multiple channels to ensure the accuracy of the questionnaires. Finally, from the viewpoint ofthe research object, this study only selected undergraduates from one university in Shanghai, China, and the results of this study can only represent the situation of this university, so in future research, undergraduates, postgraduates and doctoral students from universities in different regions can be selected to make the results of the study more representative.

**Conclusions**

This study adopts the questionnaire survey method to explore the influence of teachers' support and peer support perceived by Chinese college students in the process of English learning on their English Autonomous learning capacity, and the specific findings of the study are as follows:

(1) Based on the independent samples t-test and one-way ANOVA on the personal characteristics of the variables of teacher support, peer support and Autonomous learning capacity of college students, the results of the test show that there is a significant difference between the different genders and grades of the respondents on the dimensions of teacher support, peer support, and student's, and the hypothesis of the study 1 is not valid.

(2) College students' teachers' academic support in English learning has a significant positive effect on their Autonomous learning capacity, and research hypothesis 2 is valid.

(3) Teachers' emotional support in English learning has a significant positive effect on the Autonomous learning capacity of college students, and research hypothesis 3 is established.

(4) Peer academic support has a significant positive effect on the Autonomous learning capacity of college students in English learning, and research hypothesis 4 is established.

(5) Peer emotional support in English learning has a significant positive effect on the Autonomous learning capacity of college students, and research hypothesis 5 is established.

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# STRATEGIES FOR COMBINING INNOVATION AND ENTREPRENEUISHIP EDUCATION WITH PROFESSIONAL EDUCATION IN HIGHER VOCATIONAL FINANCIAL AND BUSINESS MAJORS

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**Abstract:** In today's society, with the development of practice and the times, innovation has become an inseparable part of our lives. However, the smooth implementation of innovation cannot be separated from the participation of innovative talents. From this perspective, innovative talents have important value characteristics in the development of social innovation. Influenced by this factor, the country and society have begun to attach great importance to the cultivation of innovative and entrepreneurial talents. As for secondary vocational education, as an important component of vocational education in China, it undertakes the important mission of promoting the implementation of the "innovation driven" development strategy and helping to build an innovative country. However, in the current teaching of vocational colleges, due to the neglect of cultivating students' practical and innovative abilities, the situation of being unable to meet the practical needs of students' growth and success is becoming increasingly prominent, making it difficult to achieve the cultivation of innovative and entrepreneurial talents. Therefore, how to organically combine innovation and entrepreneurship education with professional education, so that they can work together to cultivate students with higher quality and more comprehensive employment and entrepreneurship, It is an urgent problem faced by vocational colleges in the development process.

This study selected teachers and students majoring in finance and commerce at Nanjing Commercial School as the research subjects, and used questionnaire survey and interview methods to understand the current implementation status of the integration of innovation and entrepreneurship education and professional education. The survey results indicate that in the process of integrating innovation and entrepreneurship education with professional education, there are mainly problems such as insufficient awareness of innovation and entrepreneurship, imbalanced teaching staff, low integration between courses, and insufficient integration of the two types of education teachers. This study is based on Marxist education theory and the "triple helix" system, and proposes to update education concepts, strengthen government macro planning Constructing innovative curriculum integration models, improving the comprehensive quality of teaching staff, and building a diverse and shared practical development platform to promote its development.

**Keywords:** Nanjing Commercial School, Major in Finance and Trade, Professional Education, Fuse

## Introduction

### *Background of the Study*

With the changes of the times and the rapid development of society, the role of vocational education in education is becoming increasingly prominent. Since the implementation of the "innovation driven" development strategy at the 18th National Congress of the Communist Party of China, the important role of innovation in technological development has been further emphasized. With the increasing demand for innovative talents in society, it effectively promotes the high-quality development of higher education. Higher vocational education is a key link in higher education and shoulders equally important missions. Vocational education and general education are two different types of education. Vocational education places more emphasis on the cultivation of comprehensive abilities in practical skills and theoretical knowledge. It is an important way for high-quality talents in production, construction, service, and management to improve their abilities and help students adapt to the challenges brought about by changes in market demand. In recent years, the country has vigorously supported the development of vocational education and has successively introduced multiple policies and regulations.

In January 2019, the State Council issued the "Implementation Plan for National Vocational Education Reform", emphasizing that vocational education must be in line with technological development trends and market demand, and improve the construction of vocational education and related training systems. for three consecutive years, the "Government Work Report" proposed a plan to expand vocational education enrollment, emphasizing the enhancement of the adaptability of vocational education to society and technology, deepening the integration of industry and education, school enterprise cooperation, and further promoting the vocational skill level certificate system. The continuous expansion of enrollment can reveal the high demand for vocational and technical talents in society and the market, which also indirectly reflects the current shortage of high-quality professional talents and the heavier mission of vocational education. In March 2021, the State Council expects to further improve the Vocational Education Law of the China, requiring vocational education to adhere to reform and innovation, and to think about the combination of work and learning and school enterprise joint education, which will be more in line with the reality of education, encourage the public to put forward new opinions on it, and provide a new direction for the development of vocational education.

However, currently, some universities often conduct innovation and entrepreneurship education through competitions, lectures, and other forms, which artificially alienates the relationship between innovation and entrepreneurship education and professional education. From this perspective, this is not in line with the positioning of innovation and entrepreneurship education in China. There are many difficulties encountered in the integration process with vocational education, especially in terms of

curriculum and teaching staff, and there are still many problems that need to be solved. In this study, a case study of the finance and commerce major at Nanjing Commercial School is conducted to further analyze and elaborate on the effectiveness of the integration of innovation and entrepreneurship education and professional education in the finance and commerce major at higher vocational colleges.

***Research Significance***

(1) Theoretical significance

At present, with the development of the times and social progress, innovation driven vocational colleges have put forward new requirements to provide creative knowledge that can adapt to innovation driven. Innovation and entrepreneurship education as a vocational education in vocational colleges the component of learning, which emphasizes the cultivation of students' practical abilities and creative thinking, is clearly closely related to innovation driven. Therefore, from this perspective, integrating innovation and entrepreneurship education with professional education in vocational colleges has become the main form of vocational education in vocational colleges. By organically integrating innovation and entrepreneurship education with professional education in vocational colleges, it can first enrich the theory of higher education reform, Provide beneficial references for the current reform of higher education; Secondly, being able to establish an innovation driven development strategy is beneficial for solving the reform problem of integrating innovation and entrepreneurship education into the professional settings of local universities; Once again, it is possible to innovate the talent training models and theories of local colleges and universities, so as to keep up with the times in talent training; Finally, we can break the traditional transformation development model of local colleges and universities, and enrich the transformation Development theory of local colleges and universities.

With the continuous deepening of research on the organic integration of innovation and entrepreneurship education and professional education, the relationship between the two can be further clarified, the position of the two can be straightened out, and on this basis, the talent training plans of vocational colleges can be adjusted and transformed, integrating the cultivation of innovation and entrepreneurship abilities into professional education, so that innovation and entrepreneurship education can play its maximum role. From this perspective, it has high theoretical value for optimizing the concepts and methods of innovation and entrepreneurship education, as well as innovative vocational education models.

(2) Practical significance

From a practical perspective, in today's rapidly changing and developing era, promoting innovation and entrepreneurship education and majors the integration of education is an important task in vocational colleges, which is huge and complex. Through research and literature review, it has been found that there are still many difficulties in the integration process, especially in the issue of "teaching" and "learning". Based on the data analysis and research results of this study, in order to promote the deep integration and development of innovation and entrepreneurship education and professional

education in vocational colleges, fully leverage the personal role models of students in the field of innovation and entrepreneurship and the advantages of leading departments and majors, this study attempts to explore a "bottom-up infiltration gradual integration" development model, and puts forward some immature relevant suggestions to encourage teachers to be willing to teach and good at teaching Students are willing to learn and good at it, promoting the integration and development of innovation and entrepreneurship education and professional education in vocational colleges.

***Innovation Points and Shortcomings***

Firstly, in terms of innovation, this article mainly focuses on the unique culture of a certain region in China in international Chinese language education during the research process. Previously, the study of regional culture in international Chinese language education was conducted from the overall national level. Due to the broad scope of its research, it was difficult to grasp its focus, It is difficult to have a deeper understanding of the situation and problems of local regional characteristic culture in international Chinese language education. Therefore, through this study, it is possible to analyze and understand it from a more detailed level. This has positive significance for better applying regional culture to teaching Chinese as a foreign language and improving the quality and level of teaching Chinese as a foreign language.

Secondly, in terms of shortcomings, due to factors such as research time and resource conditions, the number of international students participating in this questionnaire survey is relatively small. In addition, considering that overseas Chinese learners are not in the Jilin regional environment and may not be familiar with Jilin regional culture, this study only selected international students from Guizhou as the survey subjects and did not cover overseas Chinese language education learners. Although the number and type of surveys in this study to some extent ensure the reliability of the research, further research is needed to verify whether the research conclusions are applicable to overseas Chinese language education learners.

***Problems of the tudy***

At present, innovation and entrepreneurship education has entered the field of higher education in China for nearly 20 years. However, innovation and entrepreneurship education still fail to cater to the general public, and is only a niche special education. This is not in line with the positioning of innovation and entrepreneurship education in China. In the process of integrating with professional education, there are many difficulties to be solved, especially in terms of curriculum and teaching staff. Therefore, in this article, by taking Nanjing Commercial School as the research object, we will study the integration of innovation and entrepreneurship education and professional education, and ultimately provide strategies and approaches for the integration of the two based on it, in order to achieve better integration between the two and fully demonstrate the value characteristics and effectiveness of innovation and entrepreneurship education.

***Limitation of the study***

From the perspective of this article, its research scope focuses on the integration of innovation and entrepreneurship education and professional education in vocational schools in the Nanjing region. For the finance and trade majors in Nanjing Commercial School, as a popular and employment ace major in Nanjing Commercial School, its research has certain value and significance. This is beneficial for the integration of entrepreneurship education and professional education in vocational schools in Nanjing and other provinces and cities across the country, it plays a certain reference role.

## Research Objectives

As far as this article is concerned, the purpose of this study is to evaluate the integration of innovation and entrepreneurship education and professional education among students majoring in finance and commerce at Nanjing Commercial School, in order to understand the current situation of the integration of the two majors, analyze the problems in the integration process, adjust talent training plans and teaching designs appropriately, and clarify the important role of innovation awareness and thinking in professional learning, Integrate innovation and entrepreneurship education with professional education more closely, ensure the quality of education and teaching in finance and commerce majors, and cultivate more talent for finance and commerce majors at Nanjing Commercial School.

## Literature Review

***Research on Innovation and Entrepreneurship Education***

In terms of connotation research, Li (2016) extracted the basic connotation of innovation and entrepreneurship education as a new educational concept and model centered on cultivating students' innovation and entrepreneurship awareness, spirit, and ability, aiming to comprehensively reform traditional education and teaching, and effectively cultivate innovation and entrepreneurship talents. Wang (2018) proposed a deep analysis of the concepts of "broad innovation" and "broad entrepreneurship". In a broad sense, innovation becomes the hub of entrepreneurship, reflecting the internal connection and essential exchange between innovation education and entrepreneurship education. This is the theoretical and practical foundation of innovation and entrepreneurship education. Zhang and Bai (2017) believe that innovation and entrepreneurship education is a new path to employment education, and its essence is to cultivate students' innovative spirit and entrepreneurial awareness, which is an extension of employment education. Scholars have different interpretations of the concept of innovation and entrepreneurship education, but they all emphasize the cultivation of innovation awareness and the importance of innovation and entrepreneurship education in promoting individual development and teaching reform.

From the perspective of curriculum system construction research, Shang (2015) proposed the establishment of core courses and peripheral courses as the theoretical basis for students' innovation

and entrepreneurship activities; Establish a connection between practical activities and two types of courses to achieve the integration of professional practical courses and innovation and entrepreneurship activities Zhu (2016) proposed to adopt a structural model of "platform module" as the curriculum system, reasonably set up various types of courses, fully utilize practical platforms, enhance their integration with professional teaching modules, ensure the effectiveness of the curriculum system, and continuously improve the quality of talent cultivation in innovation and entrepreneurship education in practice. Jia (2017) believes that in the process of promoting the innovation and entrepreneurship education system, the innovation and entrepreneurship curriculum system should be combined with the current talent cultivation mode of domestic universities, so as to continuously improve and improve the teaching mode and curriculum. The curriculum system plays an important leading and supporting role in educational reform. Scholars fully recognize that in the process of innovation and entrepreneurship education, the curriculum should have both theoretical and practical aspects. Only in practice can students' theoretical knowledge be consolidated and applied.

***Research on Professional Education***

Professional education originated from European guilds in the 11th and 12th centuries; By the 17th and 18th centuries, the European Industrial Revolution explosion has catalyzed the development of higher education; Professional education became the core of higher education in the late 19th century heart composition; After entering the 20th century, guided by the market economy, society faced a comprehensive reform of colleges and departments the professionalization characteristics of the education system are becoming increasingly evident, and the alignment between professions has become an inevitable trend; To the previous world

At the end of the century, there were over 1300 types of majors. The goal of professional education is to enrich theoretical knowledge enhance practical abilities, cultivate professionals with professional skills and professional ethics, and ensure that they are able to excel in their profession use your own abilities within the domain.

British scholar Peter elaborated on the training objectives of professional education in his book "Professional Education". He believed that professional education is aimed at cultivating competent professionals. Professional education can be divided into three aspects: firstly, through pre and post-employment training and continuing education, acquiring knowledge and skills to cope with real situations and solve practical problems; Secondly, students can deeply understand the core concept of Professional ethics by accepting the integration of relevant professional knowledge and basic social values; Finally, professional education should realize the cultivation of students' Critical consciousness and the concept of Lifelong learning.

At the end of the 20th century, the number of literatures on "professional education" in China exceeded the total amount of foreign research, and showed a rapid growth trend, indicating that China's research enthusiasm for professional education remained undiminished and continued to rise. Usually,

Chinese scholars conduct comprehensive research on professional education and different stages and types of education models, and have published books specifically targeting professional education research in early European countries. This article mainly selects the talent cultivation mode of professional education for comprehensive analysis.

***Theory of Reviews***

(1) Research on the Relationship between Innovation and Entrepreneurship Education and Professional Education

Zhang and Chu (2012) believe that professional education plays a dominant role in the integration of innovation and entrepreneurship education with professional education. Innovation and entrepreneurship education plays a supporting role, and innovation and entrepreneurship education is integrated into the process of professional education through infiltration and guidance. Liu (2014) believes from a historical perspective that the growth foundation of innovation and entrepreneurship education in vocational colleges lies in professional education, and the development achievements of innovation and entrepreneurship education will in turn promote the advancement of professional education. From the research of the above scholars, it can be seen that the academic community has a relatively consistent understanding of the relationship between innovation and entrepreneurship education and professional education, and the two are closely related and should penetrate each other. Further promoting the integration of innovation and entrepreneurship education and professional education in vocational colleges can not only provide a foundation for the development of innovation and entrepreneurship education, but also inject impetus and guide the direction of professional education. Jiang and Li (2014) believe that professional education provides strong support for innovation and entrepreneurship education, achieving a smoother implementation of innovation and entrepreneurship education. Liu, Yan et al. (2014) believe that the integration of innovation and entrepreneurship education with professional education is a higher-level talent cultivation model that needs to be integrated into curriculum teaching and practical teaching processes to achieve the construction of a new higher education system that connects research and technology application in interdisciplinary contexts, and combines teaching with innovation and entrepreneurship.

(2) Research on the Integration Mechanism of New Entrepreneurship Education and Professional Education

Lu (2015) proposed that the operational models for integrating innovation and entrepreneurship education with professional education include professional embedding model, cross professional joint model, and socialized cooperation model. Li (2017) proposed a new model for the optimization and integration of innovation and entrepreneurship education and professional education with "one core, two fulcrums", adhering to the core framework, focusing on classroom fulcrums, strengthening practical fulcrums, and constructing a high-quality talent practice system that integrates professional education and innovation and entrepreneurship education. Dong (2019) believes that universities should start with

educational concepts, curriculum structure, teaching staff, practical platforms, and other aspects to achieve the integration mechanism of innovation and entrepreneurship education and professional education, and improve the quality of university education and teaching. Scholars have proposed integration models that draw on foreign experiences and achievements, as well as building integration mechanisms from aspects such as curriculum, teaching, and teaching staff. However, their focus on integration includes curriculum and practice.

(3) Problems in the integration of innovation and entrepreneurship education and professional education

Xuan et al. (2019) pointed out that in the current process of integrating innovation, entrepreneurship, employment, and professional education in vocational colleges, there are problems such as inadequate alignment between training objectives and industrial innovation trends, lack of systematic support between professional courses and practical platforms, and inadequate evaluation systems and management mechanisms. Li et al. (2020) analyzed that the main problems in the current process of integrating innovation and entrepreneurship education into professional education are: inadequate understanding in schools, and the serious phenomenon of "two skins" between innovation and entrepreneurship education and professional education; The actual effect of innovation and entrepreneurship education is not outstanding; The low degree of integration between innovation and entrepreneurship education and professional education restricts the integration of the two. From scholars' research, it can be seen that there is a common deviation between innovation and entrepreneurship education and professional education. Both have problems in terms of concept, curriculum, practice, and evaluation system, but the problems are not detailed enough and are biased towards theoretical analysis, lacking empirical evidence.

(4) Research on the Integration and Development Path of Innovation and Entrepreneurship Education and Professional Education

Zeng (2020) demonstrated the development trend of the "specialized innovation integration" curriculum in vocational colleges. Based on the "Taylor principle", he elaborated on the implementation path of the "specialized innovation integration" curriculum from four aspects: curriculum objectives, curriculum content, curriculum implementation, and curriculum evaluation, emphasizing its effectiveness in improving students' innovation and entrepreneurship abilities. Chen et al. (2012) proposed that the establishment of innovation and entrepreneurship education courses should be tailored to the major, with a focus on creating professional courses with innovation and entrepreneurship advantages, striving to become national and provincial high-quality courses, in order to drive and radiate the construction of innovation and entrepreneurship courses in other disciplines, and provide strong support for the comprehensive integration of innovation and entrepreneurship education into classroom teaching. Integration of practical platforms. Sun (2019) proposed adopting the concept of "three-level progression and integration of training and competition", constructing a practical teaching system of

integration of specialization and creativity from classroom to practice, promoting the integration and sublimation of the concept of integration of specialization and creativity and the spirit of "craftsmanship" in talent cultivation. Integration of teaching staff. Tian Lili (2020) believes that the teaching staff is the key to the integration of the two. Based on the perspective of modern apprenticeship, in different stages of innovation and entrepreneurship practice teaching systems, school entrepreneurship mentors, enterprise mentors, and enterprise entrepreneurship mentors should collaborate and provide students with full attention, timely identify problems, and jointly cultivate talents. From existing research, it can be seen that the early academic community did not pay attention to the integration of innovation and entrepreneurship education and professional education. With the deepening of innovation and entrepreneurship education, research on the integration of the two has only begun in the past two years. However, most of the research focuses on the theoretical exploration level, and the research results mostly focus on courses, teachers, practical platforms, and other aspects, providing certain research ideas and directions for this study.

## Methodology

### *Introduction*

At present, in order to promote the coordinated development of innovation education and professional education, most vocational colleges have established distinctive innovation and entrepreneurship education models, established full-time management institutions responsible for innovation and entrepreneurship education, constructed a comprehensive curriculum system, formed diversified innovation and entrepreneurship practice platforms, and achieved significant results. In the following research, the article analyzes the specific implementation status and effectiveness of the integration of innovation and entrepreneurship education and professional education in finance and commerce majors at Nanjing Commercial School in practice.

### *Research Design*

This study aims to understand the integration of innovation and entrepreneurship education and professional education from existing research results both domestically and internationally. This serves as the background and research significance of the paper, summarizes existing research results both domestically and internationally, identifies the entry point for this study, and determines the research purpose. Integrate knowledge from various disciplines to find core concepts that are suitable for this article. Analyze and summarize theoretical perspectives on innovation and entrepreneurship education, professional education, and their integration at home and abroad knot.

This study is based on the integration model and path of innovation and entrepreneurship education and professional education, and delves into three aspects:

(1) The current situation of integrating innovation and entrepreneurship education with professional education in the finance and business sectors of Nanjing Commercial School.

(2) The problems existing in the integration of innovation and entrepreneurship education with professional education in the finance and commerce category of Nanjing Commercial School.

(3) Further promote the integration of financial and business innovation and entrepreneurship education with professional education at Nanjing Commercial School.

In terms of specific research, firstly, by collecting and summarizing existing survey questionnaires both domestically and internationally, we mainly select relevant questionnaires targeting students, screen the questionnaire content, and reorganize and integrate the selected questionnaire questions that are suitable for this study; Secondly, based on the research content and student questionnaires, an outline for teacher interviews was developed, and a survey was conducted from the perspective of teachers. Interviews were conducted with professional teachers in finance and commerce at Nanjing Commercial School and full-time teachers in innovation and entrepreneurship; Thirdly, based on the results of the student survey questionnaire and the content of teacher interviews, understand students' cognition and views on innovation and entrepreneurship education; Finally, based on the investigation and research status, and in-depth exploration of the existing problems and analysis of the reasons, targeted optimization strategies are proposed for the integration of innovation and entrepreneurship education and professional education in the finance and commerce majors of Nanjing Commercial School.

***Hypothesis***

Assumption 1: Will the integration of innovation and entrepreneurship education with professional education bring practical significance to the teaching of finance and commerce majors at Nanjing Commercial School.

Assumption 2: Is the integration model of innovation and entrepreneurship education and professional education in finance and commerce majors at Nanjing Commercial School scientific and effective.

Assumption 3: The integration of innovation and entrepreneurship education in finance and commerce majors at Nanjing Commercial School with professional education can cultivate corresponding talents for social development.

***Questionnaire Design and Methods***

The survey questionnaire used in this study was compiled by integrating relevant content from existing questionnaires of the process is divided into four steps.

The first step is to read a large amount of existing literature, summarize existing research results on this basis, and set questions plan and prepare specific questions for the questionnaire to form the initial questionnaire.

The second step is to visit relevant experts and frontline teachers, and propose suggestions on the content and format of the initial questionnaire questions suggest deleting and modifying questions based on the initial questionnaire dimensions to improve the questionnaire preparation.

The third step is to implement the prediction of the questionnaire, measure the reliability and validity of the questionnaire, and determine the dimensions of the questionnaire.

The fourth step is to analyze the predicted data, integrate the opinions of experts and scholars, and make modifications to form the final survey questionnaire.

The final version of the questionnaire includes multiple choice questions and multiple-choice questions, covering five dimensions and a total of 13 questions, including 9 single choice questions and 4 multiple choice questions. The questionnaire mainly examines students' understanding of innovation and entrepreneurship education, their views on the integration of innovation and entrepreneurship education and professional education, and the current situation of the integration of innovation and entrepreneurship education and professional education. Based on the dimensions of this study, relevant teachers were selected for interviews to supplement survey data.

***Sampling***

This study investigates the integration of innovation and entrepreneurship education and professional education in finance and commerce majors at Nanjing Commercial School, with students and in-service teachers as the survey subjects. These schools are the most representative among vocational schools in Nanjing, with a leading position in school development and construction, and the participants are representative.

**Table 1:** Student Sample Statistics

| Project | Category | Number of People | Rate |
|---|---|---|---|
| Gender | Male | 159 | 46.90% |
| | Female | 180 | 53.10% |
| Grade | First Grade | 165 | 48.67% |
| | Second Grade | 144 | 42.48% |
| | Third Grade | 30 | 8.85% |
| Finance and Commerce | Big Data and Accounting | 48 | 14.16% |
| | Financial Services and Management | 21 | 6.19% |
| | Big Data and Financial Management | 72 | 21.24% |
| | E-Commerce | 87 | 25.66% |
| | Business Data Analysis | 57 | 16.81% |
| | Financial Management | 54 | 15.93% |
| Student | Country | 71 | 20.94% |
| | Countryside | 268 | 79.06% |

(1) Student Sample

This study selected students and teachers majoring in finance and commerce from Nanjing Commercial School to conduct a survey on the integration of innovation and entrepreneurship education with professional education in May 2023. The student survey questionnaire is randomly distributed within the school, and the questionnaire data is obtained through online answering through the questionnaire star link. A total of 350 questionnaires were collected during the survey, of which 339

were valid, with an effective rate of 96.86%. The participants in the questionnaire survey included 159 male students, accounting for 46.90% of the total; There are a total of 180 female students, accounting for 53.10%, and the proportion of male and female students is in line with the proportion of students in vocational schools in China. Among them, there are a total of 165 first grade students, 144 second grade students, and 30 third grade students. This is mainly because third grade students do not attend classes and mostly go out to participate in internships, so the data in this survey sample is relatively reliable. The specific description and statistics of the student sample are shown in Table 1.

(2) Teacher Sample

This study selected 10 professional course teachers and 5 full-time teachers of innovation and entrepreneurship education from the finance and commerce majors of Nanjing Business School to conduct one-on-one non-Structured interview. Identify problems from the perspective of teachers through interview results, explore the difficulties encountered by teachers in practical teaching, and seek solutions.

***Reliability and Validity Analysis***

(1) Questionnaire Reliability Analysis

The questionnaire was analyzed for reliability using SPSS 26.0, as shown in Table 2. The Cronbach's Alpha value is 0.806, which is between 0.8 and 0.9, indicating that this questionnaire has good reliability.

**Table 2:** Reliability Analysis of the Questionnaire

| | Cronbach's Alpha |
|---|---|
| Questionnaire | 0.806 |

(2) Questionnaire Validity Analysis

In this paper, in the process of examining and analyzing the validity, it is mainly divided into Content validity and structure validity.

Content validity：The investigation of the Content validity of the questionnaire is mainly to judge that the design of the questions is suitable for the needs of the research purpose and research hypothesis. The questions are not parallel or subordinate to each other. The language expression is simple, intuitive, and logical. It can ensure that the scope of the question design covers all dimensions of the research more completely. Because Content validity cannot be tested with quantitative indicators, in actual measurement, scholars often conduct systematic analysis of test questions according to the dimensions of the questionnaire. When scholars judge that test questions accurately reflect the content of the questionnaire, it indicates that the Content validity of the questionnaire is good. In this study, the corresponding questions of the questionnaire were consulted with experts and scholars in vocational and technical education, and received good comments, indicating that the questionnaire has good

Content validity. Structural validity：

**Table 3:** Validity Analysis of the Questionnaire

| | | |
|---|---|---|
| KMO Sampling Suitability Quantity | 0.858 | |
| Bartlett Sphericity Test | Approximate Chi Square | 154.904 |
| | Freedom | 15 |
| | Significance | 0.000 |

The questionnaire uses SPSS26.0 for validity analysis, KMO sample suitability test and Bartlett sphericity test to test the suitability of data before factor analysis, as shown in Table 3. The KMO value of this study is 0.858, ranging from 0.8 to 0.9; The Sig value is 0.000, which is less than 0.05 and reaches a significant level. Therefore, it indicates that this questionnaire has good structural validity.

**Results**

***1. Students lack strong innovation awareness***

Most students majoring in finance and commerce at Nanjing Commercial School are admitted to vocational schools through regular junior high schools. In the past in the process of learning, students mostly accept Teaching to the test, and are accustomed to receiving knowledge from teachers in a one-way way. They lack enthusiasm for active learning and have a low sense of innovation. After entering school, students receive knowledge related to innovation and entrepreneurship through compulsory or elective courses, hoping to achieve good grades at the end of the term and complete course studies and assignments diligently, earning enough credits. Many times, students do not subjectively want to participate in innovation and entrepreneurship activities and training, and the actual participation in innovation and entrepreneurship education is low. In addition, students pursue a stable learning state during the learning process, believing that learning innovation and entrepreneurship knowledge is an additional burden and difficult, and are unwilling to spend their time. They only need students who want to start a business to learn, and will not consider integrating innovation and entrepreneurship into their majors to achieve professional innovation.

***2. Imperfect construction of teaching staff***

Nanjing Commercial School advocates the establishment of a "dual teacher" teaching team for finance and commerce majors. This not only requires teachers to have strong teaching abilities but also good professional practical abilities. However, carrying out innovation and entrepreneurship education also requires teachers to inspire students' thinking awareness in teaching. In addition to having a solid professional foundation, teachers are also required to have a keen innovation awareness and rich innovation experience. At present, in the teaching of finance and commerce majors, the development of applied technology is ignored, only to complete the teaching content in the textbooks, and the cultivation of students' innovation awareness is ignored. At the same time, professional education

mainly focuses on the cultivation of professional technical skills, and pays more attention to the teaching of professional knowledge. There is a lack of guidance process for students' innovative consciousness and thinking, which cannot effectively stimulate their innovative ability. Most of the full-time teachers of innovation and entrepreneurship education in schools have become full-time teachers of entrepreneurship and entrepreneurship through job transfers. They have only received learning and training on innovation and entrepreneurship related knowledge, but have not received systematic learning and training on innovation and entrepreneurship knowledge. They do not understand the essence of innovation and entrepreneurship education, and cannot truly achieve innovation and entrepreneurship education. At the same time, they lack relevant innovative practical training, In the teaching process, theoretical knowledge is also introduced based on the textbook, making it difficult to truly provide innovative guidance and thinking inspiration.

***3. Unreasonable education assessment and evaluation mechanism***

Currently, there is no relatively scientific evaluation system for innovation and entrepreneurship education in the finance and commerce majors of Nanjing Commercial School. As the evaluation subject, the school actively explores innovation evaluation standards during the in-depth development stage of innovation and entrepreneurship education, and adds evaluation standards with unique characteristics of innovation and entrepreneurship education from the original aspects of teaching quality, class hours, and project projects. For example, incorporating teacher guided innovation and entrepreneurship competition projects into the evaluation will provide certain incentives for guiding students to win awards in competitions. However, the formulation of standards is not yet scientific enough. On the one hand, the assessment of professional teachers is mainly based on class hours and hosting projects. Most professional teachers' pay more attention to the teaching and research of their respective majors, and their enthusiasm for innovation and entrepreneurship education is not high; On the other hand, guiding students to participate in competitions and win awards requires a lot of effort from teachers, and professional teachers often fall short, leading to a significant decrease in teachers' enthusiasm for participating in guidance. In this situation, it makes it easy for students and teachers to develop a tendency of "competition first", thereby weakening the practical exploration and exercise of innovation and entrepreneurship education in the teaching process.

***4. The integrated construction of two types of teacher education cannot keep up***

Teachers of finance and commerce majors at Nanjing Commercial School have good classroom teaching and professional practical abilities. Innovation and entrepreneurship education is aimed at practical needs and problems, which requires teachers to have both profound professional abilities and a certain level of innovation awareness and practical experience. However, currently, due to the long-term influence of traditional teaching concepts, most teachers, especially professional teachers in various disciplines, still prioritize traditional teaching and pay more attention to the teaching process of professional knowledge. In teaching, there is no effective guidance and inspiration for students'

innovative thinking and exploration consciousness, which cannot stimulate their innovative potential; In addition, teachers lack innovative awareness of teaching content and forms, only following the textbook while teaching, and teaching content remains unchanged, ignoring the changes in the current situation. They carry out indoctrination-based education to complete teaching tasks, making it difficult to cultivate students' innovative awareness. In this situation, teachers lack practical understanding and mastery of the essence of innovation and entrepreneurship education, and lack practical experience in innovation and entrepreneurship. In teaching, it is often theoretical teaching, making it difficult to have practical guidance and professional targeting.

**Discussion**

In the process of integration of innovation and entrepreneurship education and professional education, there are the following problems: insufficient awareness of innovation and entrepreneurship, imbalance of teachers, low integration between courses, and insufficient integration of teachers of the two types of education. The reasons are summarized as follows: students' weak awareness of innovation, imperfect construction of teachers, unreasonable evaluation mechanism of educational assessment, and failure to keep pace with the integration of the two types of teacher education. Based on a comprehensive analysis of the problems and reasons, and exploring and summarizing optimization strategies for the integration of the two, the finance and commerce majors at Nanjing Commercial School must update their educational concepts, strengthen government macro planning, build innovative curriculum integration models, improve the comprehensive quality of teaching staff, and build a diverse and shared practical development platform to promote their development.

**Conclusions**

In the research, this paper focuses on the integration of innovation and entrepreneurship education and professional education in finance and commerce majors of Nanjing Commercial School. Through searching and reading a large number of relevant literatures, it determines the theoretical basis of research based on understanding and analysis, references existing research, supplements questionnaires according to the research tools of journal essays and Thesis, and the characteristics of finance and commerce majors, Develop a questionnaire on the integration of innovation and entrepreneurship education and professional education. Based on the questionnaire on the integration of innovation and entrepreneurship education and professional education, develop a survey questionnaire targeting students based on their willingness and views on entrepreneurship and innovation education. Finally, based on the research content and student questionnaire, develop a teacher interview outline and conduct corresponding investigation and research on teachers. Through this form, Have a corresponding understanding of the opinions and ideas of professional course teachers and full-time teachers for innovation and entrepreneurship.

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# TRANSLATION EVALUATION ON GONZI AND MALTA'S BREAK WITH QADDAFI: RECOLLECTIONS OF A PREMIER

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**Abstract:** The translation evaluation is hinged on the English to Chinese translation of Dr. Joseph Cassar's second edition of Gonzi and Malta's Break with Qaddafi – Recollections of A Premier. The book is based on the oral narration and reflections of Dr. Lawrence Gonzi, the 12th Prime Minister of Malta from 2004 to 2013, notably his several important decisions made during the Arab Spring. The translation evaluation aims at discussing possible 'down-to-earth' approaches in translating English non-fiction literature and journalistic genre into Chinese. The translator explores the concept of imitation and indicates that imitation could be broadened to contain a spectrum of derivational works, enabling imitation to fit in a nascent niche in current translation theory.

**Keywords**: Translation Evaluation, Gonzi and Malta's Break with Qaddafi

## Introduction

This translation project hinges on an English-written book titled *Gonzi and Malta's Break with Qaddafi – Recollections of A Premier,* which was initially published in December 2013 by Maltese publisher Kite Group, and then reprinted in November 2014 for its second edition by the same publisher. The author, Dr Joseph Cassar, who obtained his doctoral degree in Political Science (International Affairs) from the Universitas Cattolica del Sacro of Milan, Italy, had chronologically acted as Maltese Ambassador to a number of countries including Portugal, Libya, Russian, Italy and China. In July 2013, Dr. Cassar retired from the position of Ambassador of Malta to the People's Republic of China and then started to write the premier's recollections when he was back in the archipelagic country.

This translation project has some personal significance to me as the translator. I first came to connect with Dr. Cassar in Beijing in 2013 when I had made a courtesy call at the Maltese Embassy. I told the ambassador that I had been selected as the Bureau Chief of Xinhua News Agency Valletta Bureau to set up the new Xinhua Branch there. It was following my assignment in North Africa where I had reported news stories in Tunisia, Egypt and the Libya War of 2011 and its aftermath.

In subsequent weeks, I had the opportunity to meet and discuss matters with Dr. Cassar in view of the administrative arrangements required by the Maltese Authorities in connection with the setting

up of Xinhua's new Valletta Bureau. That meeting was the start of a friendship between generations.

Later in December 2013, I was invited in the name of President of Malta to attend the launching ceremony of Dr. Joseph Cassar's this new book held at the Grand Palace in Malta's capital city. Empowered and authorized by Dr. Cassar in 2015, I had the honour to translate the first edition of *Gonzi and Malta's Break with Qaddafi – Recollections of A Premier*.

Dr. Cassar's much-anticipated book is based on the oral narration and reflections of Dr. Lawrence Gonzi, the 12th Prime Minister of Malta from 2004 to 2013, especially his several important decisions made during the Arab Spring. Started with a Tunisian vegetable vendor Mohamed Bouazizi setting himself on fire "in a bitter one-man protest outside a government office against the government" (Graham-Harrison, 2018) in Sidi Bouzid, Tunisia, the Arab Spring had later evolved into an extreme political havocs and social upheavals in Middle-East region. The incident ignited sparks that activate perennial grievances and defiance, and stimulated mass protesters that shakes the Arabic world.

Those decisions that Lawrence Gonzi made, on the one hand, affected Malta's role in the uprising as well as its delicate and essential relations with Libya, the nearest neighbor being lashed and swept by the Arab Spring; on the other hand, ensured the archipelagic country's dynamic economy and social solidarity, as well as maintained its established neutral status as the neutrality clause was introduced in the Maltese Constitution in 1981(Falzon, 2014).

In 2014, Dr. Joseph Cassar published the second edition of *Gonzi and Malta's Break with Qaddafi – Recollections of A Premier*. Compared with the first one, the veteran diplomat extended the chapters from twenty to twenty-four. The additional four chapters was written directly by Dr. Lawrence Gonzi. The former prime minister elaborated his personal experience and reaction to the feedback from Maltese people after they read the first edition, which "not only about Libya and the hope and disappointments during the past two years. They are even wider in scope" (Cassar, 2014).

Chapter 21 of the book was eventually selected as the translator's translation project. There are several reasons for doing so:

First, there is a significant change in writing style. As the first twenty chapters was handed by Dr. Joseph Cassar, but the rest of four chapters was directly written by Dr. Lawrence Gonzi. Chapter 21 was the beginning of this style change, thus creating new challenges for the translator to face with.

Second, the translator's previous career background dovetails with parts of the plots in the premier's recollection book. The translator had previously worked as a TV reporter at Xinhua News Agency Middle East Regional Bureau from 2011 to 2013, and later worked at Xinhua News Agency Valletta Bureau. Therefore, the translator either experienced the Arab Spring uprising or interviewed the former Maltese prime minister Lawrence Gonzi over Libya issues (Li, 2015). The Translator's knowledge about the Middle East Region and Malta, as well as his translation experience with the first edition of this book, may contribute to this translation project.

Third and probably the most vital but heartbreaking point, Dr. Joseph Cassar passed away on 19 May 2018 (The Times of Malta, 19 May 2018). The translator wishes to devote the translation to the conscientious former Maltese ambassador who shared his profound knowledge and rendered enormous supports to the translator when he lived in Malta.

**Evaluation**

The translation evaluation aims at discussing possible practical approaches in translating English non-fiction literature and journalistic genre into Chinese. Moreover, this evaluation explores the concept of imitation (which will be introduced later in this chapter) and indicates that imitation could be broadened to contain a spectrum of derivational works, contributing to the evidence of imitation to fit in a nascent niche in current translation theory.

***Analysis of ST and TT***

This major objective for translating *Gonzi and Malta's Break with Qaddafi – Recollections of A Premier* is to achieve a holistic and enhanced method in which Source Text (ST) is being translated into Target Text (TT), that is to say, from English to Chinese. This is to be complemented firstly by analyzing the source text and target text respectively.

*Analysis of ST*

It actually not easy to define the genre of *Gonzi and Malta's Break with Qaddafi – Recollections of A Premier,* At the first glance, the title could possibly be regarded as a biography, which is defined by Oxford Advanced Learner's Dictionary as "the story of a person's life written by sb else". However, considering the last four chapters were written by the former prime minister himself, one could also view the book as an autobiography, which means "the story of a person's life, written by that person" defined by the same dictionary.

But in fact, the book is not about all the life of Dr. Gonzi, it consists only several years of his life being the premier, especially the period of Arab Spring when Dr. Gonzi had had made several vital but difficult decisions to subtly handle with relations between Malta and Libya.

Moreover, fully exerted his encyclopedic knowledge and quoted a significant number of books, newspaper articles as well as valuable diplomatic archives, Dr. Cassar delineated an even greater picture of vicissitude along the Mediterranean Sea, enumerating glory and great histories of countries such as Egypt, Tunisia, Libya as well as Malta. Therefore, the translator would more likely to categories this recollections as Journalistic genre or a more general category – the non-fictional literature.

It is also worth mentioning that Dr. Joseph Cassar was a journalist in 1970s, Dr. Lawrence Gonzi was a renowned lawyer for decades before he started his career as a politician, consequently, there are huge differences in language style, word of choice as well as structuring sentences between the veteran diplomat and the former Maltese prime minister, therefore the writing style in the last four chapters is quite different from the previous 20 chapters.

*Analysis of TT*

The objective of the translation project is to present perception into the translation approaches that a translator carries out when delivering a translation of a non-fictional literature from one's second language (L2) into first language (L1). *Gonzi and Malta's Break with Qaddafi – Recollections of A Premier* consists profound history and news events that far beyond the archipelagic country in the heart of the Mediterranean Sea itself, it also involves the Arab Spring, the international relationships between Libya and Tunisia, between Egypt and Tunisia, between Egypt and Libya, and the most significant part that between Malta and Libya. So, the potential readers include academics and university students of international relations, especially those who are interested in Middle-East and Mediterranean Sea Region; journalists and editors at the international desks; historians and anyone interests in countries along the Mediterranean Sea as well as the Arab Spring from a research perspective. The publication of this book in China could not be easy. According to the rule, any publication related to international affairs shall be censored by the Ministry of Foreign Affairs of People's Republic of China. What make this situation more complicated is that Dr. Cassar's book involved the critical views of the second country (Malta) to a third country (especially Libya, but Egypt and Tunisia also counted), probably inconsistent with China's diplomatic policies towards those country. Once published, it could also upset those countries' embassies and therefore creating unnecessary diplomatic troubles. So, the possible way to publish this translated version is online or on China's most popular social media – WeChat by creating WeChat public account.

The relationship of the genre of the ST as a journalistic literature and the style and word preference of the former ambassador as well as the former Maltese prime minister will be enumerated to the most unsure paragraphs faced in the translation project. This is expected to identify whether relevance exists between a degree of difficulty in rendering particular passages as well as to which extent they stand for the genre features and the writers' word preference. In choosing which way the ST will be rendered in TT, the initial step is generally to identify the "Skopos theory" of the text. The purpose and aim were discussed with Dr. Cassar after a trial translated chapter of *Gonzi and Malta's Break with Qaddafi – Recollections of A Premier* was completed. The Chinese version of these pages was translated in 2014 before the second edition of the book was published. The trial chapter was served to decide the primary strategy for the overall purpose and aim of the whole book. With the strategic objective of the ST identified, by communicating with Dr. Joseph Cassar and collecting pertinent materials from Chinese news reporting, the translation project of the first edition of the book was carried out in accordance with the established strategy in mind.

**Translation Strategies**

The previous pertinent studies of translation, which were congregated in this translation evaluation, are envisaged to bridge the more practical and outcome-oriented translation practices and

the more scholastic translation studies. It is also intended to discuss translation approach of politically sensitive contents.

***Skopos Theory***

Translate, defined by Longman Dictionary of Contemporary English, is "to change written or spoken words into another language". Experts and researchers have discussed for a long time that whether translation is a practice with no theory at all (Malmkjar, K and Windle, K, 2011).

However, the Skopos theory from the German functionalists has amassed a phenomenon influence worldwide since the theory was created and extended one by one by Vermeer, Reiss and Nord, and eventually the Skopos paradigm established by Nord (2001) so as to use in judging the comprehensive Skopos of the material used. The purpose of translating text affects the translator's decision making across the translation project, and also the decisions made throughout the translation practice. Dynamic Equivalence has probably been widely adopted as the most useful translation strategy, but one may also confused by how dynamic a TT should be. Imitation is possible an answer to it.

***Imitation***

John Dryden is possibly considered as the pioneer to establish the regulation of translation in the United Kindom. The precursor created three concepts: metaphrase (i.e. literal translation), paraphrase, and imitation (Bassnett 2002: 64).

Imitation represented a TT that would show itself as ST. The imitator/translator ought to enable the audience feeling they were reading the original text; therefore, all cultural barriers shall be ratified to deter the audience from feeling estrangement. Dryden (Elmgrab, 2015, pp. 191-204) there as raised that 'imitation is not to translate the author's words, or to be confined to his sense, but only to set him as a pattern, and to write, as he supposes that author would have done, had he lived in our age, and in our country'.

However, Dryden and a lot of other western academics have less preference for imitations as they think imitations are a viable category of translation., and show their interest in translations or paraphrases that are loyalty to the meaning of the source text. They categorized imitations as a extend of freedom, or departure from the source text, that distinguished a 'translation practice from an imitation approach' (Elmgrab, 2015, pp. 191-204).

No wonder Chan (2017) argued that imitation, although was prominently inscribed in master modern translation theory and is endogenously linked to translation by an eminent leading authority just as Dryden, has barely found its place in the primary contemporary theories of translation. Chan vended his discontent that imitation is unsuccessful in being enshrined in the palace of translation theory, and further explored that one possible reason could be that the prolonged discrimination against imitation which partakes the same infamy as direct pasting, plagiarism and even lifting, establishing a devious level that inferior to the original works (Chan, 2017).

Depending on the text typological model, Newmark (1988) establishes an intermediary space between imitation and authenticity. He elaborated that "the more serious and important the language of text, the more closely it should be translated; The less serious and important the language of a text, the less closely it needs be translated". However, Newmark prefers authenticity when he holds that "the better written a text, the closer should be the translation" but Newmark accentuates that translation shouldn't be verbatim, as it is expected to keep the same stresses of the ST and preserving the scopes of good sense.

Moreover, it would be a sort of divergence interpreted between the two translation strategies, imitations and authenticity, in reaching equivalence. To further explain this, authenticity as Pym (2000) might probably regarded as the counterpart of parody, as long as we understand the notion of parody. "Authenticity is the extreme opposite of parody. It is the multiplication of variations beyond anything that the popular imagination can identify". Schleiermacher (Cercel and Serban, 2015) identified authenticity playing a active role in representing, instead of suppressing, the unsymmetric that lies between the SL and the translator's first language. Berman (Elmgrab, 2015) summarized that "to authentically represent the foreignness of the original text is a choice that the translator has to make". Authenticity enables target audience to speculate about the source text, Theresa extends the source text-oriented meaning. No wonder Huang (2011) pointed out that "a good literary translation must reproduce something of the source text's style; otherwise, the distinguishing literariness in the original will not be conveyed in the target text".

***Rewriting***

While Robinson (1998) defines imitation as an approach that differentiate from the source text, enjoying versatility from the words and the order of the original. Hence, imitation has been regarded nearly an equivalence of free translation, on the other hand loyalty or authenticity in a translation practice is viewed as with the ST. Sahlin and Wedlin (2008:) emphasized that "to imitate, then, is not just to copy, but also to change and innovate".

Thereas, translation, described by Lefevere (1992), has been considered as the utmost patently identifiable form of rewriting, he also adds that translation has a phenomenally powerful effect in regard of its decipherment of source text that beyond their own cultural background (Lefevere 1992 cited in Munday 2008).

***Summary of Translation Theories***

In conclusion, the translator believes that imitation creates a more concrete approach than Dynamic Equivalence in a translation approach. Although there are also divergences on the concept of imitation, we still could fit our translation approach in that strategy. The theory could be defined as narrow concept just as Dryden mentioned that, translator "supposes that author would have done, had he lived in our age, and in our country", giving a much clear practice that how translator enjoy the degree of freedom. On the contrary, a broader imitation could be regarded as rewriting, that just keep

the syllabus of ST and further freeing the rendition of TT, which probably more suitable for novel translation.

In this evaluation, the translator tends to adopt the conservation concept of imitation, 'imitation as rewriting' is not included in this evaluation.

**Casy Study**

This part incorporates the translational strategies adopted when translating *Gonzi and Malta's Break with Qaddafi – Recollections of A Premier* from English into Chinese. As mentioned above, imitation plays a vital role in the translation process. Examples were selected as the translator were facing difficulties in the translational progress and trying to realise the reasonable solution. Of the below picked examples in this section, most are not verbatim translations, but have conveyed meaning in them when in comparison with the ST.

***Translation Issues at The Word Level***

Example 1:

ST (L18): It is only nature that…

TT (L11): 自然而然地……

BT: all happened without any outer forces…

In line 18 to 20, it could be translated as "再正常不过的是，在类似的情况下，我们特别关心在利工作或旅游的马耳他公民的安危，同时我们尽最大努力确保他们远离伤害", but it somehow sounds a litter bit wired. "It is only natural that" literally means "这再正常不过了"，however, to adopt imitation strategy, here I changed it to a Chinese allusion "自然而然"， which means all happened without any outer forces. "自然而然" was dated back to the Mouzi Lihoulun (literally: "Master Mou's Treatise Settling Doubts"), a classic Chinese Buddhist text. Then the problem is Dr. Lawrence Gonzi probably does not know about Mouzi or "自然而然"，how could he utter "自然而然" in his complementary chapters in Dr. Joseph Cassar's second edition of the recollection of himself? As already elaborated above, to adopt imitation, one should fully digest the source text and exert a kind of rewriting in the target text, but the adherence to the original meaning is required to retain. That's would be reasonable to the translator to use "自然而然" to replace a more common expression of "再正常不过了". Moreover, "自然而然" is a quite commonplace phrase used in China nowadays, it won't create an image to the Chinese readers that Premier Gonzi have trawled the Chinese archives searching for an expression to ingratiate them.

Example 2:

ST (L24): Equally correct…

TT (L14): 顺理成章……

BT: one thing consequently led to another…

A same example can also be found in line 24 and 26. Equally correct was rendered here into "顺理成章", which naturally or one thing consequently led to another. The idiom, originally means when you follow the logic, you can write your article paragraph by paragraph without any interruption, can be retrospect to Chinese Confucian scholar Zhu Xi, the leading figure of the School of Principle and the most significant rationalist Neo-Confucian in China.

Example 3:

ST (L104): The cry for democracy, freedom and representation in governance was based on the fact that these had been systematically denied for decades.

TT (L59): 之所以强烈呼唤民主、自由和选举，恰恰是因为民主、自由和选举在过去数十年间被彻底禁绝。

BT: The reason why the cry for democracy, freedom and representation in governance was because the fact that these had been systematically denied for decades.

Between the line 104 and 105, at start, the translator translates it as "对民主、自由和选举政府代表的强烈呼声是基于这样一个事实，即民主、自由和选举政府代表在过去数十年间被彻底禁绝". The meaning is conveyed completely, but the narrative still sounds odd and does not flow. To produce a better translated version, the translator fully digested the original text and rewrote it as "之所以强烈呼唤民主、自由和选举，恰恰是因为民主、自由和选举在过去数十年间被彻底禁绝". A sentence pattern of "之所以……是因为……" was introduced here to make the sentence flow, as well as make it shorter and readable. Although the original sentence did not use "because" or another other word representing causal relationship, but one can certainly have the idea when reading this sentence. The first version of this translation certainly just follows the sentence order rather than adopting imitation strategy to give some complementary information about the causal relationship, which made that sentence long and unclear. When introducing the causal relationship into it, the sentence is much easier for readers to understand.

Example 4:

ST (L24): …any analysis has to delve further back in time…

TT (L116): 任何分析都必须深究时机……

BT: …any analysis has to go match with timing…

In line 204, it was initially translated into "任何分析都必须及时追溯", but it actually sounds ambiguous and does not convey the author's meaning clearly. When deliberated, the translator changed it into "任何分析都必须深究时机". "深究时机" will be more specific and to the point than "及时追溯" and makes sense.

Example 5:

ST (L497) …the desired…

TT (L277): 人心所向……

BT: in accordance with the will of the people…

In line 497, "the desired" is translated as "人心所向"， which means "accord with the will of the people", and it would be more precise than a simple "所需的".

***Restructuring Word Order and Collocation***

Example 1:

ST (L130): He insisted that extremist Islamic fundamentalist forces, which until then had been held at bay, were now coming out into the open, challenging established authority, intent on creating Islamic caliphates.

TT (L74): 他坚称，极端的伊斯兰原教旨主义势力正在走向公开。渐渐失去控制的他们开始挑战现有政权并意图建立伊斯兰国。

BT: He insisted that extremist Islamic fundamentalist forces were now coming out into the open. It until then had been held at bay, but now the forces are challenging established authority and intending on creating Islamic caliphates.

In line 130 and line 133, the translational problem encountered is the structuring word order. It was initially translated as "他坚称，此前一直处于可控范围的极端的伊斯兰原教旨主义势力正一步步地走向公开，挑战的现有政权并意图建立伊斯兰国", but it should be broken down to make it much easier for comprehending. It is also an attribute problem, which should be placed behind the subject rather than ahead of. In the latter translation, "他坚称，极端的伊斯兰原教旨主义势力正在走向公开。渐渐失去控制的他们开始挑战现有政权并意图建立伊斯兰国". The attributive was torn apart from the first sentence and formed the sentence with the rest part of that sentence.

Example 2:

ST (L233): Cheap prejudice…

TT (L131): 轻易的偏见……

BT: Instant prejudice by no means…

In line 233, there is a word collocation needs to be dealt with carefully. Originally, the prime minister chose an expression of "cheap prejudice", but in Chinese, "廉价的偏见" seems not match each other. It is a commonplace that in English an adjective and a noun match perfectly but the same exact words in Chinese don't match each other. The important or even useful tactic could be resort to imitation strategy, which means to fully digest the meaning of "cheap prejudice" and rewrite the Chinese expression. In this case, the translator first things of "胡乱" or "随易", but either of them could convince the him to be selected as translated version. Later, the translator selected "轻易" as the final version. In

his idea, “胡乱” means random but it is not formal use, “随意” means according to one’s mind and make move, which is always not formal. “轻易” means do something easily or without hesitation, and the word itself is more formal than “胡乱” or “随意”.

Example 3:

ST (L422): However, within most of the individual militias, the key unifying elements were the extended family networks, the townships and/or tribes to which the members of each militia belonged.

TT (L233): 至于绝大多数的民兵个体，最关键的团结因素是其所属的广义的家庭网络，也就是乡镇或部落。

BT: However, within most of the individual militias, the key unifying elements were broader concept of family networks which refer to the townships and/or tribes.

The sentence starting with line 422 is also worth mentioning. It at first was rendered as “至于绝大多数的民兵个体而言，最关键的统一要素是其所属的延伸了的家庭网络，即民兵武装从属的乡镇抑或是部落”, after reconsideration, the translator changed it into “至于绝大多数的民兵个体，最关键的团结因素是其所属的广义的家庭网络，也就是乡镇或部落”, the deletion was adopted here to make the sentence shorter and more precise.

Example 4:

ST (L453): …the ongoing dispute between the contesting two parliaments currently claiming legitimacy in Libya.

TT (L252): ……这是目前利比亚存在的两个议会之间经常争论的焦点。这两个议会都声称自己才是 “合法” 的。

BT: …the ongoing dispute between the contesting two parliaments. Both are currently claiming legitimacy in Libya.

On the contrary, the sentence starting with line 453 is applied to the strategy of addition. It was originally translated as “很显然, 并非所有支持这一措施的政治势力或民兵武装都是 “伊斯兰” 原教旨主义者或恐怖分子, 这是目前争夺利比亚合法性的两个议会之间经常争论的焦点”, but people would argue that why parliaments should claim their legitimacy, could parliament be illegal? However, due to the political turmoil and civil war, there is totally a chaos in Libya, and two parliaments were established in Tripoli and Tobruk respectively, that’s why they are claiming legitimacy in Libya. Without the news background, people would be easily perplexed by the sentence. So after reconsideration, the translator changed it as “……这是目前利比亚存在的两个议会之间经常争论的焦点。这两个议会都声称自己才是 “合法” 的”.

***Long Sentences***

Example 1:

ST (L31): The departure of practically all foreign workers involved in the various sectors of the

Libyan economy, particularly the health sector, has meant that the dire plight death Libyan citizens were experiencing in the preceding months of political uncertainties and instability has worsened dramatically.

TT (L18): 涉及利比亚经济的几乎所有部门，尤其是医疗卫生系统的外国工人已大批撤离。这意味着在前几个月的动荡局势中，利比亚民众所经受的苦难仍在加剧恶化。

BT: All foreign workers involved in the various sectors of the Libyan economy, particularly the health sector, have practically evacuated. It has meant that the dire plight death Libyan citizens were experiencing in the preceding months of political uncertainties and instability has worsened dramatically.

Among line 31 to 34, it was typically a relatively long English sentence, combining three meanings: First, the Libyans experienced dire plight death during the political turmoil; Second, the Libyan medical system is falling apart because of an exodus of foreign workers in this sector; Third, Libyan citizens' dire plight death has drastically deteriorated due to the exodus. It is nearly impossible to translate this whole sentence in one Chinese sentence with an intact meaning contained. When resort to the imitation strategy, one must first completely understand the source text, and then produce a rewrite text to imitate the meaning other than the word order and the progressive meaning conveyed in the original English text. That is to say, sometimes the emphasis of the sentence could also be changed. In the original English sentence, Lawrence Gonzi stressed the departure of foreign workers, but in Chinse translated version, it could be the health sector of the Libyan economy has been destroyed, the eventually the Libyan people's horrible situation has been underlined.

Example 2:

ST (L46): Thus, as much as one sympathizes with those forced to flee Libya, our biggest concern should be for the odd six million who remain living there - the men, women and children of the thousands of families who live in daily fear as they see their country being consumed by the flames of civil war.

TT (L28): 因此，和同情那些被迫逃离利比亚的人群一样，我们最大的担忧依然是生活在那里的六百万民众——成千上万个家庭中的丈夫、妻子和儿童。在遭遇家园被内战的火焰吞噬后，他们整日活在担惊受怕之中。

BT: Thus, as much as one sympathizes with those forced to flee Libya, our biggest concern should be for the odd six million who remain living there - the men, women and children of the thousands of families. They live in daily fear as they see their country being consumed by the flames of civil war.

Still, in line 46 to 49, another English long sentence emerged. The former Maltese prime minister was a lawyer himself before, therefore using long and obscure sentence could be regarded as one of the premier's styles, it was also proved in a couple of his interviews conducted by the translator

when the latter was a Xinhua News Agency journalist in Malta. As delivered in the previous paragraph, it is hard to translate a whole English sentence exactly the same as a whole Chinese sentence, otherwise the Chinese sentence would be hard to understand and read for the target readers. Dr. Gonzi's language style in some degree creates barriers for the translator, as the latter should holistically understand what Dr. Gonzi's meaning is and then to put these meaning in mind and create several Chinese sentences to incorporate all the meanings, while on the other hand the Chinese sentences are also requested to accustomed to the Chinese norms and conventions to better sever the Chinese readers. The translator breaks down this sentence into two, putting the attribute of "who live in daily fear as they see their country being consumed by the flames of civil war" into an independent sentence.

Example 3:

ST (L59): The new realities that have emerged since the collapse of the Gaddafi regime necessarily induce us to a wider and deeper reflection, not only on that taking place in our neighboring country, but also to assess the events that occurred during and after the 2011 Arab Spring, and the decisions and actions taken by both Libyan and foreign leaders at the time.

TT (L34): 自卡扎菲政权倒台以来出现的新情况必然引起我们更广泛和更深刻的反思。这不仅仅是因为马耳他和利比亚相邻，而且也为审视2011年 "阿拉伯之春" 期间和之后发生的事件，以及当时利比亚以及外国领导人所做的决定和采取的行动。

BT: The new realities that have emerged since the collapse of the Gaddafi regime necessarily induce us to a wider and deeper reflection. It not only on that taking place in Libya - our neighboring country, but also to assess the events that occurred during and after the 2011 Arab Spring, and the decisions and actions taken by both Libyan and foreign leaders at the time.

In line 59 to 63, the same strategy is applied to this long sentence. The translator breaks down this sentence into two separate paragraphs. It is worth mentioning that, "not only on that taking place in our neighbouring country", when translating this part, addition is also necessary as not everyone has a clear world map in mind. People will not connect Malta and Libya as neighbouring countries, indeed they are not adjacent by continent, but they are all countries along the Mediterranean Sea, so the translator changed the sentence as "不仅仅是因为马耳他与利比亚相邻" instead of "不仅仅是因为邻国的关系".

Example 4:

ST (L99): This type of nostalgia distorts the ability to properly evaluate and assess any stage in one's life or in the life of a country.

TT (L55): 这种怀旧情绪扭曲了准确评价别人生活阶段的能力，乃至国家的各个发展阶段的能力。

BT: This type of nostalgia distorts the ability to properly evaluate and assess any stage in one's life, or even any stage in the life of a country.

In line 99 to 100, although it seems it is not a long sentence, but restructuring it in Chinese Sentence is not an easy task. It was first translated as “这种怀旧情绪扭曲了正确评价人们生活或国家生活中任何阶段的能力”, but it does not flow, so the translator later has changed it as “这种怀旧情绪扭曲了准确评价别人生活阶段的能力，乃至国家的各个发展阶段的能力”. The trick is also to break down the original English sentence into two, and separate the sentence of “in one’s life or in the life of a country”. Originally the former Maltese prime minister juxtaposed one’s life and the life of a country, but in Chinese, to make it more accustomed to the Chinese norms and conventions, the translator used “乃至” to make it a progressive meaning from one’s life to a country’s life, because in the Chinese understanding, the concept of country has always been bigger than the concept of person, Theresa a progressive order of stating person and country has been adopted.

Example 5:

ST (L123): As is now known, that meeting with Gaddafi consisted of two parts - the first in which Gaddafi repeated the usual platitudes that, to my mind, showed that he had no real intention of resolving any of the outstanding issues, and the second, private part in which Gaddafi expressed his concerns about what had already happened in Tunisia and the then on-going protests in Egypt.

TT (L70): 如现在所知，与卡扎菲的会晤包括正式会晤和一对一会面两个部分。在正式会晤中，卡扎菲是在重复老生常谈，且在我看来，他没有丝毫解决任何悬而未决问题的意愿；在一对一会面时，卡扎菲对本·阿里的倒台以及当时在埃及的抗议活动表示担忧。

BT: As is now known, that meeting with Gaddafi consisted of two parts - the formal meeting and the private meeting. In formal meeting, Gaddafi repeated the usual platitudes that, to my mind, showed that he had no real intention of resolving any of the outstanding issues, and the private part in which Gaddafi expressed his concerns about what had already happened in Tunisia and the then on-going protests in Egypt.

From line 123 to 127, it is another long sentence to be tackled with. Just as the strategy adopted above, the sentence is divided into two parts. In the English text in line 119, the prime minister used ‘first’ to refer to his formal meeting with Gaddaffi, here, to be more specific, the Chinese translation does not simply translate ‘first’ into ‘第一’， instead, using “正式会晤” could be clearer and avoid ambiguity.

Example 6:

ST (L240): This prejudice against Islam is not very different to that suffered from time to time by other faiths, and which I find as repulsive as that of those who, in anti-Catholic fervor, try to ascribe to the Catholic faith, and consequently to all Catholics, sins ranging from the Inquisition to the terror tactics of the IRA.

TT (L135): 这种对伊斯兰教的偏见与其他宗教时不时所遭受的歧视并没有什么区别。而且我认为这与那些反天主教潮的人一样令人反感。他们曾试图从宗教裁判所到爱尔兰共和军的恐怖暴行都归因于天主教信仰乃至最终所有的天主教徒。

BT: This prejudice against Islam is not very different to that suffered from time to time by other faiths. and I find it's as repulsive as those in anti-Catholic fervor. They try to ascribe to the Catholic faith, and consequently to all Catholics, sins ranging from the Inquisition to the terror tactics of the IRA.

Another long sentence repeated among line 240 to line 243. If one does not break down the sentence, it would be "这种对伊斯兰教的偏见与其他宗教时不时所遭受的歧视并没有什么区别，而且我认为这与那些反天主教潮的人试图从宗教裁判所到爱尔兰共和军的恐怖暴行都归因于天主教信仰乃至最终所有天主教徒一样令人反感", obviously it is too obscure for readers, one could possibly need to read several times until he or she got the general idea. The final translation of whole meaning of the original English sentences has been fully conveyed, and after the sentence was broken down, it is much readable than its first translation.

Example 7:

ST (L263): …denying Libya the moral leadership and authority Mustafa Abdul Jalil, former Chairman of the NTC, had gained in Libya and in the international community, during the Libyan peoples struggle for freedom and rights.

TT (L148): 这是对过渡委前任主席贾利勒的否定。他在利比亚人民争取自由和权利的过程中，赢得了海内外的到已认可和权威地位。

BT: …denying Libya the moral leadership and authority of former Chairman of the NTC Jalil. He had gained in Libya and in the international community, during the Libyan peoples struggle for freedom and rights.

Among line 263 to 267, it is another significantly long and multi-meanings-contained sentence. It is indeed the Maltese premier's language style and his choice of words and how he structures the sentence. It is worth to mention that the Libyan figure Mustafa Abdul Jalil, former chairman of the National Transition Council has been raised here. The name of translation is what I want to discuss here. Initially, I translated his full name as "穆斯塔法·阿卜杜勒·贾利勒". It actually has nothing wrong because the name of translation is all followed the rules of Xinhua News Agency translation office. However, considering it is already a relatively long sentence, Jalil's Chinese full name also contains 11 characters and two space marks, making the sentence even longer. The translation also referred to the previous news reports published on Chinese Major news websites, and found that when Mustafa Abdul Jalil was mentioned, "贾利勒" is simply enough to let the audience know who he is. The translator therefore changed the translation of his name as "贾利勒". Moreover, the first version of the translation is that "从国家过渡委员会向国会的权力转移操之过急，距离解放利比亚才一年之

久，这是对在利比亚人民争取自由和权利的过程中，过渡委前任主席贾利勒在利比亚和国际社会赢得的道义认可和权威地位的否定”. The problem is just as what has been showed in the previous several paragraphs that readers need more time to fully digest the Chinese translated sentence. The translator there as changed it into “这是对过渡委前任主席贾利勒的否定。他在利比亚人民争取自由和权利的过程中，赢得了海内外的到已认可和权威地位”. It actually moves the denying of Jalil in the front, and latter elaborated what kind of deny and how Jalil’s achievement gained during the Libyan civil war. It is much clear and quite easier for the target audience to comprehending these sentences.

Example 8:

ST (L278): The international community turned a blind eye to the corruption that was gradually seeping into some of the militias in the same way that it did to the periodic eruptions of inter-militia violence in the struggle for more power and control.

TT (L155): 国际社会对一些民兵渐进式的腐败视而不见，也对为争取权力而不时爆发的民间暴乱视而不见。

BT: The international community turned a blind eye to the corruption that was gradually seeping into some of the militias, and turned a blind eye to the periodic eruptions of inter-militia violence in the struggle for more power and control.

Also, in line 278 to 280, it is always not easy to break down the long sentence. The most difficult part would be the restructuring the word order and make it easier to understand. It was initially translated as “国际社会对正在逐渐渗入某些民兵的腐败视而不见，就像在争取更多权力和控制的斗争中定期爆发的民兵间暴力一样”. But after a reconsideration, the translator changed it as “国际社会对一些民兵渐进式的腐败视而不见，也对为争取权力而不时爆发的民间暴乱视而不见。” Comparing with the source text, the Chinese version uses “turned a blind eye” twice, respectively to “the gradual militias corruption” as well as to “periodic eruptions of inter-militia violence”. It omitted “in the same way that it did” but eventually transferred the same meaning as the original sentence.

Example 9:

ST (L348): …he never had any intention of relinquishing resort to the use of force or of meeting the legitimate demands and aspirations of his own people for genuine freedom, justice and equity in the distribution of power.

TT (L197): 他从未打算放弃诉诸武力, 也从未满足利比亚人民要求真正自由、正义以及权力公平分配的合理要求与愿望。

BT: …he never had any intention of relinquishing resort to the use of force or of meeting the legitimate demands and aspirations of his own people for genuine freedom, justice and equity in the distribution of power.

The sentence among the line 347 and 351 just another good example of translating English long sentence into short and concise Chinese sentences. It was firstly translated as “在整个利比亚危机期间，卡扎菲上校的实际行动充分证明，他从未打算放弃诉诸武力或是满足利比亚人民要求真正自由、正义以及权力公平分配的合理要求与愿望”, but it would be more concise when breaking down the sentence, which will be “他从未打算放弃武力, 也从未满足利比亚人民要求真正自由、正义以及权力公平分配的合理要求与愿望”.

**Conclusion**

Translation is never an easy task; it requires a translator’s great efforts putting into the translational approach. As displayed above, imitation has been a useful strategy that could be adopted in a translational approach. The importance is that one shall fully digest the source text, and then somehow exert a rewriting skill to deliver a well-recognised translated version. It also combines deletion, addition, adaptation and other translation methods. The author would also suggest imitation could not only imitate what the source text’s meaning, but it could also extend to imitate the target text’s norms and conventions. That is to say, imitation, being possibly ignored for many years, could also been adopted to follow the target readers’ usage of language and strive to accustomed with target audience’ norms and conventions of language. (Word count: 8233)

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# DESTINATION BRANDING FOR FOREIGN DIRECT INVESTMENT IN A DIGITAL AGE: A CASE STUDY IN PHU QUOC TOURISM

# XÂY DỰNG THƯƠNG HIỆU ĐỊA PHƯƠNG THU HÚT ĐẦU TƯ TRỰC TIẾP NƯỚC NGOÀI TRONG THỜI ĐẠI SỐ: NGHIÊN CỨU TRƯỜNG HỢP TẠI DU LỊCH PHÚ QUỐC: TỈNH KIÊN GIANG – VIỆT NAM

**Nguyễn Duy Cường, Trần Thanh Kiệt**

**Abstract:** Destination branding for foreign direct investment (FDI) refers to the strategic efforts made by a country, region, or city to attract and retain foreign investments. It involves creating a positive and attractive image of the destination in order to position it as an ideal location for businesses to invest in. By understanding of the Phu Quoc city's strengths, a clear value proposition, and effective communication strategies. Kien Giang province has chosen destination branding for Phu Quoc city as a smart city positioning campaign involves showcasing a Phu Quoc city's technological advancements, innovation, sustainability, and quality of life to attract businesses, investors, and tourists. By the end of this article, you'll have a better understanding of how important destination branding to attract FDI from a case in Phu Quoc tourism.

**Keywords:** Destination Branding, Foreign Direct Investment (FDI), Digital Age, Tourism, Phu Quoc

## Introduction

Phu Quoc is an island city with a particularly important position in terms of economy, politics, defense and security of Kien Giang province in particular and the whole country in general. Phu Quoc is surrounded by beautiful waters, adjacent to Cambodia, Thailand and Malaysia. Phu Quoc is also known as the "pearl island" - the largest area in Vietnam. This island is also known as the "tourist paradise" of Vietnam with pristine beaches, giving this "pearl island" abundant and rich tourism potential to attract domestic and international tourists. economic. Facing this enormous natural strength, Kien Giang province has chosen Phu Quoc to invest in building the province's first smart city, which is the fastest way to bring Phu Quoc's image to foreign investors especially huge economic groups.

## Research Objectives

The influence between destination brands in the digital age and FDI attraction.

## Literature Review

***Defining Place and Destination Brands***

Place branding (e.g., Anholt, 2007; Ashworth & Kavaratzis, 2010; Braun, 2012 Govers & Go, 2009; Hankinson, 2001; Kavaratzis, 2004;) deals with the application of branding principles to places and the adjustment of such principles to the specific conditions under which places undertake their branding. The most usual aim of place branding is to trigger positive associations with the place and distinguish it from other places (e.g., Hanna & Rowley, 2011). The field is surrounded by several significant unresolved issues (e.g., Gertner, 2011; Lucarelli & Berg, 2011;), since two sources of challenges have particularly hindered refinement of place branding. The first challenge relates to the inherent differences between places and commercial products for which branding was initially developed (also Anholt, 2007; Ashworth & Kavaratzis, 2009). These differences are significant and can be summarized in a few points that refer to the multiplicity of a place's stakeholders, audiences and 'creators', the lack of control over the place by the people responsible to brand it, the complexity of the interactions between the physical place and its psychological and emotional extensions and more (see Kavaratzis & Hatch, 2013). A second source of challenges for place branding can be found in the discrepancies between theory and practice. Authorities and most consultants espouse only one element of place branding, namely promotion and disregard the wider branding prerequisites (e.g. Ashworth & Kavaratzis, 2009; Govers & Go, 2009). Most of the practitioners continue to treat place brands as a simple case of conventional branding. In the dominant approach, place brands are understood in a rather static way, largely ignoring that places are not formed through one-way message transmission and cannot be subjected to manipulation in the same sense as commercial products or corporations.

As Gertner (2011) has emphasized, there is no agreement on what place brands are and what the process of place branding is. However, an examination of the relevant literature shows a shift in definitions which resembles the shift we saw above for general brands. In fact, the earliest definition of a destination brand offered by Ritchie and Ritchie (1998, p. 103) simply substituted the terms ‘goods’ and ‘services’ with the term ‘destination’: ‘A destination brand is a name, symbol, logo, word mark or other graphic that identifies and differentiates the destination’. The authors added that this symbol or logo also makes the promise of a tourism experience that will be memorable and that it will be associated with the particular destination only (Ritchie & Ritchie, 1998). The literature on destination branding shows that it is commonly understood as the communication of a distinctive and unique destination identity in order to differentiate it from its competitors (Blain et al., 2005; Qu et al., 2011et al.).

Huong P.T.T (2016) systematized the experiences of some localities in Vietnam and the world, and suggested that local brands are the key to attracting investment, as well as taking note when building a brand. localities need to have close coordination with state agencies; mobilize community participation.

May L.H.N (2021). A study was conducted to determine which factors of local marketing have an impact on Satisfaction with the investment environment in attracting investment in Quang Ngai

province. The results of data analysis from a survey of 178 businesses show the following factors: Product; Government and the public; Price - Cost; Promotion and communication; and Distribution have a significant influence on the satisfaction of the investment environment in attracting investment.

Trung N.T (2022) has successfully defended his doctoral thesis. The author has systematized and generalized in the most comprehensive and detailed way the solutions for branding Ba Ria Vung Tau province, which are effectively deployed from models, processes to specific activities. But the thesis has an approach that is the views and solutions to build local brands, not to mention the digital age or the impact on FDI… how to forecast when building a successful local brand

***Foreign Direct Investment Decisions and Determinants of Location Choice***

The FDI literature is replete with well over 20 main theories and models based on such constructs as the international product life cycle (Vernon, 1966), internalization theory (Buckley and Casson, 1976), market imperfections (Hymer, 1976), incremental internationalization (Johanson and Vahlne, 1977), behavioural economics (Hosseini, 2005), the institutional environment (Amal et al., 2010) and, of course, Dunning's (1977) eclectic paradigm. Valuable as many of these contributions may be individually, however, taken together, they are characterized by broad and critical differences between them and have been critiqued on various grounds (Dunning and Rugman, 1985; Markusen, 2002; Hosseini, 2005). Furthermore, Ali and Guo (2005) suggest that there are a number of long-term strategic factors that firms consider in their decisions to invest abroad, and empirical findings show that FDI determinants also vary by sector – for instance, the size of the host market may be critical for the chemical and primary metals industries, but not so in consumer goods sectors (Farrell et al., 2004).

## Methodology

In this study, the authors used statistical methods, synthesizing, analyzing, comparing and contrasting based on secondary data from state agencies on FDI results in Phu Quoc city.

## Results

***Results of Attracting Foreign Direct Investment (FDI)***

Cumulative calculation of valid projects, the data of FDI projects in Phu Quoc area as of January 20, 2023, there are 35 projects, with a total registered capital of 278,844,000 USD for 7 industries/fields from 14 countries and regions.

Table 1 shows that the situation of attracting foreign direct investment of Phu Quoc has initially been successful in promoting its image and potential to foreign investors, but compared to the whole province of Kien Giang, Phu Quoc The country only accounts for a negligible proportion of capital (5.8%). If the average capital / project of Kien Giang is 78.8072 million USD, Phu Quoc only reaches 7.97 million USD / 1 project (equivalent to 1/10 of the provincial average). It shows the current situation that FDI projects in Phu Quoc are too small and spread out.

**Table 1:** Foreign Direct Investment (FDI) in Phu Quoc by industry (until January 20, 2023)

| # | Industry, Field | Number of Projects | Registered Capital (Thousand USD) |
|---|---|---|---|
| 1 | Wholesale and retail; repair cars, motorcycles, motorbikes | 1 | 63 |
| 2 | Accommodation and catering services and Administrative activities and support services | 7 | 169.971 |
| 3 | Education and training | 2 | 21.609 |
| 4 | Warehouse transportation. | 8 | 27.837 |
| 5 | Agriculture, forestry and fisheries. | 2 | 33.500 |
| 6 | Information and communication | 1 | 31 |
| 7 | Other service activities | 14 | 25.833 |
| | TOTAL | 35 | 278.844 |

*Source: Management Board of Phu Quoc Economic Zone - Kien Giang Province*

According to data on FDI capital and projects by sector, the industries/fields mainly focus on tourism and service businesses, while the "Information and communication" industry has only one project with the capital of 31,000 USD is considered insignificant, while this field is an important condition, a necessary technical infrastructure foundation to build a smart city.

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***Status of Telecommunications: Information Technology (Infrastructure for Smart City Development) in Phu Quoc***

To locate the problem that needs to be solved and move towards building a smart city in Phu Quoc, the article approaches data on the current state of telecommunications and information technology infrastructure in Phu Quoc as follows:

About telecommunications infrastructure: Currently, there are a total of 334 mobile transceiver stations in the area, including 152 2G stations and 132 3G stations; 50 4G stations. The fiber optic transmission network has been basically completed, meeting the needs of deploying telecommunications services and applying information technology.

Regarding information technology technical infrastructure: The total number of computers equipped for cadres and civil servants at specialized agencies under the Phu Quoc City People's Committee is 98 machines, reaching the rate of 100%; At commune/ward level units, there are 113 machines, reaching 81%. 100% of specialized agencies and People's Committees of communes/wards connect to the provincial wide area network (WAN), the Internet.

Regarding the current status of information technology application: Document management software and work records have been deployed in 100% of professional agencies and People's

Committees of communes/wards. However, the rate of officials and civil servants participating in exploiting and using this software system is not high. The web portal of Phu Quoc city (www.phuquoc.gov.vn) has been deployed and put into use since 2012, meeting the basic requirements in providing information on operations, direction and administration. of district leaders, serving people and businesses. The Electronic Single Window was deployed at the end of 2013, creating a modern working environment, improving management and operating efficiency, saving time and costs, and better serving people and businesses. enterprise.

From these data, it can be seen that Phu Quoc is only step by step perfecting the e-Government, not yet meeting the fields under the 6 pillars to truly become a smart city such as Smart Governance, Economic Smart, smart traffic, smart environment, smart people and smart life. Therefore, through accessing local documents, the article finds that at present, investment in Phu Quoc is mainly from the state budget, which is very limited, unable to meet a smart city without the participation. external resources, especially FDI from advanced countries.

As analyzed above, Phu Quoc is a very attractive place for investors, but there are still no projects from corporations and transnational companies with abundant capital resources and experience. and hold high technology, especially in the field of telecommunications and information technology…

**Recommendations**

Building Phu Quoc smart city from the perspective of combining the application of information technology as tools, means and innovating methods on the basis of digital, telecommunications, Internet to make the city government smart smarter, the living environment and production and business activities become more complete. In other words, building Phu Quoc smart city with a focus on perfecting telecommunications - information technology infrastructure, perfecting e-Government and focusing on criteria on urban management, traffic, tourism, environment, ensuring safety, security, social order.

Phu Quoc smart city needs to focus on investing in modern, widespread infrastructure, anytime, anywhere to satisfy the needs of using telecommunications - information technology to serve service packages provided to people. and visitors include the following:

***Smart Operation Center***

The Smart Operations Center helps Phu Quoc's leaders and authorities better monitor and manage city services by providing comprehensive information on daily operations through data management. data centralization and information analysis; help city agencies prepare for problems as they arise; allowing authorities to easily communicate, discuss and synchronize information in real time, to perform tasks such as rescue, quick response, etc. by sending accurate responsibility to the department in charge. , information about the exact time, place; facilitate cross-decision making between authorities, because the Smart Operations Center is the convergence of information of the

fields, thereby helping to improve the quality of services for citizens and at the same time reduce cost and time; automatic abnormal event alerts between city agencies; Optimize operations from pre-planning, including ad-hoc operations, through comprehensive reports. From there, human resources participate in advanced operations and accumulate experience in handling situations, sharing information on a common management system.

Beneficiaries: individuals/organizations, tourists, government agencies.

Devices used: access App Safe City on mobile devices such as phones, computers, laptops...

Field of service provision: security and order, social safety; Prevention of social evils; fire prevention, emergency response, search and rescue; domestic violence prevention and control; ambulance; tourism support, services; urban order; market management; food safety and hygiene; environment; IT application management.

***E-Government System***

- Beneficiaries: individuals/organizations, tourists, state agencies...

- Users can use a friendly interface, ensuring simple access with popular Web browsers such as IE, Firefox, Chrome, Opera...

- This is an automatic connection process between administrative levels and is shared for documents received directly at the online one-stop shop, which can be called "online public service", which is very convenient for people. people and government. This model allows to link records with transactions at related processing departments, helping all business processing information to be encrypted according to each record.

***Smart Travel System***

- Beneficiaries: individuals/organizations, tourists, state agencies...

- Devices used: mobile devices such as phones, computers, laptops, etc.

- Field: tourist information. Visitors will access travel services easily through applications (App). The government can manage tourism resources such as destinations, historical sites and scenic spots; continuous monitoring of festival activities, ongoing events; managing business activities of tourism services such as accommodation, catering, entertainment, transportation...; On the contrary, businesses have the opportunity to promote products and services closer to customers, thereby demonstrating responsibility as well as a sense of building image, brand, and prestige...

***Environmental Monitoring System***

- Objects of management and use : state agencies.

- Building a network to monitor air quality and environmental quality. From there analyzing environmental data on Phu Quoc island.

- To warn about air quality, to know the actual status of pollution affecting human health; water quality warning.

## Conclusions

### *Solutions for Investment Promotion*

Phu Quoc needs to build local data, information and images to promote and call for investment with the positioning of target partners like the 27 member countries of the Vietnam - Union Free Trade Agreement. European Union (EVFTA). The locality takes advantage of its relationship with the provincial promotion agency to receive support in linking with central ministries, foreign promotion organizations in Vietnam, overseas Vietnamese promotion agencies, and trade associations. domestic and foreign associations... to quickly approach and be supported by these organizations to introduce multinational corporations and companies with great potential in the world, interested in Phu Quoc. In addition, Phu Quoc must prioritize industries/fields that need to call for investment to take advantage of FDI, contributing to early completion of the goal of building a smart city, such as telecommunications and information technology infrastructure. Traffic monitoring equipment system, security and order, forest, environment, health management, education, tourism.

### *Improve The Investment Environment*

Phu Quoc must be a good image for investors, that's why Phu Quoc Pearl Island continues to maintain political - social stability, social order and safety. This is a decisive job to attract foreign direct investment because investors always pay attention to this issue first. They only want to invest in places with social stability, capacity and conditions to fulfill their commitments with high reliability.

In addition, Phu Quoc must regularly review and shorten the handling process to improve the efficiency of administrative procedure reform (procedures related to investment, construction, land, tax reform, management, etc.). market management, social insurance, etc.).

Strengthening training, fostering, improving qualifications, capacity, public service ethics and personal responsibilities of officials, civil servants and public employees according to their assigned functions, tasks and management competence of each level. In the direction of standardizing civil servants and public employees ; build a team of cadres with professional manners in the direction of serving the business.

Create a transparent and safe business and investment environment : do a good job of publicly and transparently publicizing information on socio-economic development planning, industry and field planning, projects and construction planning of the company. Province, especially urban planning, transportation, electricity and water ; planning of industrial parks, industrial clusters, tourist service areas, together with information on technical infrastructure and policies such as land rent, infrastructure rental according to the planning of each project. Publicize the land lease, land auction and investment incentive mechanisms and policies for different types of projects and project areas according to regulations. Timely grasp and effectively support to solve difficulties of enterprises through improving the quality of dialogue with the business community, publicizing the results of monitoring and handling after dialogue with enterprises and proposing proposals. Inadequacies in the provisions of the law.

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# MANAGEMENT AND LEADERSHIP IN SOCIALLY RESPONSIBLE BUSINESSES, REALITY IN VIETNAM

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**Abstract:** From the 1960s onwards, the issue of corporate social responsibility has increasingly attracted attention not only from social organizations, governments, researchers, but also by entrepreneurs. and customers, even ending users. More and more people around the world in general and Vietnam in particular, think that companies must be responsible for morality for their employees and the whole society. This article presents the results of practical research on social responsibility implementation at Vietnam Dairy Products Joint Stock Company (Vinamilk), thereby giving some suggestions to promote the implementation of social activities of the company in a sustainable way.

**Keywords:** Leadership, Management, Vietnamese Enterprises, Social Responsibility

## Introduction

In Vietnam, corporate social responsibility is becoming a content of interest, it will bring businesses the added benefits and opportunities such as the ability to increase new contracts and renewal contracts from foreign ordering companies; the labor productivity of companies increases as workers are healthier and more satisfied with their work. When the advantage of cheap labor or abundant resources is no longer in Vietnam alone, the implementation of social responsibility is especially meaningful for these businesses because it is an effective tool to help domestic firms gain advantages over competitors in the region. However, the important issue here is the need to understand correctly and uniformly what is the social responsibility of enterprises. In fact, it is easy to misunderstand the concept of social responsibility in the "traditional" sense. that is, enterprises perform social responsibility as an activity to participate in solving social issues of humanitarian charity. The concept of corporate social responsibility is relatively new to Vietnam, so the implementation so far is still limited. Since there is no important role or benefit from the implementation of social responsibility, many Vietnamese enterprises have not fulfilled their responsibilities to society, such as infringing upon rights and legitimate interests. of workers, consumers, polluting the environment. An example is related with the phenomenon of inflation. When inflation increases, input costs increase sharply, businesses often tend to raise prices of goods to protect full profit. This makes inflation worse and makes businesses more difficult in business. In fact, many businesses have chosen to share the burden with consumers.

However, there are still many businesses deliberately increasing prices, speculating to profit in the context of inflation economy. As of November 2019, the rate of inflation growth has been slowing, but, despite consumer reactions and the Government's requirements, prices of essential goods and services still "stand" or rise higher. In addition, many businesses and business households took advantage of flood events in central provinces and natural disasters the northern and even the Coronavirus Disease 2019 pandemic, to increase prices and, or not to reduce prices. It can be clearly seen that most ordinary people with average or low incomes are greatly affected by the high price level. In the issue of environmental pollution, in order for businesses to compete in the global economy, businesses must ensure their operations do not cause harm to the ecological environment, that is, it must be show environmental friendliness in its production process. This is a very important criterion for consumers, the businesses that pollute the environment are becoming sore and causing social discontent. To better understand the implementation of corporate social responsibility, we choose Vietnam Dairy Products Joint Stock Company Vinamilk. to learn and analyze in this discussion.

**Theoretical Framework**

The term of corporate social responsibility officially appeared 50 years ago when H.R Bonwen published its book entitled "Corporate Social Responsibility" for the purpose of propagating and calling on people to manage their talents. Production does not harm the rights and interests of others, calling for charity to reimburse the damage caused by businesses that harm the society. However, since then, the term of corporate social responsibility is being understood in many different ways. In 1973 Keith Davis introduced a broad concept: "CSR is the interest and response of the business to the problems beyond satisfying legal, economic and technological requirements". Archie Carroll (1999) argues that CSR has a greater scope: "CSR includes social expectations of economic, legal, moral and charitable expectations for organizations at a given time". According to Matten and Moon (2004), "CSR is a concept that includes many different concepts such as ethics, business, career, charity, corporate citizenship, sustainability and environmental responsibility. It is a dynamic concept and is always challenged in every particular socio-economic and political context". Thus, corporate social responsibility is defined by economic experts in many different ways based on each person's recognition and evaluation. But no matter what the original level, the social responsibility of the business must first be for the benefit of the workers and the entire community in society.

*Characteristics of Businesses in Society*

- CSR: A new concept that entered the market about 10 years
- CSR: A new game rule in the context of globalization and trade liberalization
- Social responsibility should be applied as mandatory conditions in trade
- Do not consider CSR as a charity but a "duty of business to the community"
- Business is also a factor of society as well as a citizen having rights and obligations as a part

of society because of living in society.

- CSR is a binding condition for export contracts to developed economies, it is compulsory to comply when signing labor contracts.

- CSR is an important factor like other traditional factors in business: quality, payment and delivery. CSR is integrated into the business strategy of enterprises and becomes a starting condition for businesses to survive and develop.

*Content for Implementing Social Responsibilities*

In order to raise the behavior of enterprises to a level consistent with the rules of value and the social cycle that is turning. Currently there are two different types of views on corporate social responsibility. Supporters of the first point of view are that enterprises have no responsibility to society but only to shareholders and employees of enterprises. And the state must be responsible to society, because businesses have been responsible for paying taxes to the State. On the other hand, others have the view that as one of the subjects of the market economy, enterprises use social resources, exploit natural resources and in the process, they cause bad damages to the natural environment. Therefore, in addition to paying taxes, businesses have social responsibility to the environment and the local community. In other words, businesses that want to develop sustainably must always follow the standards of environmental protection, gender equality, labor safety, labor rights, fair pay, training and human development and contribution to community development. Corporate social responsibility is expressed specifically on factors such as:

- External responsibility of the business: Environmental protection; Contribute to the social community; Perform good responsibility with suppliers; Ensuring benefits and safety for consumers;

- Internal responsibility of the business: good relationship with employees; Ensure benefits for shareholders;

Of course, the division into external responsibility and internal responsibility is only meaningful and cannot say which responsibility is more important than what responsibility.

**Research Results and Discussions**

The study has clarified the rationale for CSR including a number of categories, concepts, and elements about highlighting the benefits of CSR for businesses and assessment methods. At the same time, the study has given a scientific analysis of resources and capacities of Vietnamese enterprises to implement CSR from 2 main directions: internal resources (1) and external resources of enterprises (2). In addition, the study also emphasized that enterprises need to advocate the development of internal resources because it has more important meaning but on the other hand also need to take advantage of opportunities provided by external resources. Research on the status of CSR implementation in Vinamilk has shown positive results on the implementation of CSR in this company. CSR that Vinamilk performs basically brings benefits to both businesses and society. Finally, through the analysis, the

research team has compiled a group of solutions from the comprehensive framework including: state, society and business. Thereby, the business community is the most important component in building and implementing solutions to develop CSR in Vietnam. Besides, the state and society will participate in this work with extremely practical solutions.

***Policy Recommendations***

Facing such a situation, Vietnam needs to have a complete and thorough system of solutions to improve the implementation of CSR. Moreover, by analyzing in the case of Vinamilk, the research team realized that enterprises seem to be too alone in implementing CSR. Moreover, as stated in the case of Vinamilk, quite a lot of advantages or difficulties that businesses face in the process of implementing CSR come from state management and social community. Therefore, in order to achieve this goal, it is necessary to have the participation of all parts of society such as the state, businesses and communities. Therefore, the research team analyzed and made recommendations for solving this situation by a solution framework of 3 groups: solutions from the state (1), solutions from the social side (2) and solutions from enterprises (3). Hereafter, we present some of the recommendations for policy makers. First, we need to strengthen research issue of policies on CSR and regulatory activities. Specifically, develop and promote further research on CSR (1); develop laws and regulations on CSR (2); improve the quality of legal regulations by RIA (tool to assess the impact of legal documents) (3); more implementation of regulatory activities (4). Build and promote Social Responsibility projects and programs. Second, we need to enhance the relationship and support to relevant objects of CSR. In addition to the above activities, in order to perform well for supporting the development of CSR, there is one thing that our government should do is contacting activities, direct support for those with organic relationships with CSR:

- Consumers: The Government promulgates policies to support and ensure consumers' rights. Support the operation of associations representing consumers' interests.

- Workers: Regularly adjust and revise the Labor Code so as to keep abreast of the situation and changes of the business environment as well as the development of the country. At the same time, there are timely and appropriate interventions to ensure labor rights and policies to promote and support the activities of the Trade Union.

- Environment: Adjusting environmental laws and policies. At the same time, improve the quality of environmental projects.

- Enterprises: Policies to do to support businesses such as: revising the Enterprise Law on the basis of progressive learning from CSR studies (1); presiding over the evaluation and setting up of rankings (or lists) of enterprises that well implement CSR (2); implementing tax incentives (exemption and reduction) for enterprises in the above rankings (3); implementing investment incentive policies for investment items for social environment (4).

***Standards and Tools for Managing Social Responsibility***

The responsibility of the business to the employees and to the environment is nothing more than quality issues similar to the quality of products that businesses are familiar with: the quality of labor and the quality of life. In European countries, people have the concept of QSE (quality of safety environment, quality of labor safety and quality of environment). The aim is to expand corporate management policy beyond the concept of quality to include social responsibility, expand quality manuals (Quality Manual) into QSE (QSE Manual) notebooks and corporate certification. at the same time according to all three standards of quality, safety and environment. Full implementation at the same time these three policies will have additional support and cost reduction effects compared to individual implementation of each policy. Standards and tools for quality and environment are well known. ISO (International Organization for Standardization, International Organization for Standardization) has announced the ISO 9000 standard for quality management systems and ISO 14000 on environmental management systems. The two ISO committees that specialize in these standards have agreed on practical methods that facilitate businesses to establish a general policy for both quality and environmental management systems. As for human resource management, this problem is complicated because it is not a technical issue. Each country has different conception: (a) occupational safety is a personal responsibility or collective responsibility, (b) the minimum rights of workers on dignity and democracy by the employer voluntarily giving or following state regulations and collective bargaining.

## Conclusions and Recommendations

### *Conclusions*

Ethics and social responsibility are indispensable issues in business. Many strategic opportunities and benefits will come when businesses see ethics and social responsibility as the focus of business activities. The existence of businesses comes not only from the quality of the products and services themselves but also from the business style of the business. Business behavior reflects the status of the business, and it is that character that directly affects the success or failure of the organization. Business ethics in that direction has become a strategic factor in the development of businesses, reflecting the value of the thousands of good lives of the Vietnamese people, showing the responsibility of each person to society. It is too difficult that first of all depends on the attitude and awareness of each specific person. This is very easy if every person in any position, working in any field, just sacrificing a little of his personal interests for the common interest of the community, we will surely build a good society that brings happiness to the people for the nation. For a good society, for the prosperity of the country, for the happiness of the people, it all depends on the thoughts, attitudes and actions of each person, first of all the spirit of solidarity, above under unity for the country, for the people. In summary, social responsibility in Vietnam has been realized and initially implemented. Certainly, along with the development process of the country, that responsibility will be enhanced along with the perfection of the legal framework, the state apparatus, the market economy institution and

institutions of civil society.

***Recommendations***

The important and first thing is to strengthen information and propaganda to understand all the nature of the problem of social responsibility. It is necessary to have basic studies on actual surveys at enterprises. We need further research on mechanisms and policies of the state to help businesses get favorable conditions in the market and non-market competition. The research on mechanisms for mutual support for the business with organic relationships with CSR and how to apply the standards and tools for managing social responsibility.

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# EXPLORATORY STUDY ON THE CONNOTATION, STRUCTURE, AND MECHANISM OF TEACHERS' INTERDISCIPLINARY CURRICULUM LEADERSHIP: BASED ON GROUNDED THEORY

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**Abstract:** Interdisciplinary and collaboration are key words for the 21st century. The concept of teacher curricular leadership implies an eagerness for educational change and curricular innovation. There is a profound coupling between teacher curriculum leadership and interdisciplinary. Adopting a grounded theory approach, this study constructs a connotation model from four dimensions and nine elements of interdisciplinary curriculum leadership: teacher interdisciplinary curriculum leadership requires strong support from academic resources such as teachers, experts, and technical teams from different disciplinary fields as well as from organizations; The interdisciplinary curriculum leadership of teachers can not only enhance the professional leadership of teachers, but also meet the needs of society for talent cultivation and the comprehensive ability of students, and meeting the needs of these stakeholders becomes the driving force of interdisciplinary curriculum leadership; through the cooperation between teachers and students, the construction of interdisciplinary teams with the power of cooperation and reflection is the guarantee of the interdisciplinary curriculum leadership of teachers; interdisciplinary curriculum construction through the integration of modularization and innovation of teaching methods and changes in the way of students' learning provides an upward trend of the interdisciplinary curriculum leadership of teachers. The interdisciplinary curriculum construction provides room for teachers' interdisciplinary curriculum leadership through modularization and integration, innovation in teaching methods and changes in students' learning styles. The connotation model of interdisciplinary curriculum leadership constructed in this study develops and improves the relevant theories in the field of teacher curriculum leadership and provides a theoretical basis for subsequent empirical research.

**Keywords:** Curriculum Leadership, Interdisciplinary, Grounded Theory, Connotations, Educational Reforms

## Introduction

Teacher curriculum leadership is an urgent need to promote the continuous advancement of curriculum reform, and it is an important guarantee for the sustainable development of students to

provide sustainability (Chen et al., 2021). Curriculum leadership is not an abstract conceptual form or a mere rational understanding, but also a vivid practical expression and rich practical exploration (Wang & Qiu, 2022).

Since the 21st century, the rapid development of society has greatly boosted the demand for interdisciplinary, diversified and complex talents, and interdisciplinary education has become a "magic weapon" for educational researchers and practitioners to break down the barriers of a single discipline and cultivate students' innovation and application ability (Zhang & Xie, 2021). There is a deep coupling between teacher leadership and interdisciplinary, and leadership research is essentially an interdisciplinary endeavor.

**Research Objectives**

This study attempts to use the method of grounded theory to sort out the structural connotation of teachers' interdisciplinary curricular leadership and construct a conceptual model; to analyze the functioning mechanism of interdisciplinary curricular leadership on the basis of the conceptual model, and accordingly to put forward effective strategies to enhance teachers' interdisciplinary curricular leadership in the hope of providing a theoretical basis for the continuous promotion of teachers' professional development and curricular reform, and ultimately for the service of students' sustainable development.

**Literature Review**

Many researchers have given conceptual explanations of curriculum leadership from different perspectives. Some researchers define curriculum leadership from the perspective of curriculum mapping, which suggests that teacher curriculum leadership refers to an ability of teachers to lead and guide in matters of curriculum design, development, implementation, and evaluation (HauFai, Galton, & Wai-Yan Wan, 2007). Some researchers have defined teacher curriculum leadership from a stakeholder perspective as the ability of teachers to collaborate with stakeholders in the curriculum area to promote the continuous optimization of the curriculum and the continuous development of teachers and students (Chen et al., 2021). According to Wang et al. (2022), teacher curriculum leadership is the capacity of teachers to cooperate with stakeholders in the curriculum field to better promote student development.

Interdisciplinary and collaboration are the key words for the 21st century (Klein & Falk-Krzesinski, 2017). According to Vajaradul et al. (2021), the term "interdisciplinary " refers to collaboration and integration between different disciplines with the aim of discovering or developing something new. Bayer (2009) defines interdisciplinary teaching and learning as the application of methods and language from more than one discipline to examine a subject, issue, question, problem, topic, or experience. Although the term “interdisciplinary” has also been variously understood in many

studies as “multidisciplinary, interdisciplinary and trans-disciplinary”. In this paper, we use the term interdisciplinary in a general sense, i.e., defining the combination of two or more disciplines as "interdisciplinary." There is a strong correlation between teacher leadership and interdisciplinary:

***1. Teacher Professional Development:***

Interdisciplinary teaching requires teachers to have interdisciplinary knowledge and skills and to be able to integrate content and methods from different disciplines. According to Law et al. (2007), the study assessed the impact of school curriculum development teams on teacher development, particularly in terms of curriculum leadership, through teacher interviews and video conferences, among other methods. The study found positive professional development in planning, experimenting, and reflecting on curriculum practices and innovations as teachers were involved in the curriculum decision-making process (Law, Galton, & Wan, 2007).

***2. Teacher Cooperation and Collaboration:***

Interdisciplinary teaching often requires cooperation and collaboration among teachers. Teacher leaders can facilitate communication and collaboration among teachers to design and implement interdisciplinary instructional programs by organizing teaching and research activities, sharing teaching resources and experiences, etc. According to Harris and Jones (2012), professional learning communities provide a platform for teachers to collaborate and learn together, enabling teachers to work together to discuss and solve problems in teaching and learning that support and learn from each other. This atmosphere of collaboration and learning promotes teacher professional development and improvement (Harris & Jones, 2012).

***3. Curriculum Design and Integration:***

Teacher leaders guide the school's curriculum development, foster connections and intersections between different subjects, and design meaningful and coherent interdisciplinary teaching approaches. The study found that designing and implementing interdisciplinary programs requires teachers to integrate and coordinate curriculum design, content selection, instructional methods, and assessment. The study also revealed challenges and difficulties in the process of interdisciplinary curriculum design, including the integration of disciplinary knowledge and pedagogy, collaboration and communication among teachers, and resource and time constraints (Beane & Davis, 2013).

***4. Support from School Management***

The support of school management is crucial for interdisciplinary teaching. Teacher leadership can play a role at the school level in driving school leadership to focus on and support the development of interdisciplinary teaching. According to Beane and Davis (2013), the researchers explored methods and strategies for designing and implementing interdisciplinary curricula through a case study that provided an in-depth look at one school's process of designing and implementing interdisciplinary curricula through in-depth observations and analyses, and provided a series of practical recommendations and support strategies for teacher development to help teachers better design and

implement interdisciplinary curricula. These recommendations include training and support for teacher professional development, support and resource provision by school leadership, and collaboration and sharing of experiences among teachers.

Thus, it appears that both the fields of curriculum leadership and interdisciplinary have each been studied in some depth, and qualitative research dominates the field of curriculum leadership; research on curriculum leadership also tends to rely on interviews as the predominant method of data collection (Nguyen, Harris, and Ng ,2020). However, research on interdisciplinary teachers' curriculum leadership should first clarify its conceptual connotations. Based on this, this study attempts to use the grounded theory approach to sort out the structural connotation and construct a conceptual model of teachers' interdisciplinary curricular leadership through relevant literature and cases, and analyze the mechanism of interdisciplinary teachers' curricular leadership on this basis.

## Methodology

### *1. Research Methodology and Data Collection*

Grounded theory is regarded as the most scientific methodology in qualitative research, emphasizing the use of inductive methods to explore and construct socially specific phenomena in natural contexts. This paper adopts the methodology of grounded theory to theoretically code and systematically analyze nine text cases, including four cases of interdisciplinary curriculum reform and four case studies of interdisciplinary teams, as well as one interview text with principals and teachers involved in the construction of interdisciplinary curricula, through the cycle of open coding-selective coding and other steps, to construct a connotative model of teachers' interdisciplinary curriculum.

### *2. Open Coding to Refine Concepts and Categories*

Open coding is the process of coding, labeling, and logging in the raw materials word by word, developing initial concepts and refining categories from the raw materials. In this paper, we first categorized and coded the imported textual content, extracted the original representative statements related to teachers' interdisciplinary curriculum leadership to establish free nodes, and obtained a total of 172 nodes and 282 original statements. Second, the development of initial concepts, the nodes formed by the initial coding are constantly compared, analyzed and summarized, merged and organized, and 129 initial concepts are derived. For example, the term "teaching aids" is derived from the original sentence: "During the explanation of the roles of 'bridge piers' and 'abutments' in bridge construction, Teacher C realized that these terms were expressed in specialized subject language, which students might not be familiar with. As a result, the teacher immediately drew a diagram to facilitate student understanding." It is abstracted and summarized as teaching aids. The third step is to extract categories. Categories are further refined concepts formed by consolidating multiple concepts with similar meanings. For example, the concepts of "simplifying concept expression," "conceptual breakdown," and "teaching aids" are integrated into the category of "academic language socialization." In the end,

31 initial categories are obtained (see Table 1).

**Table 1**:

| Category | Concept | Original Statements in the Text Data |
|---|---|---|
| F1 Academic Support | Experts Lead | NUS set up a special task force chaired by the Vice President and Provost for planning and design, which included six industry leaders, the dean of the College of Engineering, the dean of the College of Design and Environment, and eight academics from both colleges. |
| | Colleague Professional Support | The four language teachers acted in an advisory role and were not directly involved in teaching the content subjects, but provided ongoing support to the teachers teaching the content subjects, for example, by advising on language teaching strategies and activities. |
| | … | |
| F2 Knowledge Sharing | Knowledge Sharing | She often shares her own knowledge of teaching and learning, as well as knowledge gained from people outside the team, such as assessment specialists. |
| | Task Sharing | The group leader focuses on what they must accomplish as a team. She knows the course outline and upcoming deadlines and keeps everyone up to date on this. |
| | … | … |
| F3 Consolidation of Resources | Cluster Collaboration | NUS has established five integrated research clusters: specialists in different subject areas are able to synergize their research in order to solve complex, multidisciplinary problems. |
| | Establishment of Specialized Agencies | Establishment of a specialized body such as a committee for the promotion of interdisciplinary education to carry out pilot reforms in the training of human resources for interdisciplinary education programs. |
| | … | … |
| | … | … |
| F31 Diversity of Student Learning Styles | Peer Student Mentor Mutual Aid | The Peer Mentor Program invites upperclassmen in the same interdisciplinary program to serve as mentors to underclassmen. |
| | Boarding Model: Diverse Learning Environment | Students from different faculties and backgrounds are housed together and run modular courses and project activities within the college. |
| | … | … |

### *3. The Main Axis Coding Establishes the Main Categories*

The task of the main axis coding is to develop the nature and dimensions of the categories and to discover the underlying logical connections between the categories so as to develop the main categories and their sub-categories. This study constructed a connotative model of teachers' interdisciplinary curricular leadership, categorized the different categories according to their logical intrinsic connections at the conceptual level, and summarized 11 main categories (see Table 2).

**Table 2**:

| Core Category | Main Category | Corresponding Category | Category Connotation |
|---|---|---|---|
| Resource Support and Organizational Guarantee | Z1 Resource Support | F1 Academic Support | The teacher team is composed of industry experts with specialized skills and part-time teachers from both inside and outside the school, who provide academic support to each other. |
| | | F2 Knowledge and Information Sharing | The team members complement each other's knowledge and skills, and they coordinate their activities through the sharing of information and resources. Each member relies on others to obtain information and resources, while also being responsible for providing information to other team members. |
| | Z2 Organizational Guarantee | F3 Resource Integration | Achieving effective allocation of tangible resources brings tangible resource-based competitive advantages to the development of interdisciplinary teams. |
| | | F4 Establishing Research Institutions and Project Teams | By coordinating and integrating school resources, various research institutions and projects can be established, and infrastructure can be built to support interdisciplinary teacher teams. This fosters interdependence among team members, enhances team performance, and improves students' learning outcomes. |

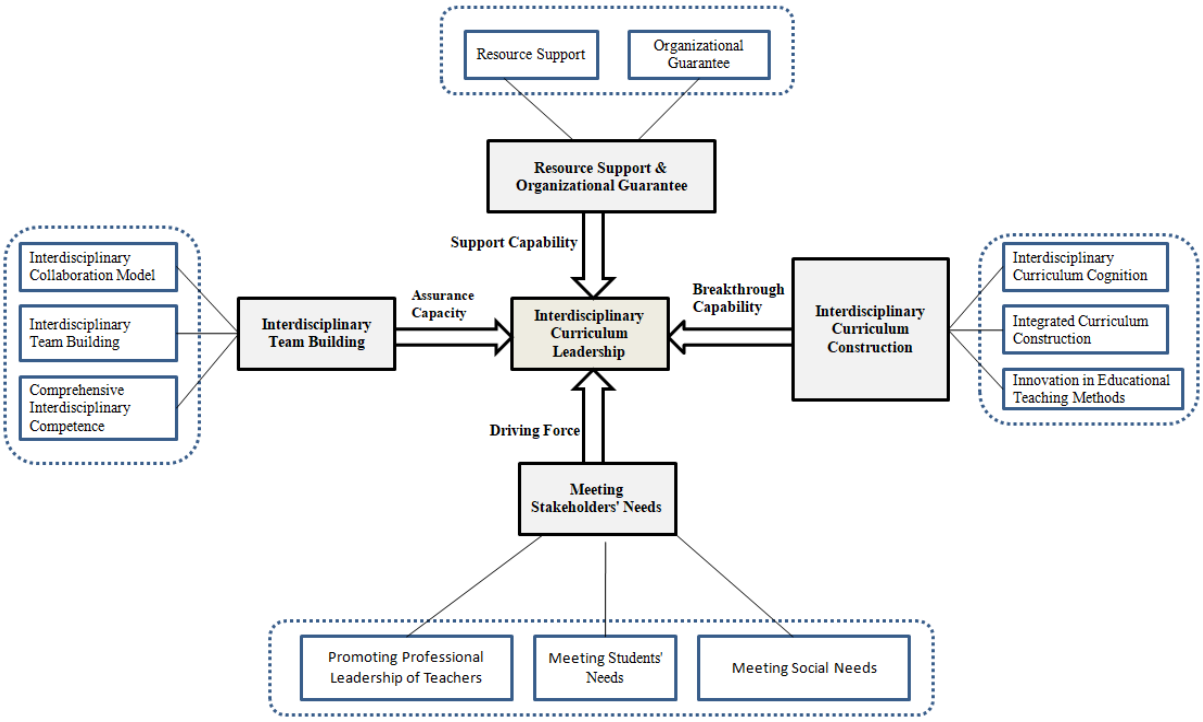
| | | | |
|---|---|---|---|
| Interdisciplinary Team Building | Z3 Interdisciplinary Collaboration Model | F5 Teacher Collaboration | Integrating professional teacher resources, proactively collaborating with teachers from different disciplines to conduct interdisciplinary research and teaching, cooperating in the development of original teaching materials, achieving diversity in the knowledge structure of the teaching team, and enhancing the teaching ability and collaborative innovation capability of the professional teacher team. |
| | | F6 Teacher-Student Collaboratio | Teachers and students with common interests in a particular issue or project strengthen their collaboration and interaction through the establishment of learning communities and other forms. They actively engage in joint discussions and learning processes, fostering a sense of mutual participation and exploration. |
| | Z4 Interdisciplinary Team Building | F7 Team Culture | During academic and teaching discussions among the teaching teams, a harmonious team atmosphere is created through mutual encouragement and support among the members, fostering a culture of freedom, inclusivity, innovation, and collaboration. |
| | | F8 Team Member Roles | The composition of the teaching team is based on the research theme and project, emphasizing the complementary advantages in skills, qualifications, and other aspects. The team members are characterized by their dynamism, temporary nature, and diversity. Each member plays a distinct role, and there is an equal status among them. |
| | | F9 Task assignment | The teaching team, based on mutual communication and understanding among its members, leverages their individual strengths and clearly defines task assignments and time schedules for curriculum development and teaching practices. This approach enhances collaboration, improves work efficiency, and elevates the quality of teaching resources in each stage of the process. |
| | Z5 Comprehensive Interdisciplinary Competence | F10 Communication Skills | Enhancing the quality of communication among teacher team members through encouraging discussions, honest expressions, open-ended questions, active listening, mutual acknowledgment, and expressions of appreciation. |
| | | F11 Cohesion | Teaching team members view the team as a whole, care about the feelings of each member, develop a sense of belonging and identification with the teaching team, and form team cohesion. |
| | | F12 Initiative | Teaching team members actively inquire and extend a helping hand when their colleagues encounter difficulties, proactively reflect on shortcomings, and propose improvement suggestions, thus fully fostering the team members' initiative. |
| | | F13 Reflection Capability | Teaching team members provide input and feedback on team teaching through comparative reflection, critical reflection, and self-reflection during course goal setting and course implementation sessions. |
| | | F14 cooperativeness | Team members learn, share and negotiate as a team, offering constructive ideas and working together to take responsibility for and work towards the team's teaching practice. |
| Meeting stakeholders' needs | Z6 Promoting professional leadership of teachers | F15 Professional development | Professional self-reconstruction achieved by teachers in response to practical issues during curriculum and teaching practices. |
| | | F16 Professional knowledge | The sum of specialized knowledge required by teachers in their teaching practices. |
| | | F17 Diversification of teachers' status | Teachers need to switch between multiple roles as core teachers, paraprofessionals, and guides in interdisciplinary teaching teams. |
| | Z7 Meeting students' needs | F18 Student characteristics | The student background in interdisciplinary courses is more complex and diverse, with students exhibiting a strong interest in learning. |
| | | F19 Student competency develop | Interdisciplinary teaching enhances and enriches students' perspectives, improves their overall abilities and research skills, and enables them to solve problems using various approaches. |
| | Z8 Meeting social needs | F20 Demand for talent in society | Interdisciplinary programs meet society's need for innovative and complex talents. |
| | | F21 The need for knowledge dissemination | The dissemination of knowledge outcomes is not carried out through the transmission of disciplinary knowledge but takes place within the context of social and economic applications. |
| Interdisciplinary Curriculum Construction | Z9 Interdisciplinary Curriculum Cognition | F22 Interdisciplinary Cognition | Interdisciplinarity refers to the integration of different fields or approaches to create a new and more comprehensive knowledge domain, aimed at addressing complex real-world problems. |
| | | F23 Course Characteristics | Interdisciplinary courses feature comprehensiveness and practicality. |
| | Z10 Integrated Curriculum Construction | F24 Curriculum Design | Teachers, based on a thorough integration of subjects, carefully observe students' habits and interests, collaboratively establish themes and specific learning objectives for each class, establish a cooperative relationship with students in the teaching process, and design interdisciplinary thematic learning courses that capture students' interests. |
| | | F25 Curriculum Implementation | Integrate the characteristics of various subjects, create a problem-driven curriculum implementation model, and form a curriculum format that promotes interdisciplinary comprehensive practice activities. |
| | | F26 Course Evaluation | Stakeholders (leaders, experts, peers, parents, students, etc.) engage in the process of collecting and providing evidence based on the feasibility, effectiveness, and educational value of the curriculum implementation, in order to make value judgments. |
| | Z11 Innovation in Educational Teaching Methods | F27 Teaching Quality Control | Teaching quality is based on the evaluation of the quality of teaching, the organizational structure in accordance with certain procedures, the teaching process and the effect of regular or irregular monitoring, through the establishment of a constructive feedback mechanism for the implementation of effective control process. |
| | | F28 Diverse Teaching Methods | The teaching mode is changed from "teacher-centered" to "student-centered", and at the same time, diversified teaching methods such as thematic module teaching, seminar teaching and interactive teaching are derived to cultivate students' independent problem-solving ability and form two-way communication between teachers and students. |
| | | F29 Academic Language Socialization | Teachers use a variety of teaching methods to transform the "elevated" academic language of various disciplines into accessible and understandable language that is "close to life" and more familiar to students, thus promoting academic language socialization and making it more relatable to the general public. |
| | | F30 Student involvement in curriculum development | Students actively participate in curriculum development through initiatives such as organizing seminars and discussions, transforming the traditional teacher-student relationship from passive receivers to active contributors. |
| | | F31 Diversity of student learning styles | In the context of interdisciplinary education, students become the main body of learning and change from passive to active learning through group work and peer tutoring programs. |

***4. Selective Coding Defines the Core Categories and Storyline***

This study takes the connotation of teachers' interdisciplinary curricular leadership as the core category, around which the "storyline" is structured as follows (Picture 1): Resource support and organizational guarantee is the support capacity of interdisciplinary curricular leadership; Meeting stakeholders' needs is the driving force of interdisciplinary curricular leadership; Interdisciplinary team building is the assurance capacity of interdisciplinary curricular leadership, and interdisciplinary curriculum construction is the breakthrough capacity of interdisciplinary curricular leadership.

***5. Theoretical Model Saturation Test***

In order to ensure the scientific nature of the research process of grounded theory as well as the accuracy of the research results, this paper first conceptualizes the implied interrelationships between the concepts or categories formed by open coding and main axis coding. Then, using the same research methods such as coding and analysis, we conducted a test of theoretical model saturation with the remaining three case texts. These case texts were coded and analyzed according to the previous process, and it was found that the results of these textual materials, when fully analyzed, were consistent with the previous relational attributes and conceptual dimensions. That is, no new master categories were obtained from the coding and analysis of the case material retained, and all of the data, taken together, were encompassed by the eleven previously refined master categories. As a result, this paper concludes that the preliminary selective coding is saturated in the theoretical model.




**Picture 1:** Interpretation of Teacher's Interdisciplinary Curriculum Leadership Connotation Model and Its Mechanism of Action

**Results**

***1. Support Capacity for Interdisciplinary Curriculum Leadership: Resource Support and Organizational Guarantee***

Knowledge sharing among interdisciplinary team members provides academic support for teachers' interdisciplinary curriculum leadership. Interdisciplinary curriculum teacher team members consist of industry experts with specialized skills and full-time and part-time teachers from inside and outside the university. Members of the team have complementary knowledge and skills, and they collaborate to complete various teaching activities by sharing information and resources. Teacher collaboration is considered one of the most promising professional development activities that support teacher learning and may lead to changes in teacher cognition and behavior (Lu, 2022). Each member needs to rely on others for certain information and academic resources, and also has a responsibility to provide professional support to other members of the team. Organizations such as schools support interdisciplinary teacher team building by coordinating and integrating resources, forming various research institutes and research programs, and building infrastructure to promote interdependence among teachers and between teachers and students, enhancing team performance and student learning outcomes.

***2. Key Breakthrough Capacity for Interdisciplinary Curriculum Leadership: Interdisciplinary Curriculum Construction***

In the course design session, based on the integration of disciplines, teachers carefully observe students' habits and interests, jointly develop themes and specific learning objectives, establish cooperative relationships with students in teaching tasks, and design interdisciplinary thematic learning courses of interest to students. Students change from passive receivers to active participants. In curriculum implementation, the interdisciplinary curriculum creates a problem-driven curriculum implementation model, forming the curriculum form of interdisciplinary comprehensive practical activities. In curriculum evaluation, stakeholders (leaders, experts, peers, parents, students, etc.) collect and provide arguments and make value judgments based on the implementation possibilities, effectiveness and educational value of the curriculum.

***3. The Sustained Assurance Capacity of Creative Research: Interdisciplinary Team Building***

A harmonious team atmosphere of freedom, tolerance, innovation and cooperation is created among teaching teams through encouragement and support among members in the process of academic and teaching seminars. To enhance interdisciplinary leadership, teachers must first possess teamwork skills such as communication, cohesion, initiative, cooperation, reflection, stress resistance and responsibility. Different members maintain an overview, checking that tasks are appropriately distributed among team members, that content is checked for accuracy, and that all agenda items are adequately dealt with at the end of the meeting (Meeuwissen et al., 2021).

***4. Endogenous Driving Force of Creative Research: Meeting Stakeholders' Needs***

Teachers need to switch between multiple identities such as core teachers, paraprofessionals, and guides in interdisciplinary teaching teams. Teacher collaboration, supported by learning communities, has been shown to increase teacher efficacy and instructional effectiveness (Schlaack and Steele, 2018). The composition of student backgrounds participating in interdisciplinary courses is more complex and diverse, and students are more interested in participating in curriculum development and courses based on their own interests. Designing interdisciplinary and integrated courses based on student needs becomes another endogenous driver of faculty leadership in interdisciplinary courses. Interdisciplinary curriculum meets society's need for innovative and complex talents. The future society needs talents who are simultaneously creative, adaptable, critical reasoning, and collaborative, and interdisciplinary teaching can efficiently and effectively cultivate students' comprehensive ability to learn by example. Therefore, teachers' professional growth, students' interests, knowledge development and social needs together become the endogenous driving force of teachers' curriculum leadership.

**Conclusions**

This paper used a grounded theory approach to theoretically code and systematically analyze nine text cases about interdisciplinary curriculum reform cases and interdisciplinary team case studies as well as dialogues with principal-teachers involved in interdisciplinary curriculum building through a cycle of open coding-selective coding and other steps, and constructed a connotation model of interdisciplinary curricular leadership for teachers: resource support and organizational guarantee are the supporting capacity of interdisciplinary curriculum leadership; meeting stakeholders' needs is the driving force of interdisciplinary curriculum leadership; interdisciplinary team building is the assurance capacity of interdisciplinary curriculum leadership, and interdisciplinary curriculum construction is the breakthrough capacity of interdisciplinary curriculum leadership.

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# A STUDY ON THE CORRELATION BETWEEN TEACHERS' PROFESSIONAL IDENTITY AND TURNOVER INTENTION IN JIAOZUO INDUSTRY AND TRADE VOCATIONAL COLLEGE, CHINA

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**Abstract:** The purpose of this study was to understand the relationship between teachers' professional identity and turnover intention, and the level difference under different demographic factors at Jiaozuo Vocational College of Industry and Trade, China. This study used a quantitative method, which distributed the questionnaires with a total of 148 teachers at Jiaozuo Vocational College of Industry and Trade, China, by the end, the researcher used 143 valid questionnaires in the data analysis process. Through descriptive analysis, independent samples t-test, one-way ANOVA and Pearson correlation analysis, the results showed that: 1) the female teachers in this school had higher professional identity and relatively weak turnover intention. 2) Except gender, there were significant differences in other variables; 3) and there was a negative correlation between teachers' professional identity and turnover intention. Finally, the researcher discussed around each finding, and provided some related suggestions based on the results of this study, such as the school can retain excellent teachers from the social level, school level and teacher level, reduce turnover intention and create a stable teaching team.

**Keywords:** Teachers' Professional Identity, Turnover Intention, Jiaozuo College of Industry and Trade

## Introduction

### *Research Background*

Nowadays, the world's science and technology, economy and technology are in a rapidly changing period of rapid development and adjustment, and the rapid development of the world in many dimensions and aspects puts forward newer and higher requirements for talent education and training. Teachers are a crucial team in school education and teaching. Teachers not only determine the future development of the school, but also determine the future of education. Therefore, how to build and stabilize the teaching staff has become a major topic of concern to all sectors of society, and the research of this kind has also shown a trend of increasing year by year. Then, how to improve teachers' professional identity, reduce teachers' turnover rate, and establish a stable and high-quality teacher team

suitable for China's development needs has become a key topic in today's education work. With the change of the perspective of teachers' research, in recent years, the domestic academic research on teachers has also turned to explore teachers' subjectivity, paying more attention to teachers' professional identity, self-identity, identity and other topics, and suggesting that relevant departments should establish a "teacher-oriented" development concept and build a mechanism for generating teachers' development momentum. (Zhu & Cao, 2017). With regard to college teachers' professional identity, domestic studies have found that there is a correlation between teachers' professional identity and teachers' working status and teaching effect. For example, teachers' professional identity is positively correlated with role values, professional belonging, professional values and professional behavior tendency, and negatively correlated with turnover intention. (Luo, 2011) A good sense of professional identity helps teachers to control their thoughts, feelings, and actions more effectively, thus promoting the realization of education and teaching goals. In this study, the teachers in Jiaozuo Industry and Trade Vocational College in Henan, China, mainly from the aspect of professional identity, explore the relationship between teachers' professional identity and turnover intention, and deeply investigate the internal factors that affect teachers' turnover intention. To provide some references for school administrators for improving education management.

***Research Problems***

(1) What is the current level of teachers' professional identity in Jiaozuo Industry and Trade Vocational College?

(2) What is the current level of teachers perceived turnover intention in Jiaozuo Industry and Trade Vocational College?

(3) Are there any significant differences between teachers' professional identity in Jiaozuo Industry and Trade Vocational College, under different demographic variables?

(4) Are there any significant differences of teachers perceived turnover intention in Jiaozuo Industry and Trade Vocational College, under different demographic variables?

(5) Is there any relationship between teachers' professional identity and their turnover intention in Jiaozuo Industry and Trade Vocational College?

***Research Objectives***

(1) To understand the current level of teachers' professional identity in Jiaozuo Industry and Trade Vocational College.

(2) To understand the current level of teachers perceived turnover intention in Jiaozuo Industry and Trade Vocational College.

(3) To determine the differences of teachers' professional identity in Jiaozuo Industry and Trade Vocational College, under different demographic variables.

(4) To determine the differences of teachers' turnover intention in Jiaozuo Industry and Trade

Vocational College, under different demographic variables.

(5) To analyze the relationship between teachers' professional identity and their turnover intention in Jiaozuo Industry and Trade Vocational College.

***Scope of the Study***

The There were 240 teachers in Jiaozuo Vocational College of Industry and Trade in China, and then according to the Morgan table of Krejcie and Morgan (1970), the sample size to be distributed was 148. After completing the pilot test, the researchers distributed all the sample sizes and recovered 143 valid questionnaires, which reached the statistical analysis standard.

***Research Significance***

This The purpose of this study was to understand the current level of teachers' professional identity and turnover intention in Jiaozuo Industry and Trade Vocational College, and the data analysis and research results could give the school some corresponding suggestions for better training teachers, stabilizing teachers and improving teachers' development. It has both theoretical and practical significance to study the influence of teachers' professional identity on teachers' turnover intention.

***Theoretical Framework***

(1) The purpose of this study was to understand and analyze teachers' professional identity and turnover intention in Jiaozuo Industry and Trade Vocational College, including comparing teachers' professional identity and turnover intention under different background variables.

(2) This study analyzed the current situation of teachers' professional identity and turnover intention, found out the problems, explored the reasons and put forward reasonable suggestions.

***Hypotheses***

H1: There are significant differences in teachers' professional identity with different demographic variables.

H1-1: There are significant differences in teachers' professional identity with different genders.

H1-2: There are significant differences in teachers' professional identity with different ages.

H1-3: There are significant differences in teachers' professional identity with different teaching years.

H2: There are significant differences in teachers' turnover intention with different demographic variables.

H2-1: There are significant differences in teachers' turnover intention with different genders.

H2-2: There are significant differences in teachers' turnover intention with different ages.

H2-3: There are significant differences in teachers' turnover intention with different teaching years.

H3: There is a negative correlation between teachers' professional identity and turnover intention.

## Literature Review

The word "professional identity" was first put forward by Beijiaard (1995), that is, it is a channel for individuals to recognize the relationship between themselves and the environment or others in a specific job, and it is a behavior attitude of self-understanding and acceptance. Different scholars at home and abroad often give different definitions about the definition of professional identity. However, Chinese scholars define the concept of professional identity from different angles according to the actual situation of teachers. Song and Wei (2006) analyzed the influencing factors of teachers' professional identity from the perspective of gender, age, and other variables, and thought that the salary level determines the level of teachers' professional identity.

Mobley (1978) thought that turnover intention is the intensity of individual's intention to leave his job and look for other units or organizations after weighing the pros and cons. Miller, Katerberg and Hulin (1979) put forward that individual's turnover intention is the root of their turnover behavior, and that turnover intention is the prediction of turnover behavior; March and Simon (1985) commented that turnover intention is the product when individuals think that their contribution value is greater than organizational incentives; Porter and Steers (1973) believed that turnover intention is a shrinking behavior caused by negative energy generated by individuals in the work process. Quarles (1994) also mentioned that the influencing factors of turnover intention are personal factors, work factors, organizational factors, environmental factors, and satisfaction factors. However, Chinese scholars had little research on teachers' turnover intention compared with teachers' professional identity. Fan (1978) supported that turnover intention was the expression or attitude of the individual's tendency to leave his unit or organization to find other job opportunities.

Mobley(1978) established relational variables based on the behavior and cognition between individual job satisfaction and actual turnover, and put forward that job satisfaction, expected income and accidental factors can cause individual turnover behavior; Steers(1973) and Mobley(1978) took subjective and objective factors as relational variables to conduct in-depth research on turnover intention, and believed that the degree of teachers' desire for a new job determined the intensity of their turnover intention. However, the turnover intention scale compiled by Fan (1978) is the most widely used by Chinese scholars in measuring turnover intention, which has good internal consistency and retest reliability.

## Research Methodology

The questionnaire used in this study is in the form of an electronic questionnaire, which is aimed at 240 teachers in Jiaozuo Vocational College of Industry and Trade in Henan Province before the first semester of 2022. According to the sample size requirement of Krejcie and Morgan (1970), the sample size should be 148, and after the pilot test was completed, a total of 148 questionnaires were distributed.

With the help of the staff of Jiaozuo Industry and Trade Vocational College, finally, 145 questionnaires were collected through the electronic form, by the end, 143 valid questionnaires were used in the process of data analysis, with an effective return rate of 99%.

Based on the questionnaire of Wei's (2015) Teachers' Professional Identity Scale and Fan's (1978) Teachers' Turnover Intention Scale, in order to better adapt to the current research purposes and research objects, the researcher adapted the questionnaire into Jiaozuo Industry and Trade Vocational College Teachers' Professional Identity and Turnover Intention Scale. The whole questionnaire was divided into three parts. The first part is the background survey of the respondents, mainly including the gender of the in-service people. The second part was a questionnaire survey on teachers' professional identity, including 18 questions; The third part was a questionnaire survey on teachers' turnover intention, with a total of 9 questions.

The five-point scoring method of Richter (1932) was adopted in the design, analysis, and interpretation of the questionnaire, where 1 means "very inconsistent", 2 means "relatively inconsistent", 3 means "consistent", 4 means "relatively consistent" and 5 means "very consistent". The higher the score, the stronger the intention to leave.

The EXCEL table data was automatically imported through SPSS 20.0 software to process the data. Then, using SPSS 20.0 online data analysis software to analyze the reliability and validity of the questionnaire, the reliability analysis measured the internal consistency of the results of the questionnaire, and the validity analysis measures the structural validity of the questionnaire, and the analysis results could be directly derived. Secondly, descriptive statistical analysis was carried out, which only described the maximum, minimum, mean and standard deviation. Finally, descriptive analysis, difference analysis and Person correlation analysis were all analyzed by SPSS software to get the results.

**Findings and Conclusions**

According to the data filled in the questionnaire, among the teachers who participated in the questionnaire, 59 were male, accounting for 41%; There were 84 females, accounting for 59%. There was little difference in the number of male and female respondents in this study, and the gender ratio was relatively average. The age of teachers who participated in the survey mainly concentrated in 25-30 years old, accounting for 40%, and the proportion of other age groups was relatively average, with 30-35 years old accounting for 32% and 35 years old and above accounting for 28% respectively. In the survey on teaching years, 6-10 years, accounting for 29%; Less than 5 years and 10 years and above, accounting for 36% and 34% respectively. The basic information of the teachers who participated in the questionnaire survey was shown in Table 1 below:

**Table 1:** Basic Information of Teachers in Jiaozuo Industry and Trade Vocational College

| Demographic Variables | Group | N | Percentage |
|---|---|---|---|
| Gender | Male | 59 | 41 |
| | Female | 84 | 59 |
| Age | 25-30 Years Old | 57 | 40 |
| | 30-35 Years Old | 46 | 32 |
| | 35 Years Old and Above | 40 | 28 |
| Teaching Years | Less Than 5 Years | 52 | 36 |
| | 6-10 Years | 42 | 29 |
| | 10 Years and Above | 49 | 34 |

According to Table 2 below, teachers' professional identity is high. However, from the perspective of each sub-dimension, teachers' sense of belonging is low, and the overall level of professional identity is 3.74, so the overall level of professional identity of teachers in Jiaozuo Vocational College is high.

**Table 2:** The Level of Teachers' Professional Identity in Jiaozuo Industry and Trade Vocational College

| Dimensions | N | Mean | SD | Analysis |
|---|---|---|---|---|
| Role Values | 143 | 3.81 | 1.277 | High |
| Professional Values | 143 | 3.35 | 1.086 | Moderate |
| Professional Sense of Belonging | 143 | 3.76 | 1.254 | High |
| Professional Behavior Tendency | 143 | 3.80 | 1.271 | High |
| Total | 143 | 3.68 | 1.222 | High |

According to Table 3 below, the overall level of teachers' turnover intention is high. The overall turnover intention level reaches 3.8, so the overall turnover intention level of teachers in Jiaozuo Vocational College was high.

**Table 3:** The Level of Teachers' Turnover Intention in Jiaozuo Industry and Trade Vocational College

| Dimensions | N | Mean | SD | Analysis |
|---|---|---|---|---|
| Leaving the Post | 143 | 3.81 | 1.283 | High |
| Changing the Post | 143 | 3.75 | 1.186 | High |
| Total | 143 | 3.78 | 1.235 | High |

Through comparative analysis, it was not difficult to find that the scores of female teachers are generally higher than those of male teachers, and their turnover intention was lower than that of male teachers.

**Table 4:** Differences in Teachers' Professional Identity and Turnover Intention with Different Gender

| Variables | Male (N=59) | Female (N=84) | All (N=143) | T | P | D |
|---|---|---|---|---|---|---|
| Professional Identity | 4.06±0.30 | 4.15±0.48 | 4.15±0.46 | -1.237 | 0.227 | -0.141 |
| Turnover Intention | 2.57±1.03 | 2.53±1.12 | 2.58±1.13 | 1.332 | 0.149 | 0.127 |

Through comparative analysis, it reflected that there was a significant difference in the score of turnover intention. Multiple comparisons showed that young teachers between the ages of 25 and 30 had higher scores in turnover intention than other age groups. With the growth of age and teaching experience, their understanding and recognition of the teaching profession was getting higher and higher, especially their attachment to the occupation and unit they were engaged in was getting stronger and stronger, so it was not easy to produce turnover intention. See Table 5 for details.

**Table 5:** Differences in Teachers' Professional Identity and Turnover Intention with Different Ages

| Variables | 25-30 Years Old (N=57) | 30-35 Years Old (N=46) | Over 35 Years Old (N=40) | SD | F | P |
|---|---|---|---|---|---|---|
| Professional Identity | 4.17±0.46 | 3.98±0.60 | 4.10±0.54 | 2.51 | 3.738 | 0.00 |
| Turnover Intention | 2.76±1.12 | 2.47±1.02 | 2.32±1.11 | 1.98 | | |

By analyzing the scores, it revealed that teachers' turnover intention was different in the dimension of teaching years. Further multiple comparisons show that teachers with less than 5 years' teaching experience score higher than those with 6-10 years' teaching experience and those with more than 10 years' teaching experience (both $p<0.05$), but there was no significant difference in the other two groups (6-10 years and more than 10 years), as shown in Table 6.

**Table 6:** Differences in Teachers' Professional Identity and Turnover Intention with Different Teaching Years

| Variables | < 5 Years (N=52) | 6-10 Years (N=42) | > 10 Years (N=49) | SD | F | P |
|---|---|---|---|---|---|---|
| Professional Identity | 4.15±0.48 | 4.12±0.46 | 3.99±0.62 | 1.31 | 2.169 | 0.00 |
| Turnover Intention | 2.76±1.06 | 2.48±0.95 | 2.38±1.10 | 1.42 | | |

According to the statistical results in Table 7, it reflected that the total mean scores of teachers' professional identity in Jiaozuo Industry and Trade Vocational College in this study is 4.34, which is between "quite consistent" and "very consistent" in the five-point score set by the teachers' professional identity scale, which belongs to a high level.

However, in each sub-factor, the score of professional values was as high as 4.6, followed by professional behavior tendency, and the score of professional belonging was relatively lowest in all dimensions. The total average score of turnover intention was 3.13, in which the average scores of turnover intention and turnover intention are all greater than 3, which was between "relatively consistent" and "very consistent", and the higher the score, the stronger the turnover intention.

**Table 7:** Correlation Analysis of Teachers' Professional Identity and Turnover Intention

| Dimensions | N | Mean | SD | Variance |
|---|---|---|---|---|
| Role Values | 143 | 4.30 | 0.64 | 0.40 |
| Professional Values | 143 | 4.60 | 0.58 | 0.35 |
| Professional Sense of Belonging | 143 | 4.10 | 0.60 | 0.37 |
| Professional Behavior Tendency | 143 | 4.35 | 0.66 | 0.43 |
| Leaving the Post | 143 | 3.18 | 0.84 | 0.65 |
| Changing the Post | 143 | 3.00 | 0.85 | 0.54 |

In addition, the correlation coefficient between the four sub-dimensions of professional identity and turnover intention reached a significant level and showed a dominant negative correlation. It can prove that the stronger the professional identity that teachers in this school feel with their work, the lower their intention to leave. It can prove that there was a negative correlation between professional identity and turnover intention, as shown in Table 8.

**Table 8:** Correlation Analysis Between Dimensions of Professional Identity and Turnover Intention

| | Role Values | Professional Values | Professional Sense of Belonging | Professional Behavior Tendency |
|---|---|---|---|---|
| Leaving the Post | 0.421 | 0.305 | 0.374 | 1.000 |
| Changing the Post | 0.302 | 0.433 | 0.365 | 1.000 |

According to research hypothesis H 3, it is necessary to analyze the correlation between teachers' professional identity and turnover intention in Jiaozuo Industry and Trade Vocational College. In this study, SPSS 20.0 is used to analyze the correlation between teachers' professional identity and turnover intention and each dimension. The test results are shown in Table 9:

**Table 9:** Correlation Analysis between Professional Identity and Turnover Intention

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---|---|---|---|---|---|---|---|---|
| 1. Professional Identity | 1 | | | | | | | |
| 2. Turnover Intention | .345 | 1 | | | | | | |
| 3. Role Values | .934* | -.357* | 1 | | | | | |
| 4. Professional Values | .937* | -.278* | .845* | 1 | | | | |
| 5. Professional Sense of Belonging | .953* | -.323* | .843* | .886* | 1 | | | |
| 6. Professional Behavior Tendency | -.478* | .821* | -.459* | -.437* | -.468* | 1 | | |
| 7. Leaving the Post | -.357* | .906* | -.367* | -.314* | -.345* | .746* | 1 | |
| 8. Changing the Post | -.123* | .846* | -.154* | -.074* | -.114* | .425* | .607 | 1 |

Note: *p < 0.05, **p < 0.01, **p < 0.001.

As shown in the above Table, 3, 4, 5 and 6 are the dimensions of professional identity, and 7 and 8 were the dimensions of turnover intention.

From Table 9 above, it can be seen that the Pearson correlation coefficient between professional identity and all dimensions of professional identity was greater than 0, indicating that there was a

significant positive correlation between professional identity and all dimensions of professional identity; However, the Pearson correlation coefficient between the two dimensions of professional identity and turnover intention is less than 0, indicating that there was a significant negative correlation between the dimensions of professional identity and turnover intention. In terms of turnover intention, the Pearson correlation coefficient between turnover intention as a whole and professional identity was less than 0, which indicates that there is a significant negative correlation between turnover intention and professional identity. Pearson correlation analysis showed the coefficient between turnover intention and turnover intention was greater than 0, which indicated that turnover intention has a significant positive correlation with turnover intention.

**Findings and Conclusions**

Based on summarizing the existing theories of teachers' professional identity and turnover intention, this study conducted a questionnaire survey on 240 teachers in Jiaozuo Vocational College of Industry and Trade and made statistics and analysis on the relevant data by using SPSS software. It is found that there is a very significant negative correlation between teachers' professional identity and turnover intention and its factors ($p<0.01$), which verified the research hypothesis put forward in this study. The research on teachers' professional identity and turnover intention of Jiaozuo Industry and Trade Vocational College in Henan Province included the following aspects:

1. In this survey, there were a little more women, but there was little difference between men and women.

2. Overall, the level of teachers' professional identity was relatively high.

3. A comparative study on the differences of teachers' professional identity and turnover intention with different gender, age, and teaching years. (1) There were significant differences in the professional identity and turnover intention of teachers of different sexes. The level of professional identity of women is higher than that of men, while the level of turnover intention is lower than that of men. (2) There were significant differences in teachers' professional identity and turnover intention at different ages. The older they are, the higher their professional identity and the lower their turnover intention. (3) There were significant differences in professional identity and turnover intention of teachers with different teaching experience. The longer the teaching experience, the lower the level of professional identity and the higher the turnover intention.

**Recommendations**

By understanding the level of teachers' professional identity in Jiaozuo Industry and Trade Vocational College, the school can gain favorable experiences and methods that are worth learning and learning from, and put forward the following recommendations for the stable, healthy, and sustainable

development of teachers in Jiaozuo Industry and Trade Vocational College:

First of all, it is suggested that Jiaozuo Industry and Trade Vocational College can also pay attention to the enrollment publicity of different genders and different hukou locations when introducing teachers.

Secondly, it is suggested that schools should strengthen the publicity of teachers' culture, make teachers' role value and professional value manifest in society, enhance their active guidance, improve teachers' professional behavior tendency, and enhance teachers' sense of professional belonging from management, salary and welfare, emotion and other aspects as much as possible, so as to help teachers' needs and reduce the level of turnover intention.

Thirdly, it was suggested that teachers with different gender, age and teaching experience should be provided with different training mechanisms that highlight different levels and categories, strengthen the pertinence of teachers' training, set career development goals that are consistent with them, implement diversified evaluation mechanisms, promote and guide teachers to actively play their subjective initiative,

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# A STUDY ON THE INFLUENCE OF TEACHER-STUDENT RELATIONSHIPS ON SELF-ESTEEM OF JUNIOR HIGH SCHOOL STUDENTS IN KAIFENG PRIVATE MIDDLE SCHOOL

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**Abstract:** This study aimed to discuss the influence of the relationship between the teacher-student relationships of junior high school students in Kaifeng private high schools and the self-esteem of junior high school students. Analyze whether there is a significant difference between teacher-student relationships and the self-esteem of junior high school students in different context variables. Furthermore, the predictive of the teacher-student relationships on the self-esteem of junior high school students was analyzed. This study mainly used a questionnaire survey method, with junior high school students from a foreign language school in Kaifeng, Henan Province, as the research subjects. Using a convenient sampling method, 248 students were selected.

Research results showed that junior high school students have good teacher-student relationships with teachers, and junior high school students have a higher level of self-esteem. There were significant differences in teacher-student relationships in the three background variables of different grades, class cadres and only child or not. There were no significant differences in teacher-student relationships between genders. There were significant differences in the self-esteem of junior high school students in the three background variables of different grades, genders, and class cadres or not; there was no difference in the self-esteem of junior high school students who were only children. There was a significant positive correlation between teacher-student relationships in private schools in Kaifeng and the self-esteem of junior high school students. Regression analysis showed that the teacher-student relationships had a significant positive predictive effect on the self-esteem of junior high school students, and the self-esteem of junior high school students had a significant positive predictive effect on the teacher-student relationships.

**Keywords:** Junior High School Students in Private Middle Schools, Teacher-Student Relationships, Self-Esteem

## Introduction

### *Research Background*

Currently, as China enters a well-off society, families and society were paying more and more attention to student education. The middle school stage was inevitable in the process of students attending school. With the optimization and reform of China's education system, secondary school entrance examination results were also becoming increasingly important. It determines that some students can attend high school, while others can only attend vocational colleges. As a result, the middle school stage became a significant turning point in students' lives (Liu, 2016). Students were influenced by many factors, such as pressure on grades, family environment, interpersonal relationships, and difficulties brought about by growing up in adolescence. It was easy for them to lower their self-esteem levels, cause psychological conflicts, and cause safety accidents. As a result, most schools quickly implemented work measures and stepped-up efforts to resolve students' self-esteem issues. However, in the education and teaching activities, it would be discovered that junior high school students with the same level of education have different levels of self-esteem in the same general environment and that some junior high school students with low self-esteem gather in classes. Why was that? Chen (2015) found that teacher-student relationships affect junior high school students' mental health and self-esteem. Moreover, Long (2017) The stable growth and development of students were inseparable from excellent teacher-student relationships. Teachers must integrate into students' classrooms and school life to become “their people” in students' hearts and establish a sense of familiarity, security, and trust with students. Establish good teacher-student relationships and lead students to develop healthy personalities gradually.

### *Research Problems*

(1) What was the current situation of teacher-student relationships among junior high school students in private secondary schools in Kaifeng?

(2) What was the current situation of self-esteem among junior high school students in Kaifeng private secondary schools?

(3) What was the difference in teacher-student relationships among junior high school students with different background variables (gender, grade, only children or not, class cadres or not)?

(4) What was the difference in the self-esteem among junior high school students with different background variables (gender, grade, only children or not, class cadres or not)?

(5) What was the relationship between teacher-student relationships and self-esteem among junior high school students in private secondary schools in Kaifeng?

(6) What were the teacher-student relationships in private secondary schools in Kaifeng predict the self-esteem of junior high school students?

(7) What was the prediction of teacher-student relationships based on the self-esteem of junior

high school students in Kaifeng private secondary schools?

***Objective of the Study***

(1) To understand the current situation of teacher-student relationships between junior high school students in private secondary schools in Kaifeng.

(2) To understand the current state of self-esteem among junior high school students in private secondary schools in Kaifeng.

(3) To analyze the significant differences in teacher-student relationship scores of junior high school students with different background variables (gender, grade, only children or not, class cadres or not).

(4) To analyze the significant differences in the self-esteem of junior high school students with different background variables (gender, grade, only child or not, class cadres or not).

(5) To analyze the relationship between the teacher-student relationships in private secondary schools in Kaifeng and the self-esteem of junior high school students.

(6) To analyze the predictive effect of teacher-student relationships in private secondary schools in Kaifeng on the self-esteem of junior high school students.

(7) To analyze the predictive effect of the self-esteem of junior high school students in Kaifeng private high schools on teacher-student relationships.

***Scope of the Study***

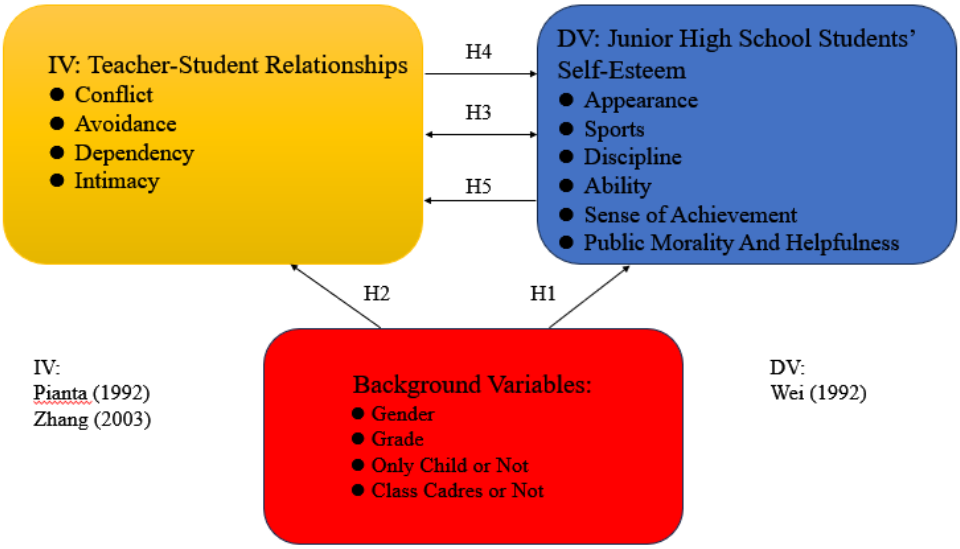
This study used junior high school students from private schools in Kaifeng as the overall study. Since the number of groups was slightly large, it was not easy to use random sampling, so the study used a convenient sampling method. Xinghuaying Qiushi Foreign Language School in Kaifeng City, Henan Province, was a 12-year integrated school that included elementary, middle, and high schools. Kaifeng was a popular private high school with the highest number of students and students enrolled yearly. Therefore, a sample survey of junior high school students at Xinghuaying Qiushi Foreign Language School in Kaifeng City, Henan Province, was somewhat representative. The official questionnaire collected 300 copies, of which 248 were valid, with an effective recovery rate of 82.67%. More than 700 junior high school students at Xinghuaying Qiushi Foreign Language School in Kaifeng City, Henan Province. According to research by Krejcie & Morgan (1970), when the overall number was around 700, it was quite reasonable to take a sample of 248.

***Research Significance***

This study used a questionnaire method to investigate the current status of teacher-student relationships and their self-esteem in private secondary schools in Kaifeng, and explored the relationship mechanism and problems between the two variables. It could not only deepen the academic community and society's further attention and thought about the mental health of junior high school students, but also help guide teachers to change their educational concepts, adjust teacher-student

relationships, and create a good school atmosphere for students' healthy physical and mental growth. At the same time, it can also provide lessons for private schools in China to handle teacher-student relationships and students' self-esteem issues during the compulsory education stage.

***Theoretical Framework***




**Picture 1:** Research Conceptual Framework

IV: Teacher-student relationships included four dimensions: Conflict, avoidance, dependency, and intimacy.

DV: Self-esteem included six dimensions: Appearance, sports, discipline, ability, sense of achievement, public morality and helpfulness.

Background variables: gender, grade, only child or not, and class cadres or not.

***Hypotheses***

Hypothesis 1: There were significant differences in the self-esteem levels of junior high school students in different context variables

H1-1: There were significant differences in self-esteem among junior high school students in different genders.

H1-2: There were significant differences in the self-esteem levels of junior high school students in different grades.

H1-3: There was a significant difference in self-esteem between junior high school students who were only children.

H1-4: There was a significant difference in self-esteem between junior high school students who were class cadres.

Hypothesis 2: There were significant differences in teacher-student relationships among junior high school students under different context variables.

H2-1: There were significant differences in teacher-student relationships among junior high

school students by gender.

H2-2: There were significant differences in teacher-student relationships among junior high school students in different grades.

H2-3: There was a significant difference in teacher-student relationships between junior high school students who were only children.

H2-4: There was a significant difference in teacher-student relationships between junior high school students and class cadres or not.

Hypothesis 3: There was a significant correlation between teacher-student relationships and self-esteem of junior high school students.

Hypothesis 4: The teacher-student relationships were predictive of junior high school students' self-esteem.

Hypothesis 5: Self-esteem was predictive of teacher-student relationships among junior high school students.

**Literatures Review**

In 1904-1919, Mayo the proponent of the theory of interpersonal relationships, pointed out that it was not the working conditions that affected the work efficiency of workers, but whether the workers in the group realized that they were “noticed” and received care from others created a sense of belonging, thereby promoting the active work of others. This theory proved that students establish good interpersonal relationships, making them good at listening to appropriate praise, raising their self-esteem. As an essential interpersonal relationship in a student's learning career, the quality of the relationship played a vital role in the formation and development of young people's self-esteem.

Through sorting through the literature, the researchers found that many research results showed that the teacher-student relationships significantly impacted the self-esteem level of junior high school students. Lu (1990) believed that equal, democratic, and cooperative relationships between teachers and students were beneficial to cultivating students' self-esteem. He proposed that in classroom teaching, teachers were responsible for setting up a special social emotional atmosphere for students and creating favorable conditions, prompting students to explore their emotions and peer relationships, develop self-concept, build self-esteem, and form personality. With this emotional experience, students will regard themselves as valuable, capable and respected people, thus establishing self-esteem. Ma (2016) believed that the teacher-student relationships was one of the main factors affecting students' self-esteem. In educating students, teachers were most passionate about students, and at the same time, they also had high expectations for students. However, when students fail to meet teachers' expectations, they may be impatient and sometimes overly rhetorical, making students dislike studying and lowering their self-esteem. Guo et al. (2017) discovered through research and interviews that a harmonious teacher-student

relationship has a "motivating function" for junior high school students. Human needs were the source of motivation. Everyone has psychological needs such as love, affection, respect, self-esteem, and curiosity. These were commonly known as needs. When teachers and students respect each other's needs and maintain a harmonious and close relationship, students' self-esteem levels will improve.

In summary, more and more research focused on the relationship between teacher-student relationships and students' self-esteem. However, it could also be found that empirical research on groups of junior high school students, especially the teacher-student relationships in private high schools, and the self-esteem relationship status of junior high school students was scarce, and no in-depth investigation has been carried out on the mechanism of influence. Therefore, the development of the content of this study also filled the gaps in these aspects.

**Research Methodology**

Zhang (2003) referred to the "Teacher-student relationships Scale for Middle School Students" prepared by STRS. The conflicting dimensions of this scale (a=0.842) indicated discord between teachers and students; dependency (a=0.644) referred to the student caring for the teacher; intimacy (a=0.663) indicated the degree of intimacy between teachers and students; avoidance (a=0.575) indicated that students were unwilling to interact with teachers actively. The scale's internal consistency was 0.832, and Spearman's half-confidence was 0.819. The Self-Esteem Scale for Primary and Secondary School Students (CSES) prepared by Professor Wei (1997). This scale was a 5-point scale used to measure the self-esteem of adolescents and children. Among them, the internal consistency confidence of the total scale was 0.6829; the exterior was 0.7748; the physical activity was 0.7149; the ability was 0.7150; the internal consistency confidence of sense of achievement was 0.6207; the internal consistency confidence of discipline was 0.7030; and the confidence of internal consistency between public morality and helpfulness was 0.6151. After obtaining the empirical data of the subjects through the questionnaire, the researchers and students used Excel software to summarize and organize the data, and then imported the SPSS software for data analysis. According to the research purpose, descriptive statistics, t-tests, ANOVA, Pearson correlation analysis, linear regression analysis, and other methods were used to analyze the obtained data statistically.

**Findings and Conclusions**

The official questionnaire collected 300 copies, of which 248 were valid, with an effective recovery rate of 82.67%. Regarding gender, the proportion of females was 50.4%, and there were slightly more females than males. In terms of grade, third-year students accounted for the highest proportion of test subjects, at 39.11%. Second-year students had the lowest proportion of test subjects, at 27.02%. The proportion of test subjects was generally in line with the current demographic

background and organizational structure. Only children accounted for 64.52%, and class cadres accounted for 58.87%.

**Table 1:** Demographic Background Statistics

| | Options | Frequency | Percentage (%) | Cumulative percentage (%) |
|---|---|---|---|---|
| Gender | Male | 123 | 49.60 | 49.60 |
| | Female | 125 | 50.40 | 100.00 |
| Grade | Junior One | 84 | 33.87 | 33.87 |
| | Junior Two | 67 | 27.02 | 60.89 |
| | Junior Three | 97 | 39.11 | 100.00 |
| Only Child or Not | Yes | 160 | 64.52 | 64.52 |
| | No | 88 | 35.48 | 100.00 |
| Class Cadre or Not | Yes | 146 | 58.87 | 58.87 |
| | No | 102 | 41.13 | 100.00 |

The average score of the teacher-student relationships scale was 4.011, and the dimensional average score was 88.246. The score for the current situation of teacher-student relationships among junior high school students was at a high level. The teacher-student relationships of junior high school students were good. Among them, the “conflict” dimension performs best in teacher-student relationships.

**Table 2:** Analysis of the Current of Teacher-Student Relationships Dimensions

| Dimension | *N* | *M* | *SD* | Average | Overall Ranking |
|---|---|---|---|---|---|
| Conflictive | 9 | 41.331 | 6.813 | 4.592 | 1 |
| Avoidance | 4 | 14.98 | 3.511 | 3.745 | 3 |
| Dependency | 5 | 16.669 | 3.605 | 3.334 | 4 |
| Intimacy | 4 | 15.266 | 5.014 | 3.817 | 2 |
| Teacher-Student Relationships | 22 | 88.246 | 11.196 | 4.011 | - |

The average score of junior high school students on the self-esteem scale was 3.632. Students had a high level of self-esteem. Among them, the “public morality and helpfulness” dimension performed best of junior high school students by self-esteem.

**Table 3:** Analysis of the Current of the Self-Esteem Dimensions of Junior High School Students

| Dimension | *N* | *M* | *SD* | Average | Overall Ranking |
|---|---|---|---|---|---|
| Appearance | 4 | 12.766 | 5.367 | 3.192 | 5 |
| Sports | 3 | 9.375 | 3.763 | 3.125 | 6 |
| Ability | 6 | 23.71 | 5.943 | 3.952 | 2 |
| Sense of Achievement | 4 | 13.468 | 4.448 | 3.367 | 4 |
| Discipline | 4 | 15.302 | 3.563 | 3.826 | 3 |
| Public Morality and Helpfulness | 5 | 19.815 | 5.349 | 3.963 | 1 |
| Self-Esteem Dimensions | 26 | 94.435 | 17.493 | 3.632 | - |

It could be seen that the grade sample was significant for conflict, intimacy, and teacher-student relationships dimensions ($p<0.05$).

**Table 4:** Comparison of ANOVA Differences in Teacher-Student Relationships in Terms of Grade

| Dimension | Grade (M ± SD) | | | *F* | *p* | *LSD* |
|---|---|---|---|---|---|---|
| | Junior one (*n*=84) | Junior two (*n*=67) | Junior three (*n*=97) | | | |
| Conflictive | 4.78±0.48 | 4.69±0.60 | 4.21±1.05 | 13.554 | 0.000** | 1＞3,2＞3 |
| Avoidance | 3.69±0.88 | 3.88±0.90 | 3.62±0.82 | 1.969 | 0.142 | |
| Dependency | 3.35±0.66 | 3.27±0.78 | 3.40±0.71 | 0.645 | 0.525 | |
| Intimacy | 4.14±1.01 | 3.77±1.29 | 3.48±1.38 | 5.439 | 0.005** | 1＞2,1＞3 |
| Teacher-Student Relationships | 4.14±0.36 | 4.05±0.47 | 3.78±0.64 | 10.612 | 0.000** | 1＞3,2＞3 |

*$p<0.05$, **$p<0.01$, “1” Junior one, “2” Junior two, and “3” Junior three

The t-test was used to study whether the class cadres had differences in the dimensions: whether the class cadre sample did not show significant conflict, avoidance, or dependency ($p>0.05$), and the teacher-student relationships dimension showed significant differences in the dimension of intimacy ($p<0.05$), which meant that the difference was whether the class cadre sample had differences in intimacy and teacher-student relationships. According to data analysis, it was found that in the junior three of junior high school, students who were class cadres had better intimacy with teachers. Compared with students who were class cadres and students who were not class cadres, the former has a higher teacher-student relationships score, and the teacher-student relationship was better.

**Table 5:** Comparison of T-Test Differences in Teacher-Student Relationships with Class Cadre or Not

| Dimension | Class cadre or not (M ± SD) | | *t* | *p* | *LSD* |
|---|---|---|---|---|---|
| | No (*n*=146) | Yes (*n*=102) | | | |
| Conflictive | 4.54±0.84 | 4.66±0.62 | -1.326 | 0.186 | |
| Avoidance | 3.76±0.93 | 3.72±0.80 | 0.328 | 0.743 | |
| Dependency | 3.28±0.74 | 3.41±0.69 | -1.389 | 0.166 | |
| Intimacy | 3.66±1.34 | 4.04±1.08 | -2.505 | 0.013* | Yes > No |
| Teacher-Student Relationships | 3.95±0.53 | 4.10±0.46 | -2.194 | 0.029* | Yes > No |

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

Furthermore, the grade level sample showed significant dimensions of appearance, sports, ability, public morality and helpfulness, and self-esteem ($p<0.05$), which meant that the different grade samples had differences in appearance, sports, ability, public morality and helpfulness, and self-esteem dimensions.

Correlational analysis was used to study the correlation between the two, and the Pearson correlation coefficient was used to indicate the strength of the correlation. The intimacy of the relationship dimension [$r (248) = 0.508$, $p=0.000$] was positively correlated with what was outside of

the self-esteem dimension; the intimacy of the relationship dimension [r (248) = 0.284, p=0.000] was positively correlated with sports in the self-esteem dimension; the conflict of the relationship dimension [r (248) = 0.337, p=0.000] was positively correlated with the ability of the self-esteem dimension; the intimacy of the relationship dimension [r (248) =0.613, p=0.000] was positively correlated with the sense of achievement of the self-esteem dimension Correlation; avoidance in relational dimensions [r (248) =0.807, p=0.000] was positively correlated with the discipline of self-esteem; the intimacy of the relationship dimension [r (248) =0.618, p=0.000] was positively correlated with the public morality of the self-esteem dimension and helpfulness; the relationship dimension [r (248) =0.460, p=0.000] was significantly positively correlated with self-esteem.

**Table 6:** Comparison of ANOVA Differences in Self-Esteem in Terms of Grade

| Dimension | Grade (M ± SD) | | | *F* | *p* | *LSD* |
|---|---|---|---|---|---|---|
| | Junior one (*n*=84) | Junior two (*n*=67) | Junior three (*n*=97) | | | |
| Appearance | 3.62±1.15 | 2.97±1.44 | 2.97±1.35 | 6.749 | 0.001** | 1＞2, 1＞3 |
| Sports | 3.46±1.19 | 3.05±1.20 | 2.89±1.29 | 4.903 | 0.008** | 1＞2, 1＞3 |
| Ability | 4.18±0.79 | 3.80±1.08 | 3.86±1.06 | 3.482 | 0.032* | 1＞2, 1＞3 |
| Sense of Achievement | 3.61±0.95 | 3.22±1.27 | 3.26±1.10 | 3.032 | 0.05 | |
| Discipline | 3.76±0.95 | 3.69±0.84 | 3.98±0.86 | 2.600 | 0.076 | |
| Public Morality and Helpfulness | 4.23±0.88 | 3.92±1.17 | 3.76±1.11 | 4.550 | 0.011* | 1＞2 |
| Self-Esteem | 3.87±0.54 | 3.50±0.80 | 3.52±0.63 | 8.152 | 0.000** | 1＞2, 1＞3 |

*$p$<0.05, **$p$<0.01, “1” Junior one, “2” Junior two, and “3” Junior three

**Table 7:** Analysis of Teacher and Student Relationships and Self-Esteem of Junior High School Students

| | Conflictive | Avoidance | Dependency | Intimacy | Teacher-Student Relationships |
|---|---|---|---|---|---|
| Appearance | 0.075 | 0.038 | 0.046 | 0.508** | 0.300** |
| Sports | 0.124 | -0.089 | -0.009 | 0.284** | 0.172** |
| Ability | 0.337** | 0.004** | 0.016 | 0.111 | 0.261** |
| Sense of Achievement | 0.117 | -0.001 | 0.048 | 0.613** | 0.361** |
| Discipline | -0.023 | 0.807** | -0.07 | -0.038 | 0.200** |
| Public Morality and Helpfulness | 0.095 | 0.059 | 0.025 | 0.618** | 0.361** |
| Self-Esteem | 0.218** | 0.176** | 0.023 | 0.592** | 0.460** |

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

Using the four dimensions of the teacher-student relationships dimension scale, the regression summary table for predictive analysis of the junior high school student self-esteem relationship scale used conflict, avoidance, dependency, and intimacy as independent variables, and used the self-esteem dimension as a dependent variable for linear regression analysis. When the model was F-tested, it was found that the model passed the F test (F=66.198, p=0.000<0.05), and the regression coefficient value for the relationship dimension was 0.609 (t=8.138, p=0.000<0.01), which meant that the relationship

dimension had a significant positive influence on the self-esteem dimension.

**Table 8:** Regression Analysis of Teacher-Student Relationships and Self-Esteem of Junior Students

| | | Unstandardized Coefficients | | Standardized Coefficient | | | |
|---|---|---|---|---|---|---|---|
| | Model | B | SE | Beta | | t | Sig. |
| 1 | (Constant) | 1.190 | .303 | | | 3.934 | .000 |
| | Teacher-Student Relationships | .609 | .075 | .460 | | 8.138 | .000 |
| | $R^2$= .212 | | Adj. $R^2$= .209 | | | F=66.198; Sig.= .000[b] | |
| 2 | (Constant) | 1.958 | .296 | | | 6.611 | .000 |
| | Conflictive | .010 | .048 | .011 | | 0.212 | .832 |
| | Avoidance | .131 | .039 | .171 | | 3.373 | .001 |
| | Dependency | -.020 | .047 | -.022 | | -0.426 | .671 |
| | Intimacy | .316 | .029 | .588 | | 10.913 | .000 |
| | $R^2$=.380 | | | | | F=37.253; Sig.= .000[b] | |

a. Dependent Variable: Self-Esteem

**Conclusions**

(1) The score for the current situation of teacher-student relationships among junior high school students was at a high level. The teacher-student relationships between junior high school students and teachers were good. Among them, the "conflict" dimension performs best in teacher-student relationships.

(2) Middle school students have a high level of self-esteem. Junior one has the highest level of self-esteem, and third-year students have slightly lower self-esteem levels than junior two students.

(3) Among the variables in the different backgrounds of junior high school students, the factors that significantly differ in the teacher-student relationships were "grade" and "class cadres or not."

(4) Among the different background variables of junior high school students, the factors that significantly differ in self-esteem were "gender," "grade," and "class cadres or not."

(5) There was a significant positive correlation between the teacher-student relationships and the self-esteem of junior high school students

(6) The teacher-student relationships have significant predictive power on the self-esteem of junior high school students

(7) The self-esteem of junior high school students has significant predictive power on teacher-student relationships

**Recommendations**

Based on the above research results, specific suggestions were provided for junior high school students, teachers and other personnel of private high schools in Kaifeng, Henan Province, and finally, specific suggestions were put forward for the original study.

(1) Teachers and educators should establish diverse evaluation mechanisms to evaluate students from multiple perspectives

(2) Teachers should respect students' self-esteem and use various criticism policies flexibly to reduce conflict

(3) Teachers should increase opportunities for contact and communication with students and pay attention to marginal students

(4) Teachers should set an example and use their own words and actions to set an example for students and convey correct values

(5) Teachers must overcome their sense of authority and strive to build a harmonious and equal teacher-student relationship

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# THE IMPACT OF EMOTIONAL INTELLIGENCE ON SOCIAL ANXIETY OF FRESHMEN MAJORING IN PRESCHOOL EDUCATION IN A UNIVERSITY, SHANDONG

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**Abstract:** This study was to explore the relationship between emotional intelligence and social anxiety among female freshmen majoring in preschool education in private colleges and universities. The researcher used the random sampling method, selected 100 female freshmen majoring in preschool education at Shandong Yingcai University as research objects, and collected 97 effective questionnaires in total. Using SPSS26.0 to process and analyze the data collected in the questionnaires, the researcher conducted descriptive statistical analysis of emotional intelligence and social anxiety and their analysis of differences in demographic variables, correlation analysis, and regression analysis to test the data variables as well as the research hypotheses. The results of this study revealed: (1) Female freshmen majoring in preschool education had a moderate to high level of emotional intelligence, with the highest score of others' emotional evaluation and the lowest score of others' emotional management, and they had a moderate to high level of social anxiety, with the highest score of social anxiety in real life and the lowest score of social anxiety on the Internet. (2) There were significant differences in emotional intelligence among female freshmen majoring in preschool education at Shandong Yingcai University in terms of parenting styles; There were significant differences in social anxiety in terms of source places of students, whether they were class cadres and whether they had left-behind experience. (3) There was a negative correlation between emotional intelligence and social anxiety among female freshmen majoring in preschool education at Shandong Yingcai University. The regression effect of emotional intelligence on social anxiety of them was significant, and emotional intelligence could negatively predict their social anxiety.

**Keywords:** Preschool Education Major, Female Freshmen, Emotional Intelligence, Social Anxiety

## Introduction

### *Research Background*

Everyone inevitably communicates with others in social life and need to deal with various social

problems. Especially in the Internet era, more and more people are obsessed with social network, but less communication in real life, which leads to the prominent phenomenon of social anxiety. Social anxiety refers to the behavior of showing emotional responses such as concern, uneasiness or even fear in one or more social situations and avoiding such situations. University stage is an important period of individual growth and development, particularly for freshmen, they have to face a relatively open campus environment for the first time and need to deal with various new and complicated interpersonal relationships. Only by continuously improving their social interaction skills, can they better adapt to the surroundings and achieve their own personality development.

Emotional intelligence is an ability to recognize and manage one's own emotions and those of others, and to deal with and solve problems using one's knowledge. According to previous studies, if an individual is unable to handle interpersonal relationships well in the process of social interaction, he/she may show anxiety, uneasiness and nervousness in various social situations, even avoid such kind of behavior, which is often referred to as the state of social anxiety. Emotional intelligence is an important ability for individual development, especially for college students. To achieve self-development, college students must strengthen their cognition and regulation of their emotions, so that they can better solve various problems in the process of interpersonal communication and avoid falling into the state of social anxiety.

Students majoring in preschool education need to cultivate their interaction skills. they need to deal with relationships with preschool children, parents, colleagues, and leaders. Through the above analysis, it is obvious that emotional intelligence is an important factor affecting social anxiety of students majoring in preschool education. However, Chinese, and foreign researchers paid little attention to emotional intelligence of students majoring in preschool education of private colleges and universities, not to mention studies of the relationship between emotional intelligence and social anxiety. In the preschool education major, most students are girls. Due to physiological factors, girls tend to be more perceptive to emotions than boys and can pay more attention to the changes of other people's emotions, while their own emotions are more easily affected by the outside world and show higher level of social anxiety. Therefore, in this study, the researcher took the female students majoring in preschool education at Shandong Yingcai University as research objects, analyzed the influence of emotional intelligence on the social anxiety, and put forward countermeasures and suggestions to improve their level of emotional intelligence and reduce their social anxiety.

***Research Problems***

(1) What is the current status of emotional intelligence among female freshmen majoring in preschool education at Shandong Yingcai University?

(2) What is the current status of social anxiety among female freshmen majoring in preschool education at Shandong Yingcai University?

(3) What are the results of the variability of emotional intelligence among female freshmen majoring in preschool education at Shandong Yingcai University in terms of different background variables (source places of students, whether they are class cadres, whether they have left-behind experience and parenting styles)?

(4) What are the results of the variability of social anxiety among female freshmen majoring in preschool education at Shandong Yingcai University in terms of different background variables (source places of students, whether they are class cadres, whether they have left-behind experience and parenting styles)?

(5) What is the relationship between emotional intelligence and social anxiety of female freshmen majoring in preschool education at Shandong Yingcai University?

***Objective of the Study***

(1) To understand the status of emotional intelligence among female freshmen majoring in preschool education at Shandong Yingcai University?

(2) To understand the status of social anxiety among female freshmen majoring in preschool education at Shandong Yingcai University?

(3) To analyze the significant differences of emotional intelligence among female freshmen majoring in preschool education at Shandong Yingcai University with different background variables (source places of students, whether they are class cadres, whether they have left-behind experience and parenting styles).

(4) To analyze the significant differences of social anxiety among female freshmen majoring in preschool education at Shandong Yingcai University with different background variables (source places of students, whether they are class cadres, whether they have left-behind experience and parenting styles).

(5) To analyze the relationship between emotional intelligence and social anxiety among female freshmen majoring in preschool education at Shandong Yingcai University.

***Scope of the Study***

In this study, the researcher explored the current status of emotional intelligence and social anxiety among female freshmen majoring in preschool education by analyzing the relationship between variables, among which the independent variable is emotional intelligence, and the dependent variable is social anxiety.

***Research Significance***

The social anxiety level of freshmen majoring in preschool education directly affects their physical and mental health. After summarizing the literature about emotional intelligence and social anxiety, the researcher found there were abundant studies on these two topics at present, but little studies on the relationship between them. Therefore, the researcher took female freshmen majoring in preschool

education as research objects and explored the current status of emotional intelligence and social anxiety and the relationship between them, which have a certain theoretical significance for enriching research on emotional intelligence and social anxiety of students majoring in preschool education. It can help the freshmen majoring in preschool education to realize the main reasons of their social anxiety, and improve their emotional intelligence level, so that they can better handle complex interpersonal relationships and alleviate social anxiety.

***Theoretical Framework***

This study only discusses Emotional intelligence and social anxiety, explores the impact of social anxiety.

(1) Background variables: Source places of students, whether they are class cadres, whether they have left-behind experience and parenting styles.

(2) Independent variables: Emotional intelligence, including five dimensions: others' emotional evaluation, others' emotional management, self-emotional evaluation, self-emotional management, and emotional application.

(3) Dependent variables: Social anxiety, including two dimensions: social anxiety in real life and social anxiety on the Internet.

***Hypotheses***

According to the above research questions, after reviewing corresponding literature, the researcher put forward the following research hypotheses:

Hypothesis1: There are significant differences in the demographic variables (source places of students, whether they are class cadres, whether they have left-behind experience and parenting styles) in the emotional intelligence of female freshmen majoring in preschool education at Shandong Yingcai University.

Hypothesis2: There are significant differences in the demographic variables (source places of students, whether they are class cadres or not, whether they have left behind experience and parenting styles styles) in the social anxiety of female freshmen majoring in preschool education at Shandong Yingcai University.

Hypothesis3: There is a negative effect of emotional intelligence on social anxiety among female freshmen majoring in preschool education at Shandong Yingcai University.

**Literatures Review**

Currently, Chinese, and foreign scholars mainly focused on the status of college students' emotional intelligence, influencing factors of emotional intelligence and emotional intelligence intervention. After entering the university campus, when facing complex interpersonal relationship, many students were confused, and did’t know how to get along with others. Fei fan (2021) indicated

that college students generally have problems in emotional management, mainly in the control of self-emotion and the perception of others' emotions, which may affect students' social interaction to some extent. Yang (2022) indicated that source places of students had an impact on students' emotional intelligence. In general, students from urban areas had a higher level of emotional intelligence than those from rural areas. Chinese and overseas scholars have conducted extensive studies on the measurement of emotional intelligence. At present, the representative measuring tools of emotional intelligence mainly include College Students' Emotional Intelligence Scale. Xu (2009) specially measured the emotional intelligence level of college students and compiled this Scale. In her study, she stressed that emotional intelligence played an important role in the individual development of college students, and comprehensively measured their emotional intelligence level from five dimensions: perception ability, evaluation ability, management ability, expressive ability, and adaptive ability of emotions.

At present, Chinese, and overseas scholars mainly focused on studies about status of social anxiety and its intervention strategies. Gao (2020) pointed out the current middle school students had a middle-to-low social anxiety level. By comparing students in general middle school and key middle school, it can be found that the students at general middle school had a higher level of social anxiety. Liu (2020) indicated that senior students showed stronger social anxiety than junior students, and college students had more serious social anxiety than junior middle school and senior middle school students. Chinese and overseas scholars have conducted extensive research on the measurement of social anxiety. At present, the representative measuring tools of social anxiety mainly include Social Anxiety Scale. Based on the characteristics of Chinese students, Shin (2017) compiled the Social Anxiety Scale, which included 22 questions.

Currently, Chinese, and overseas scholars have conducted a lot of studies on emotional intelligence and focused on related problems of social anxiety. Many scholars put the emotional intelligence together with social communication ability, interpersonal relationship management ability, etc., but fewer scholars focused on the correlation between the two. From the perspective of research objects, few scholars have studied the emotional intelligence and social anxiety among freshmen majoring in preschool education. Chen (2021) pointed out that there was a significant negative correlation between emotional intelligence and social anxiety, i.e., the higher the level of emotional intelligence is, the lower the level of social anxiety will be. Therefore, it is possible to help individuals further reduce the level of social anxiety by improving their emotional intelligence. Baek (2019) proved that emotional intelligence had a predictive effect on individuals' social anxiety. For college students, the higher level of social anxiety is, the more likely they are to feel lonely, while the moderating effect of emotional intelligence can help them alleviate social anxiety. Therefore, scholars generally believe that there is a negative correlation between students' emotional intelligence and social anxiety.

**Research Methodology**

The research objects of this study are the freshman majoring in preschool education major at Shandong Yingcai University. Shandong Yingcai University has a long history, and a good development in faculty construction, professional curriculum construction, infrastructure construction and student employment, and it is a private university with strong comprehensive strength. According to measurement formula for determining the sample size in the overall number developed by Kim (2018), the sample size was approximately 10-15% of the overall. During the formal surveying stage, 100 female freshmen majoring in preschool education at Shandong Yingcai University were selected by means of convenient sampling. The questionnaire was prepared in online form, which was pushed through the WeChat group of Shandong Yingcai University in the form of a WeChat link, and the students were urged to fill it out. The researcher totally collected 99 questionnaires and 97 of them were valid, with a return rate of 97%. Emotional Intelligence Scale. The emotional intelligence scale used in this study mainly based on the scale compiled by Lei (2021), included five dimensions: others' emotional evaluation, others' emotional management, self-emotional evaluation, self-emotional management, and emotional application. The finalized questionnaire included 21 questions, and adopted 5-point scoring, with 1 point for strongly disagree and 5 points for strongly agree. Social Anxiety Scale. The social anxiety scale used in this study mainly based on the scale complied by Lee (2019), included two dimensions: social anxiety in real life and social anxiety on the Internet. The finalized questionnaire included 12 questions and adopted a 5-point scoring, with 1 point for strongly disagree and 5 points for strongly agree.

**Findings and Conclusions**

From the results of the questionnaire statistics, we can see: In terms of source places of students, there were 63 female students from cities and towns among the freshmen majoring in preschool education, accounting for 64.95%; There were 34 female students from rural areas, accounting for 35.05%. From this point of view, the number of people coming from cities and towns was higher than that from rural areas. In terms of whether they were class cadres, 25 people of the sampled objectives were class cadres, accounting for 25.77%; The remaining 72 people were not class cadres, accounting for 74.23% of the total samples. From this point of view, the students from other classes were more than those in this class. In terms of whether they had left-behind experience, 31 people said they had left-behind experience, accounting for 31.96%; The other 66 people had not left-behind experience, accounting for 68.04% of the total samples. In terms of the parenting style, 63 female students majoring in preschool education of Shandong Yingcai University said they had grown up in a democratic family, accounting for 64.95%, which is many students. There were 22 female students who said they had grown up with autocratic parents, accounting for 22.68%; 12 people said they were indulgent by their

parents, accounting for 12.37%.

**Table 1:** Distribution of Demographic Variables of Samples (N=97)

| Item | Category | Number of Samples | Proportion (%) |
|---|---|---|---|
| Source places of students | Cities and Towns | 63 | 64.95 |
| | Rural areas | 34 | 35.05 |
| Whether they are class cadres | Yes | 25 | 25.77 |
| | No | 72 | 74.23 |
| Whether they have left-behind experience | Yes | 31 | 31.96 |
| | No | 66 | 68.04 |
| Parenting styles | Democratic Type | 63 | 64.95 |
| Parenting styles | Autocratic Type | 22 | 22.68 |
| | Free-range Type | 12 | 12.37 |

The next part of the data analysis is to compare the differences between the study variables in different demographic contexts. SPSS 25.0 statistical software was used. In the following chapters, the T-test and one-way ANOVA are mainly used to test the research hypothesis. The specific analysis results are shown in the following table.

H1: There are significant differences in the demographic variables (source places of students, whether they are class cadres, whether they have left-behind experience and parenting styles) in the emotional intelligence of female freshmen majoring in preschool education at Shandong Yingcai University.

According to the research hypothesis H1, the independent sample t test was used to test the hypothesis. As shown in Table 2-4, P value greater than 0.05 indicates that the hypothesis H1 is not valid.

**Table 2:** Difference Analysis of Emotional Intelligence in Terms of Source Places of Students

| | Places | Mean | SD | T | P |
|---|---|---|---|---|---|
| Emotional Intelligence | Cities and Towns | 3.73 | 0.612 | 1.027 | 0.059 |
| | Rural Areas | 3.72 | 0.682 | | |

**Table 3:** Difference Analysis of Emotional Intelligence in Terms of Class Cadres or Not

| | Class Cadres | Mean | SD | T | P |
|---|---|---|---|---|---|
| Emotional Intelligence | Yes | 3.81 | 0.724 | 0.894 | 0.077 |
| | No | 3.74 | 0.606 | | |

**Table 4:** Difference Analysis of Emotional Intelligence in Terms of Whether They Have Left-behind Experience

| | Whether | Mean | SD | T | P |
|---|---|---|---|---|---|
| Emotional Intelligence | Yes | 3.83 | 0.594 | 1.102 | 0.064 |
| | No | 3.79 | 0.712 | | |

H2: There are significant differences in the demographic variables (source places of students,

whether they are class cadres or not, whether they have left behind experience and parenting styles styles) in the social anxiety of female freshmen majoring in preschool education at Shandong Yingcai University.

According to the research hypothesis H2, the independent sample t test was used to test the hypothesis. As shown in Table 5-7, if the P value is less than 0.05, the hypothesis H3 is not valid.

**Table 5:** Difference Analysis of Social Anxiety in the Source Places of Students

| | Places | Mean | SD | T | P |
|---|---|---|---|---|---|
| Social Anxiety | Cities and Towns | 2.89 | 0.621 | -3.144*** | 0.000 |
| | Rural Areas | 3.06 | 0.605 | | |

**Table 6:** Difference Analysis of Social Anxiety in Terms of Whether They were Class Cadres

| | Class Cadres | Mean | SD | T | P |
|---|---|---|---|---|---|
| Social Anxiety | Yes | 2.64 | 0.713 | -4.062*** | 0.000 |
| | No | 3.06 | 0.656 | | |

**Table 7:** Difference Analysis of Social Anxiety in Terms of Whether They Have Left-behind Experience

| | Whether | Mean | SD | T | P |
|---|---|---|---|---|---|
| Social Anxiety | Yes | 2.92 | 0.681 | 1.625*** | 0.000 |
| | No | 2.71 | 0.735 | | |

H3: There is a negative effect of emotional intelligence on social anxiety among female freshmen majoring in preschool education at Shandong Yingcai University.

Based on the analysis of the relationship between emotional intelligence and social anxiety of female freshmen majoring at Shandong Yingcai University, this study can understand the significant negative correlation between the two variables by taking each dimension of emotional intelligence as predictive variable. At the same time, regression analysis was carried out based on social anxiety in each dimension.

**Table 8:** Regression Analysis of Emotional Intelligence and Social Anxiety of Female Freshmen Majoring in Preschool Education

| Dependent Variable | Independent Variable | The normalization factor β | T | Significance | F |
|---|---|---|---|---|---|
| Social Anxiety on the Internet | Others' emotional management | -0.198 | -3.981*** | 0.000 | -11.839*** |
| | Self-emotional evaluation | -0.211 | -4.082*** | 0.000 | |
| | Self-emotional management | -0.176 | -3.702*** | 0.000 | |
| | Emotional Application | -0.184 | -4.111*** | 0.000 | |
| Social Anxiety | Others' emotional evaluation | -0.213 | -5.023*** | 0.000 | -12.117*** |
| | Others' emotional management | -0.204 | -4.784*** | 0.000 | |
| | Self-emotional evaluation | -0.183 | -4.004*** | 0.000 | |
| | Self-emotional management | -0.197 | -5.176*** | 0.000 | |
| | Emotional Application | -0.203 | -4.788*** | 0.000 | |

The conclusions were made based on the above data as follows:

1) From the overall level, the emotional intelligence of female freshmen majoring in preschool education belongs to the middle upper level (M=3.72), others' emotional evaluation average score is 4.01, which is the highest score, and others' emotional management dimension average score is 3.23, which is the lowest score. The social anxiety of female freshmen majoring in preschool education is above the average level (M=3.02), among which the average score of social anxiety in real life is 3.56, which is the highest score, and the average score of social anxiety on the Internet is 2.78, which is the lowest.

2) From the perspective of demographic characteristics, there are significant differences of emotional intelligence among female freshmen majoring in preschool education at Shandong Yingcai University in terms of the parenting style. There are significant differences in social anxiety in their source places of students, whether they are class cadres or not, and whether they have left-behind experience.

3) From the perspective of the impact path, there is a negative correlation between emotional intelligence and social anxiety among female freshmen majoring in preschool education at Shandong Yingcai University. The female freshmen majoring in preschool education at Shandong Yingcai University have significant level in the regression effect of emotional intelligence on social anxiety, and emotional intelligence can negatively predict social anxiety.

**Recommendations**

In this study, it was found that the emotional intelligence of female freshmen majoring in preschool education has an important influence on social anxiety. To reduce the social anxiety of them, the researcher can study it from three perspectives: college and university level, teacher level, and family level.

1) From the perspective of colleges and universities, the students majoring in preschool education are the important reserve force of teachers in preschool education in our country. Paying attention to students' emotional intelligence has positive significance for the personal development of students and the improvement of the overall quality of preschool teachers.

2)From the perspective of teachers, in the campus life of university, apart from the classmates being closely associated day and night, teachers are who understand students best, so teachers can also relieve anxiety by strengthening the attention to students' emotional intelligence.

3) From the perspective of family, parenting style is an important factor affecting students' emotional intelligence and social anxiety, so parents should also pay attention to their children's emotional intelligence development.

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