

## Construction and Application of the Attraction Model of Secondary Vocational Education

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**Abstract:** Between 2018 and 2019, the proportion of secondary vocational school students accounted for less than 40% of high school students for two consecutive years, and secondary vocational schools are facing an enrollment decline. which is generally quite uncertain. As an important basis of the modern vocational education system of secondary vocational education, it has become urgent to improve its attraction to solve the dilemma of its source of students. Based on the dual orientation of secondary vocational enrollment and employment, this paper constructs the secondary vocational attraction model from the perspective of economics. And in view of the attractive model of personal income elements, the current landslide phenomenon of secondary vocational enrollment is analyzed. Thus, the following intervention policies are put forward to improve the personal income of secondary vocational students: broadening the development space of secondary vocational students, enhancing self-identity, self-identity and corporate identity, improving the value of certificates, building a high-quality modern vocational education system, creating "campus culture" and playing the role of policy regulation. Entering not to entering the secondary vocational school is after the high school entrance examination, some students and parents will face and think about the problem. In the choice between "entering" and "not to entering", a key problem is the attraction of secondary vocational education. The National Education Development Statistics Bulletin and the official website of the National Bureau of Statistics can show that the general employment ratio has been basically maintained between 5.8:4.2-5.9:4.1 in the past five years, and the "general vocational ratio" is still an ideal concept. Vocational education with type attributes needs the stability of its scale and quality at each level, and secondary vocational education serves as an important basis for the technical and skilled talent training overpass. Improve its attraction and solve its student source dilemma has become the primary priority.

### 1. Secondary Vocational Attraction Status Quo: Enrollment Landslide Phenomenon

According to statistics, from 2012 to 2018, the number of secondary vocational schools, enrollment and students in China continued to decline. In 2018, the proportion of secondary vocational schools accounted for to 41.27% of high school enrollment, and the number of students accounted for high school students decreased to 39.53%. In 2019, the national enrollment of secondary vocational schools picked up. However, the enrollment of secondary vocational schools accounted for 41.7% of the enrollment of high school, and the proportion of students in high school continued to decline to 39.46%, falling below 40% for two consecutive years, which is generally quite unsafe.<sup>[1]</sup> A recent survey by the China Youth Research Center showed that more than 50% of middle school students think "they are suitable for vocational colleges and will not choose it"; nearly half think "their parents disagree even if they want to go"; and nearly 30% of surveyed students think "vocational college graduates have low employment income"; More than 10 percent of middle school students believe that "only students with poor academic performance can go to vocational schools"; Respondents believed that "learning vocation and technology can only be

technical workers".

## **2. Construction of the Attraction Model of Secondary Vocational Education under the Perspective of Personal Income**

From the level of schooling of secondary education, Secondary vocational school is education foundation leading to higher vocational colleges and applied technology type undergraduate, which determines its college entrance orientation. From the perspective of the degree type of vocational education, it is responsible for the function of cultivating the skilled talents needed by enterprises, which determines its employment positioning. Therefore, for students with two different orientations of higher education and employment, its attraction can be divided into educational attraction and career attraction. Admittedly, whether higher education or employment eventually leads to professionals, so in the long term, occupation attraction still accounts for a large proportion of secondary vocational attraction.

First of all, educational appeal . the teaching quality of secondary vocational school itself restricts whether the educators can successfully enter a higher school and obtain employment, that is, whether the graduates can obtain development income. Then, the amount and strength of preferential measures that students may receive during vocational education also affect the attractiveness of vocational education, such as tuition deductions, grants and meal subsidies. The personal income of vocational schools is the key to affect the attraction of secondary vocational schools. In addition to the above income, there are also the symbolic benefits brought by the degree certificate and vocational qualification certificate, as well as the silent benefits such as enhancing personal spiritual prosperity and reducing laws and crimes.<sup>[2]</sup>

Secondly, Career attraction .The determinant of the attractiveness of vocational education is not vocational education itself, but the vocational position to which the student education is directed .Vocational education is only the path to this post, and if the job is attractive enough, the path is still attractive. From the economic perspective of personal income, the intrinsic attraction of the expected occupation is reflected in the silent income (Including the significance, importance of the work, the responsibility, the situation of communication with people, the working environment, whether it is consistent with the personality of the workers, etc.), while the external attraction related to the career is reflected in the social status, salary and treatment, promotion space and other economic benefits.<sup>[2]</sup>

## **3. Attractive Intervention in Secondary Vocational Education**

### **3.1. Strengthen the Function of Secondary Vocational Education to Improve Students' Employment Income**

#### **3.1.1. Economic Income: to Broaden the Development Space for Secondary Vocational Students**

Breaking the employment barriers, to broaden the future development space for secondary vocational students. First, through legislative requirements that administrative organs, institutions and state-owned enterprises must set aside a certain proportion of posts for secondary vocational graduates. Second, we will clean up the potential job-seeking discrimination in finance and insurance, sports, sports and entertainment, and health and social workers, promote the construction of a national qualification framework, and guide the society to take capacity rather than academic qualifications as the threshold for recruitment and the ladder for promotion. Third, we will increase financial subsidies to encourage employers to employ secondary vocational graduates, and improve the initial salary level of skilled workers, so that the salary level of other personnel in the enterprise is roughly the same.<sup>[3]</sup>

#### **3.1.2. Silent Ute Income: Enhance Self-identity, Professional Identity and Corporate Identity**

The silent benefit at work is ultimately a kind of professional happiness, namely self-identity,

professional identity, and corporate identity.

First, Improve the evaluation mechanism of enterprise skilled talents, and improve the self-identity of talents. unimpeded the promotion channels of secondary vocational graduates, the rise of positions will make secondary vocational graduates feel the significance and importance of work, feel their responsibilities, so as to increase their self-identity.

First, Create a learning enterprise culture, improve the identity of talent enterprise. The corporate sense of belonging of skilled talents comes from good material culture and psychological culture. Starting from the long-term interests of economic and social development, on the one hand, we should strengthen financial investment, pay attention to the safety and health environment of the first-line factory workshop, and care about the growth.

Second, we should foster an integrated "craftsman spirit" and enhance the professional identity of talents.<sup>[4]</sup> Secondary vocational education should strengthen the connection and communication with basic education, in the stage of vocational enlightenment education, let students fully understand the current industrial composition, guide students to match the personality of workers, do a good job in career planning to ensure that the career in the future is they love and fully understand. On this basis, the implementation of curriculum ideological and political concepts for different secondary vocational majors, to cultivate vocational quality.

### **3.2. Strengthen the Function of Secondary Vocational Education to Improve Students' career Development Income**

#### **3.2.1. Symbol Income: Improve the Gold Content of the Certificate**

It is necessary to change the situation of "multiple certificates", complex certificates but low gold content, and promote the "integration of class certificates" to formulate a unified national qualification framework in line with the actual situation of China through research and learning from international experience, and gradually improve it.<sup>[5]</sup> To introduce enterprises to participate in vocational education related laws and system, in the form of legal responsibility of enterprises to participate in vocational education, at the same time through relevant policies, such as enterprises to participate in vocational education tax exemption system, encourage enterprises to participate in vocational education, form a set based on our reality, reflect the common interests of the vocational-school and enterprise long-term school-enterprise cooperation mechanism. To constantly improve the national qualification framework system and relevant laws and regulations on school-enterprise cooperation is an important guarantee to enhance the attractiveness of vocational education.

#### **3.2.2. Development Income: A High-quality Modern Vocational Education System**

"Way to school" is another way to meet the needs of students' career development, Vocational education should effectively meet and guide students' willingness to go to a higher school, By building an "overpass" for general vocational communication, Within the relevant framework, Smooth communication and credit mutual recognition between general positions, The proportion of secondary vocational students and higher vocational students will be raised in a planned way; <sup>[6]</sup> on the other hand, Actively organize forces, Strengthen the study of the relevant theoretical problems of the vocational education system, To study and demonstrate the development of technical undergraduate education, professional postgraduate education and other issues, Efforts will be made to build a curriculum system and related academic system of "connection between middle and higher vocational colleges", "promotion" and "master and master degree". In addition, vocational education should improve the quality of service, on the one hand, we should further strengthen the basic capacity construction of secondary vocational schools, especially the construction of "double teacher structure" and "double teacher quality" and the improvement of professional teaching environment, so as to effectively improve students' skill level and vocational ability. On the other hand, we should adapt to the trend of modern vocational education teaching, in the teaching process, let students feel the importance and interest of cultural learning, reform professional lessons, learn from foreign vocational education courses and teaching theory, improve the effectiveness of

professional teaching, let students to accept a high level, veritable professional education, fully prepare for the future education.

### **3.2.3. Silent Income: The Construction of "Campus Culture"**

The silent income of secondary vocational students during learning is the gain of hidden knowledge to promote students' physical and mental health, which points to the level of students' satisfaction during the school period. The gain of silent income depends more on the "silent" of campus culture. Material culture needs to pay attention to the construction of school hardware, such as canteen conditions, food quality, stadium library, etc. Institutional culture needs the equal evaluation and management system of multi-party participation of students-teachers-parents. Spirit and culture requires teachers with noble sentiment to have equal and friendly communication between teachers and students, teachers and teachers, teachers and superior communication, create a good interpersonal relationship, shape a good class style and school style.

### **3.2.4. Economic Income: Play the Role of Policy Bar Adjustment**

From 2000 to 2007, although China's vocational education funds increased rapidly in the absolute amount, the proportion of vocational education funds in the total education funds was declining, and this trend is not coordinated with the current large-scale development of vocational education. In order to ensure the quality of vocational education, the government should further increase the investment in vocational education, gradually increase its proportion to the total expenditure of education, and strengthen the standardized allocation of vocational colleges, that is, vocational colleges according to the enrollment number and certain standards of teachers and the construction of experimental and practical training equipment.<sup>[7]</sup> Only in this way can the educational conditions of vocational education be fundamentally improved, so as to ensure the teaching quality of vocational colleges and increase the attractiveness of vocational education. While increasing investment, we should also pay attention to fairness and avoid investment being too concentrated in some regions and some universities, but should benefit vocational education as a whole. At the same time, through the "free secondary vocational education", "free agricultural vocational education" and other favorable policy levers to balance and adjust, so as to achieve some goals that can not be achieved only by market means of adjustment.

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