

CONTENTS

- 1 Research on the Enhancement of Ideological and Political Education in Courses at Universities and Colleges Under a New Situation
Yanyan Liu
- 7 Flipped Classroom in Media-Related Courses: Practical Exploration and Effectiveness Analysis—Based on “Student-Centered” Teaching Reform
Lijuan Yuan
- 11 Reform and Reflection on Micro-Course Design of ‘Intelligent Design + Human-Computer Interaction’ Driven by New Quality Productive Forces
Yun Zhang
- 18 Student Motivations in Choosing Bachelor of Science in Hospitality Management
Joyce Irene R. Velasco, Charles Darwin C. Samonte, Jayson L. Fabian
- 27 Empirical Study on the Relationship Between the Internationalization of Vocational Education in Higher Vocational Colleges in Jilin Province and the International Competitiveness of Talents
Li Xiaoying, Zainudin Bin Mohd Isa
- 35 The Impact of Learning Motivation on the Academic Performance of Students at Jilin Normal University
Jin Xiufei, Roselan Baki
- 43 The Role of Yorùbá Language Education in Bridging the Gap in Moral Restructuring for National Development
Oluwatoyin Titilayo Emoruwa
- 52 The Development Status and Cultivation Pathway of Rural Elites’ Spirit Among Public-Funded Teacher Trainees
Chuang Yan

Research on the Enhancement of Ideological and Political Education in Courses at Universities and Colleges Under a New Situation

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Abstract

Amid the changes in economic situations, higher requirements have been set up for the cultivation of economic talent. Professional education should be organically integrated with ideological and political education, and only firm political directions, and correct directions of education can help achieve the goal of comprehensive talent cultivation. In particular, in the context of the normalization of the epidemic, strengthening the psychological guidance for students by enhancing the ideological and political education in courses is an important path of moral education for online and offline teaching and students under lockdown. This study takes economics as an example and discusses the objective need for universities and colleges to enhance ideological and political education, the objectives of the enhancement, and the ways to realize it.

Keywords: ideological and political education in courses, blended teaching, economics, comprehensive talent cultivation

1. Introduction

The new situation includes new changes in the economy, politics, society, and aspects at home and abroad. Against the backdrop of the new normal of the domestic economy, China is simultaneously dealing with the slowdown in economic growth, making difficult structural adjustments, and absorbing the effects of previous economic stimulus policies, while issues such as the Russo-Ukrainian war and disrupted global supply chains are impacting the multilateral trading system and the stability of the world economy. Meanwhile, the

COVID-19 pandemic has posed a more serious challenge to economic stability and employment since 2020. In this new situation, the significance of ideological and political education has been highlighted. A subtle integration of professional education and moral education can enhance students' sense of responsibility, mission, and faith when facing challenges, and an innovative teaching model and the emphasis on ideological and political education can jointly ensure high-quality talent cultivation to realize comprehensive talent cultivation (whole-process, all-round cultivation involving

various stakeholders).

2. The Objective Need for Universities and Colleges to Strengthen Ideological and Political Education

Universities and colleges need to improve their ideological and political curricula, which is the requirement of macroeconomic evolution for lifting the quality of talent cultivation (macro-level demand), the urgent need of various regions and sectors for new economic talents (medium-level demand), and an inevitable way for teachers and students to make themselves more competitive and adaptable (micro-level demand).

2.1 Macro-Level Demand

China is now in a critical period of economic transition and is facing a slowdown in economic growth and difficult structural adjustments at the same time. In such a context, factors such as the internal and external environments for economic development and growth drivers are undergoing significant changes. There are so many uncertainties affecting China's macroeconomic trends. Under the impact of the pandemic, in particular, the real economy is suffering, some small and medium-sized enterprises have difficulties in survival, and demand exceeds supply in the job market as many people are facing the risk of unemployment. Amid a large number of risks and challenges, the cultivation of top economic talents is crucial for future economic development. In addition, talents in the new era are expected to have not only professional skills but also comprehensive quality. In general, there is a large shortage of well-educated talents in terms of both abilities and moral qualities in the job market.

Universities and colleges, as cradles for talents, should make their talent-cultivating programs closely in line with the current economic situation, with training successors to the socialist cause, fostering integrity, and promoting rounded development of people as the fundamental goals. The aim of ideological and political education is an important way to train high-end talents who develop morally, intellectually, physically, and aesthetically with a hard-working spirit. As a strategy for improving the quality of talent cultivation in higher educational institutions, it demonstrates the return to the essence of education and even affects the security, stability, rejuvenation, and

rise of a country (Peng Jun, 2021). Therefore, ideological and political education is of vital importance, which is the urgent need for excellent talents in the construction of socialist economic power and the basic driving force to promote the development of related curricula in universities and colleges.

2.2 Medium-Level Demand

Economic development varies in different regions in China, and eastern China has a more advanced economy than western China. As a result, eastern China is the main destination for excellent economic graduates, while middle and western China faces a shortage of economic talents and has greater demands for high-level talents. Because of the Sino-US trade war that started in 2018, China's foreign trade sectors suffered from crises, and many enterprises in this industry closed due to operational difficulties. The outbreak of the COVID-19 pandemic at the end of 2019 crushed investors' expectations and stymied investment in the Chinese market. In other words, the investment industry was severely battered. Under the influence of complicated international situations and the pandemic, economic enterprises have encountered problems in their operations to some extent or another. Against such a backdrop, China's finance, securities, investment, and foreign trade industries failed to employ large numbers of economic graduates. However, there is a severe lack of top economic talents for the industry. Enterprises not only pay attention to professional skills but also value moral virtues during the recruitment process. This is why it is difficult to hire economic employees who are excellent both professionally and morally despite the high salaries offered by enterprises, which results in the imbalance between the demand and supply of talents in the economic industry. The gradual emergence of this contradiction suggests that the way universities and colleges cultivate economic talents can no longer meet the needs of society and that graduates churned out through homogeneous approaches are no longer in an advantageous position in employment. Therefore, universities and colleges should strengthen moral education for students while training their professional skills in order to improve the cultivation of economic talents.

2.3 Micro-Level Demand

In the enhancement of ideological and political

education in curricula, teachers and students are expected to go hand in hand, develop in a coordinated way, and improve together.

Teachers are educated before educating others. As students' instructors, teachers should have the awareness that curricula should be imbued with ideological and political education and have the ability to learn, comprehend, and grasp the new dynamics in the field of ideology and politics. Only teachers with good teaching morality can nurture students' moral virtue and cultivate talents while teaching them. In addition, these teachers can lay a solid ideological foundation for students' healthy development. At the same time, the improvement of teaching skills is a crucial requirement for the enhancement of ideological and political education. The prerequisites for the complete integration of ideological and political content and professional courses are teachers with good ideological consciousness, professional knowledge theories, and skills and the ability to improve their competitiveness and to optimize the curriculum system and course content, with an aim to effectively impart knowledge and resolve doubts.

Students are the core of the enhancement. Students have different characteristics, strengths, and needs, and knowledge acquisition is only the first step for them to adapt to the courses. The key to the improvement of ideological and political education in universities and colleges is that students abandon traditional mechanical learning, foster their ability to study independently and motivation for learning, and actively participate in the reform of teaching models. Furthermore, an equal and harmonious relationship should be established between students and teachers, coupled with a favorable teaching and learning atmosphere in which students interact with their teachers and peers, both online and offline. The goal is to consolidate students' learning achievements and satisfy the requirement of improving students' competitiveness and adaptability to the greatest extent possible in the improvement of ideological and political education.

3. Principles and Objectives of Strengthening Ideological and Political Education in Universities and Colleges

3.1 The Principles

The principle of comprehensiveness means that

the enhancement of ideological and political education should cover all the courses of each discipline and the whole teaching and learning process. All-round education that involves various parties should be implemented during the whole process, and a long-term mechanism of educating students by teaching, research, practice, management, service, culture, and organization (*People's Daily*, 2017).

The principle of dynamism requires that the content of ideological and political education should be in line with the events, times, and situations and adapted according to the laws of education, ideological and political work, and the growth of students. Attention should be paid to the characteristics of teachers' thinking and requirements for their work, and the combination of ideological teaching and practical activities and that of general requirements and teaching of different aspects should be underscored. In addition, reform and innovation should be promoted. The innovation of theoretical ideas, content and forms of teaching, as well as teaching methods, should be spurred to improve the modernity and effectiveness of the work.

The principle of effectiveness means that only by establishing a sound assessment and incentive mechanism can schools that are led by the goal of strengthening moral education and cultivating people can they make teachers and students more active and motivate their creativity to refine ideological and political education in schools. Through the diversification of the participants and dimensions of assessments, a range of different assessment methods, and reasonable assessment criteria, an effective incentive mechanism can be established to improve the qualities of innovative talents. In such a context, university and college students are motivated to integrate their ideals and pursuits into the cause of the country and the nation.

3.2 The Objectives

3.2.1 Knowledge

With continuous social progress, the diverse demands of society for college teachers are increasing. The requirements of contemporary college students for teachers are not only confined to imparting knowledge. In addition, teachers are expected to help students solve problems and resolve confusion and are thus required to underscore strengthening moral

education and cultivating people, enhance the consciousness of the role of teachers, and upgrade their responsibilities. At the same time, teachers should have the awareness that curricula should be imbued with ideological and political education and integrate ideological and political education into various disciplines to build a system with diversified ideological and political patterns. Only by doing so can ideological and political education be better implemented and can students be ideologically developed while acquiring professional knowledge.

3.2.2 Ability

The overall enhancement of ideological and political education in universities and colleges is of vital practical significance for improving the working mechanism for comprehensive talent cultivation, shaping students' sound personalities, and implementing the fundamental tasks of "strengthening moral education and cultivating people". Various aspects of ideological and political education should go in line with each other and be perfectly integrated. To reach this goal, students should be provided with more opportunities to explore ideological and political education, and practice should be used to test the effect of students' ideological and political education. Ideological and political ideas should be integrated into practices and training, case analysis, and group discussion to improve students' comprehensive qualities such as hands-on practice, organization and coordination, and communication.

3.2.3 Quality

Universities and colleges are a pivotal part of national education, and students will play a key role in socialist construction in the future. The correct guidance on college students' thinking determines whether they can become qualified successors of the socialist cause. We should aim to cultivate new generations working for the socialist cause, stick to the correct direction of education, and ensure the harmonious coexistence of professional courses and ideological and political education. We should continue to see "educating people" as the life of education and "establishing morality" as the soul of education. Courses delivered at universities and colleges should be always guided by correct values, in which traditional Chinese virtues should be greatly promoted,

and efforts should be made to produce a good synergistic effect. A high-quality education personnel team should be built; educators should teach students by personal example as well as verbal instruction to cultivate new generations of well-rounded socialist successors with good moral, physical, social, and aesthetic qualities.

4. Practical Ways to Enhance Ideological and Political Education in Universities and Colleges

4.1 Party Building Leading the Enhancement

In universities and colleges, the party-building work is internally consistent with business integration and development. On the one hand, party building can drive, guide, and guarantee teaching and research. The Communist Party (the Party) of China exercises overall leadership over all endeavors across the country. Ideological and political education helps disseminate the Party's values and excellent ideas, which are constantly blended into practical teaching activities, thoroughly stimulates the learning enthusiasm of teachers and students, and then promotes the teaching and research work of universities and colleges (Fu Yao, 2021). Party building, while guiding ideological and political education, leads the direction of fundamental questions in education, namely who to cultivate, what to cultivate, and how to cultivate, and guarantees the achievement of "the fundamental task of strengthening moral education and cultivating people" (Liu Dingxin, 2021). Other the other hand, teaching and research underpin party building in universities and colleges and facilitate its implementation. General Secretary Xi Jinping stressed in his visit to the Renmin University of China that "first-class masters are needed to build a socialist university with Chinese characteristics and to cultivate people who are devoted to the socialist cause". In universities and colleges, teaching and research should be closely integrated with the development of various majors, talent cultivation, and ideological guidance. Only by integrating the development of various majors, party building, and ideological and political education can the vitality of party building be highlighted and red genes be imbued in young students' mindsets and rooted in Chinese land (Liang Shuping, 2021).

4.2 Goal-Oriented Construction of a Differentiated

Teaching Team

Teachers play a pivotal role in implementing ideological and political education and the reform of ideological and political education in courses, and they are directly related to the quality of ideological and political education. Based on the changing demands for talent under the new situation, the strengths of different teachers, and students' diverse demands for careers, teaching teams can be built from the following perspectives to enhance ideological and political education.

The first is to build academic teaching teams. Teachers use their professional strengths to strive for interdisciplinary integration of knowledge of economics, management, finance, and accounting, expand their academic vision and scientific thinking, and enhance the ability of the teaching team to cultivate versatile talents. Scientific research projects are applied to teaching to cultivate students' academic competence. For students seeking a master's degree, for example, teachers deliver courses to help them pass the entrance examination to increase the rate of taking the entrance examination. For the writing requirements of a graduation thesis, lectures are delivered to introduce the writing methods and specific requirements for writing a thesis, in a bid to increase the number of excellent graduation theses. The second is to build competition-oriented teams, focusing on professional practice and research, giving full play to honors as incentives that are realized in competition, promoting the unity of knowledge and action of college students, converting the knowledge learned into productivity, and sufficiently using the educating function of ideological and political education to "foster abilities". This approach is mainly for those who enter the workforce just after graduation, which increases the employment rate by combining theory and practice and improving the comprehensive strength. The third is to build innovative teaching teams. Attention should be paid to the improvement of teaching quality and the innovation and reform of teaching to motivate students to actively participate in the teaching of courses. For example, ideological and political elements can be extracted from various perspectives such as major events and typical figures, integrated into classic cases, and thus incorporated into professional courses. In such a context, ideological and political elements

and professional knowledge are blended in various dimensions, and teaching reform and innovation can be realized.

4.3 Blended Teaching Empowering Ideological and Political Education

The development of the Internet provides abundant network resources for society and a digital platform for the integration of ideological and political education. The "online + offline" blended teaching enriches students' ways of learning and enables them to find more quality teaching resources for ideological and political education through different channels.

On the one hand, information technologies such as big data, cloud computing, and the Internet of Things dynamically track the behavior and state of mind of teachers and students in ideological and political education implemented in various courses, addressing the drawbacks of the previous simple "two-line alternation". A range of tools such as mind maps that includes ideological and political elements, Yuketang, and Zhihuishu (Yuketang and Zhihuishu are online teaching and learning platforms) are used to enable the whole process of teaching and learning. Online learning and mind-map plotting precede the class; during the class, mind maps are improved through tests on Yuketang and discussions; after class, mind maps are consolidated and deepened through assignments and Q&A sessions on online discussion boards of online platforms to promote the online/offline synchronicity and "two-line integration". On the other hand, the advantages of digital technology should be sufficiently used to actively build digital platforms. The second classroom can be greatly promoted, based on the characteristics of professional courses, to assist teaching, as a way to educate people through professional teaching and moral education. Blended teaching subtly integrates ideological and political elements into courses by means of its strong digital literacy, thus achieving the goal of universities and colleges to cultivate professionals for the construction of socialism with Chinese characteristics.

Statements and Declarations

All of the authors declared that no potential conflicts of interest with respect is relevant to the research and the publication of this article.

Data Availability

We do not analyse or generate any datasets, because our work proceeds within a theoretical approach.

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Author Profile

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Flipped Classroom in Media-Related Courses: Practical Exploration and Effectiveness Analysis—Based on “Student-Centered” Teaching Reform

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Abstract

Driven by the Ministry of Education’s new round of audit and evaluation policies, universities are actively seeking teaching reforms. With the rapid development of the media industry and increasing demands for talent, current media-related courses face issues such as monotonous course structures and low student engagement. The flipped classroom, as an innovative teaching model, breaks the constraints of traditional teaching, stimulates students’ enthusiasm and initiative, and cultivates innovation and practical abilities. This paper explores the application of the flipped classroom in media-related courses, analyzes its effectiveness, and aims to provide new insights for cultivating media professionals.

Keywords: flipped classroom, media-related courses, teaching reform, student-centered

1. Background of Media Course Reform

The Ministry of Education’s new round of audit and evaluation policies has injected fresh vitality and direction into university teaching reforms. This evaluation emphasizes the “student-centered” educational philosophy, requiring universities to enhance the quality of talent cultivation and promote innovation in teaching models. In this context, universities are actively exploring teaching methods suited to the demands of the new era. The media industry, as a pioneer of the information age, is evolving rapidly, with ever-increasing demands for talent. However, current media courses face several problems: monotonous course structures,

excessive focus on theoretical knowledge, weak practical components, and a disconnect between what students learn and industry needs. Low student engagement in traditional “cramming” teaching methods fails to stimulate interest and initiative, resulting in dull classroom atmospheres. Addressing these issues necessitates reforms in media courses. Introducing advanced teaching models like the flipped classroom can break traditional constraints, enhance student enthusiasm and initiative, and cultivate innovation and practical abilities to meet the rapid development of the media industry. This is also a crucial step for universities to respond to the Ministry of

Education's policies, improve teaching quality, and cultivate media professionals suited to the new era.

2. Theoretical Framework and Reform Design of the Flipped Classroom

2.1 Core Concept and Development of the Flipped Classroom

The flipped classroom, as an innovative teaching model, breaks the spatiotemporal constraints of traditional classrooms by moving knowledge delivery outside the classroom. Students independently learn foundational knowledge through videos, readings, and other resources. Class time is then dedicated to interactive discussions, problem-solving, and deepening understanding. This model fully embodies the student-centered philosophy, granting students greater autonomy.

Technological empowerment is key to implementing the flipped classroom. Using the internet, multimedia, and other technologies, teachers can easily create and share resources, while students learn anytime, anywhere. For example, two chemistry teachers at Woodland Park High School in Colorado recorded instructional videos for students to watch at home, freeing class time for experiments and discussions, yielding significant improvements in learning outcomes.

Internationally, research on the flipped classroom began earlier, with extensive practice and exploration across disciplines, forming mature theoretical systems and application models. Domestically, flipped classrooms have gained traction in recent years, with numerous universities implementing reforms and producing abundant research. As technology advances and educational philosophies evolve, the flipped classroom continues to develop and is poised for broader application.

2.2 Necessity of Media Course Reform

Current media courses face urgent challenges: monotonous structures dominated by theoretical lectures, insufficient practical components, and a lack of hands-on skills, leaving students ill-prepared for industry demands. Low student engagement in traditional teaching methods stifles active thinking and exploration, resulting in passive learning and unstimulating classrooms.

Against the backdrop of technological transformation, the media industry is shifting

toward digitalization, intelligence, and convergence. New communication technologies and media forms demand higher comprehensive and innovative abilities from media professionals. Therefore, media course reform is imperative. Reforms should emphasize diversification, practicality, and personalization, fostering innovative thinking, practical skills, and teamwork to meet industry needs.

2.3 Integration Path of the "Student-Centered" Philosophy

The flipped classroom redefines teacher-student roles. Teachers transition from knowledge deliverers to learning facilitators. In class, teachers guide and inspire students based on their self-directed learning rather than dominating the session. For example, in media course case studies, teachers encourage students to analyze cases independently, propose solutions, and cultivate critical thinking.

Students evolve from passive learners to active explorers. They acquire knowledge outside class and engage deeply in discussions and practices during class. In group projects, students form teams, collaborate, and complete tasks, fully exercising their initiative.

Learning objectives also shift. Beyond knowledge delivery, the focus expands to innovation, practical skills, and teamwork. Evaluation systems adjust accordingly, moving beyond exam scores to include classroom participation, assignments, projects, and other dimensions.

Teaching interactions deepen. Teachers and students communicate in real-time via online platforms, while peer interactions thrive through group discussions and forums. For instance, in a new media operations course, students collaborate to manage accounts, learning and growing together. This model enhances learning outcomes while nurturing communication and teamwork.

3. Implementation Path and Research Methods

3.1 Three-Phase Blended Teaching Model

This reform adopts a "literature review-program design-practical validation" blended teaching model. In the literature phase, teachers compile and analyze domestic and international studies on flipped classrooms and media course reforms to understand research trends and gaps. In the design phase, based on literature and course specifics, detailed flipped

classroom plans are drafted, covering objectives, content, methods, and resources. Surveys assess student needs, habits, and expectations. In the validation phase, the plan is implemented. Student feedback (e.g., satisfaction, outcomes) is collected via surveys and analyzed to evaluate effectiveness and refine the approach.

3.2 Differentiated Course Design Strategies

Using New Media Copywriting and New Media Platform Planning and Operations as examples, the contrast between traditional and flipped classroom designs highlights innovations.

In New Media Copywriting, traditional teaching focuses on theoretical lectures, with students passively listening. The flipped model moves knowledge delivery outside class; students learn basics via videos and readings. In class, teachers facilitate case analyses and group discussions, guiding students to apply theories to real problems and fostering innovation. For instance, while traditional teaching might explain “new media writing logic” statically, the flipped approach tasks students with collecting and analyzing recent exemplary works for in-class sharing.

In New Media Platform Planning and Operations, traditional teaching follows textbook chapters with minimal practice. The flipped model emphasizes practical skills: teachers prepare platform operation cases and tools for self-directed learning outside class. In class, groups present outcomes for teacher feedback. This approach boosts engagement, practical abilities, and innovation.

3.3 Optimization of Process-Oriented Evaluation System

Optimizing evaluation hinges on analyzing correlations between student performance and learning behaviors and establishing dynamic feedback mechanisms.

Data collection occurs at multiple stages:

Pre-course: Collect student backgrounds and baseline data.

Mid-course: Track learning behaviors (e.g., video viewing time, discussion participation, assignment completion) via online platforms.

Post-course: Gather exam scores and project outcomes.

Analysis reveals correlations (e.g., video viewing time and discussion frequency positively correlate with exam scores). Teachers

identify issues (e.g., low motivation, ineffective methods) and intervene promptly.

Dynamic feedback adjusts teaching strategies and evaluation criteria. If students struggle with a topic, teachers add support; if evaluation criteria are misaligned, adjustments ensure fairness and effectiveness.

4. Practical Outcomes and Empirical Research

4.1 Quantitative Analysis of Student Engagement

To demonstrate the flipped classroom’s impact on engagement, questionnaire and course platform data compared attendance and interaction rates between traditional and flipped models.

- **Attendance:** Traditional classrooms averaged 85%; flipped classrooms reached 93%. This gap shows flipped teaching better attracts students to attend.
- **Interaction:** Traditional classes averaged 3 interactions per session (e.g., questions, discussions); flipped classes averaged 6. This confirms flipped classrooms foster more student-teacher and peer interactions.

These results highlight the flipped classroom’s significant success in boosting engagement and laying a foundation for improved teaching quality.

4.2 Multidimensional Validation of Learning Outcomes

Learning outcomes were validated across dimensions:

- **Academic Performance:** In New Media Platform Planning and Operations, flipped classroom students scored 8 points higher on average than traditional peers. Deeper in-class thinking and practice drove this improvement.
- **Innovation:** In New Media Copywriting, flipped students proposed 30% more innovative solutions in projects, demonstrating enhanced creativity and practical skills.
- **Satisfaction:** Flipped classroom satisfaction hit 90% vs. 75% in traditional settings. Students praised the flexibility, personalized learning, and timely teacher support.

The flipped classroom excels in improving grades, fostering innovation, and increasing

satisfaction, making it a highly recommendable model.

4.3 Teacher Role Transformation Report

Classroom recordings and interviews documented teacher role shifts. In traditional settings, teachers primarily lectured, logging content delivery and student behavior. In flipped classrooms, teachers became facilitators, observing learning, guiding, and providing feedback. For instance, a teacher joined a struggling group discussion, prompting multi-angle thinking to resolve challenges. Interviews confirmed teachers now focus more on learning processes, adapt strategies dynamically, and address individual needs. Key behavioral changes include:

- Prioritizing interactions and encouraging participation;
- Shifting from knowledge deliverer to learning guide;
- Tailoring support to individual differences.

This successful transformation enhances teaching quality and student development.

5. Innovative Value and Promotion Insights

5.1 Breakthrough in Empirical Research Models

This study's quantifiable evaluation system contributes significantly to teaching research. Traditional studies relied on qualitative analysis with strong subjectivity. This project quantifies engagement and outcomes via surveys and data analysis, enabling objective, accurate assessments. Comparing attendance, interaction, and performance data between traditional and flipped models clearly demonstrates the latter's advantages, providing robust empirical support for reforms.

The methodology innovates by blending "literature–design–validation" phases, tightly integrating theory and practice. Process-oriented evaluation with multi-node data collection and dynamic feedback ensures effectiveness and sustainability. This empirical model offers a replicable template for cross-disciplinary reforms, advancing teaching research toward scientific rigor.

5.2 Prospects for Cross-Disciplinary Applications

Rapid advancements in 5G and AI technologies present new opportunities for teaching models. In the media industry, these technologies reshape information dissemination, demanding

more from professionals. Integrating flipped classrooms with 5G and AI will expand spatiotemporal boundaries:

- 5G enables real-time access to resources and remote interactions;
- AI offers personalized learning plans and precise tutoring based on student progress.

Future media courses could leverage VR/AR for immersive scenarios to enhance practical skills. Cross-disciplinary integration (e.g., media with computer science, psychology) will cultivate versatile talent. Through ongoing exploration, the flipped classroom can invigorate education across disciplines.

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Reform and Reflection on Micro-Course Design of 'Intelligent Design + Human-Computer Interaction' Driven by New Quality Productive Forces

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Abstract

At present, with the accelerated evolution and wide application of new-generation information technology, the digital economy is booming, and new quality productive forces is constantly released, which pushes the design industry to accelerate the change in the direction of intelligence, integration and cross-boundary, and puts forward a new challenge to the comprehensive quality and innovation ability of design professionals. This paper focuses on the innovation demand of new productivity on design education, combines the cross trend of artificial intelligence and design disciplines, and constructs the micro-course system of 'Intelligent Design + Human-Computer Interaction', which aims to cultivate composite innovative talents with design thinking and intelligent technology application ability, cultivate new design talents adapted to the needs of the artificial intelligence era, provide a digital transformation model for similar institutions, and effectively promote the development of design professionals in the field of human-computer interaction. It provides digital transformation demonstration for similar institutions and effectively promotes the organic articulation of design education chain, talent chain and innovation chain.

Keywords: new quality productive forces, intelligent design, curriculum reform

1. Introduction

In September 2023, General Secretary Xi Jinping first put forward the 'new quality productive forces' during his visit to Heilongjiang, which is supported by its powerful digital technology, intelligent technology, etc. (Liang, H., Mei, C, Taiguang, G., & Xuelian, T., 2025), and has injected a new vitality into our teaching. The rise of new quality productive forces is a comprehensive transformation of the concept, method and mode of design education and

teaching. The development and change of artificial intelligence have intensified the transformation of the design industry, and in the context of the development of new quality productive forces, the biggest challenge facing the current design professional curriculum system is the weak practical application ability of design talent training. As an important position for the training of design talents, it bears a key mission in serving the development of the digital economy and creative industries

(Yun, Z., Shanat, M. B. H., & Ya, L., 2023).

However, the current curriculum system construction of design studies is still facing multiple challenges: firstly, the curriculum structure is outdated, which makes it difficult to connect with the fast-evolving digital and intelligent design technology; secondly, the teaching content is fragmented, the knowledge transfer is disconnected from the ability cultivation, and there is a lack of systematic integration between the modules; thirdly, the synergy between the industry and education is insufficient, and the depth of enterprise participation in the curriculum design and practical teaching is not deep enough, which affects the formation of the students' ability of the real project. Meanwhile, under the background of the new round of technological revolution and industrial change, the construction of intelligent, reconfigurable and cross-border integration curriculum system has become an important direction of design education reform. In this context, promoting the reform of 'intelligent design + human-computer interaction' micro-course design for design majors is not only a realistic measure to adapt to the development requirements of 'new quality productive forces', but also a necessary way to improve the quality of vocational education and enhance the students' ability of numerical and intellectual design.

2. Major Problems Encountered in Current Teaching

2.1 Lack of Reflection of Interdisciplinary Pedagogical Thinking

2.1.1 Traditional Disciplinary Boundaries Are Not Clear

'Intelligent design + human-computer interaction' is essentially a highly cross-cutting field, but there are obvious disciplinary barriers in the actual teaching and development process. Micro-course content often focuses on in-depth study of a certain field, while ignoring the connection and intersection between different disciplines, such as design, computer science, artificial intelligence and other disciplines are developed independently of each other, the lack of effective integration mechanism, which leads to a lack of effective collaboration between the teaching team, and the respective syllabus, the assessment standards there are obvious differences.

2.1.2 The Homogeneity of Teaching Methods

and Assessment Systems Limits the Development of Interdisciplinary Thinking

The traditional teaching mode is mostly based on lecturing knowledge, lack of interdisciplinary practical application scenarios and diversified forms of interaction, resulting in weak interdisciplinary communication and collaboration ability of students, for example, when completing the intelligent product design project, neither can well transform the design ideas into technical solutions, nor is it difficult to optimise the design expression from a technical point of view, and such a fragmented teaching mode seriously restricts the cultivation of systematic thinking of the students. It is difficult to adapt to the new quality productive forces on the demand for composite design talents.

2.1.3 Curriculum Design Does Not Adequately Reflect the Integration and Cross-Application of Knowledge Between Disciplines

Although the micro-course 'Intelligent Design + Human-Computer Interaction' tries to integrate multiple disciplines, there is a lack of more practical opportunities for interdisciplinary cooperation in the course content and project settings, which makes it difficult for students to carry out effective interdisciplinary innovation in the face of actual design projects, as they can only focus on the knowledge of a single discipline. Therefore, this micro-course serves the national card neck technology to enhance the depth and breadth of interdisciplinary teaching in design in the current strategic context of the country's cultivation of new quality talents.

2.2 Poor Practical Application of Applied Design Talent Cultivation in Colleges and Universities

(1) Disconnect between course content and methodology and technological development.

The teaching content of the 'Intelligent Design + Human-Computer Interaction' course is very cutting-edge and specialised, with new technologies emerging every year in the field, while traditional courses usually have a long update cycle. Specifically, the content of the teaching materials is outdated, still stuck in the traditional design software teaching, and the practical teaching project fails to introduce the latest intelligent design tools such as Galileo AI, Midjourney, Stable Diffusion, etc (Yun, Z., 2019). However, this lag directly leads to a 'time gap' between what students learn and the actual needs of enterprises.

(2) Rigid teaching organisation. The traditional

teaching management mode is difficult to adapt to the needs of 'intelligent design + human-computer interaction' micro-courses for flexible teaching. Specifically, it is manifested in: the contradiction between the fixed schedule arrangement and the time flexibility demand of project-based teaching; the credit recognition mechanism is not conducive to the combination of interdisciplinary courses; the distribution of teaching resources is still divided according to the traditional disciplines, which impedes the construction of interdepartmental courses, and so on. For example, a complete intelligent product development project requires the synergy of multiple links such as product design, interaction development, user design, etc. However, the existing teaching management requires that each link belongs to a different course and is under the responsibility of different teachers, which results in the coherence of the project being severed.

(3) The problem of weak practical teaching system in micro-course design. The practice link is the key to cultivate the innovation ability of design students, but the current teaching is deficient in many aspects: the laboratory equipment is outdated; school-enterprise co-operation stays at the surface level, and it is difficult to contact the core technology, and so on. Take a smart home interaction design project as an example, students can only design based on simulation, and can not get real user feedback, resulting in the design programme is detached from the actual application scenarios. This kind of practical teaching 'on paper' is difficult to cultivate students' practical design ability to solve complex projects.

2.3 Problems of Mismatch Between Business Needs and the Structure of Disciplines and Specialisations

(1) Disconnect between industrial demand and design course content. At this stage, China is in a critical period of industrial structure transformation and upgrading, and this transformation process requires that the disciplinary and professional structure of higher education, talent training structure and technology structure be compatible with it (Guangxu, C., Wei, L., & Xiaoxin, S., 2025). However, the construction of the existing teaching system is lagging behind, and there is no integration surface embodied in the intersection of industry, academia, research and intelligent design. Although intelligent design and human-computer interaction have

gradually gained importance in the industry, the specific skill requirements of enterprises for talents are often more inclined to practical applications, while the course content in undergraduate education is often biased towards theory and lacks practical training that is directly aligned with the needs of enterprises, which makes it difficult for students to quickly adapt to changes in the industry after graduation.

(2) The school-enterprise collaboration mechanism is not perfect. The industry is in urgent need of composite design talents, but due to the immature mode of school-enterprise cooperation, the degree of participation of enterprises in the course content is low, and the core data of enterprises are difficult to be transformed into teaching cases, which results in the curriculum not being able to fully reflect the latest development dynamics of the industry and the needs of the actual work. The existence of these problems makes the course content out of touch with the industry demand, which affects the effectiveness of the teaching reform of the design profession and the employment competitiveness of students.

3. Analysis of the Causes of Current Major Problems

3.1 Lack of Flexibility in Curriculum Design

The organisational structure of universities is a major barrier to interdisciplinary integration. Faculty. There is a serious shortage of composite teachers, very few of them have interdisciplinary teaching ability, and many of them have deep research accumulation in one subject area, but they are inexperienced in interdisciplinary teaching and integrating the contents of different disciplines. Interdisciplinary courses are at a disadvantage in the evaluation of titles. Statistics of a school show that interdisciplinary teaching achievements are poorly recognised in title assessment, which seriously inhibits teachers' motivation to innovate. The current curriculum design is mostly a single discipline knowledge system, and the interdisciplinary courses are often set up to favour theoretical explanations and lack practical and project-driven aspects. This makes students unable to promote the generation of interdisciplinary thinking through practical problem solving in the learning process, and there is a disconnect between the course content and the actual needs of students.

These factors together lead to a lack of integration between interdisciplinary teaching and the cultivation of students' interdisciplinary thinking.

3.2 The Pace of Technological Change That Is Difficult to Keep up with in the Curriculum

The disconnect between the training and development of design talents in teacher training colleges and universities is caused by the fast technology iteration and the lack of application of course content, weak relevance of teaching organisation and management, and insufficient innovation in teaching management. Although the course involves cutting-edge intelligent design and human-computer interaction technology, the rapid iteration of technology has made many teachers appear to be overwhelmed by the preparation and application of teaching content, method selection and teaching organisation (Pei, H., 2024). At the same time, the construction of the practice platform lags behind, and the traditional teaching methods fail to make full use of modern information technology and interactive platforms, resulting in a relatively single teaching method and a lack of innovation. In addition, there is a conflict between the traditional teaching management system and the new teaching mode, the evaluation system and feedback mechanism reform lags behind, the learning pace of micro-courses is faster, the traditional assessment method fails to effectively respond to the needs of students' personalised learning, resulting in the assessment system can not really fail to adapt to the needs of the new quality of productivity on the cultivation of innovative talents.

3.3 Lack of Industrial Synergy Mechanisms

Institutional deficiencies in the integration of industry and education are the root cause of the lagging curriculum. Firstly, there is a lack of a regular mechanism for industrial demand research, and colleges and universities rely mainly on teachers' personal experience to grasp technology development trends. Secondly, there is a lack of long-term mechanism for school-enterprise co-operation, and the participation of enterprises is insufficient. Furthermore, the participation of industry experts in the process of curriculum standard development is low, and the proportion of enterprise representatives in the teaching steering committee is insufficient. The deeper

reasons are the lack of policy incentives and benefit-sharing mechanisms, enterprises' fear of leaking core technologies, and the mismatch between school teaching arrangements and enterprise project cycles, which leads to cooperation floating on the surface. In short, there are not many programmes for teachers and students to participate in the implementation of the project, and they only focus on the curriculum itself, without a good extension of the subject and curriculum expansion.

4. Main Pedagogical Reform Initiatives

4.1 Optimising Course Structure and Building Capacity for Teamwork

(1) To address the disconnect between traditional design education and emerging technologies, the curriculum structure must be optimised. Through the micro-courses of 'Intelligent Design + Human-Computer Interaction', students are guided to study in depth the application of cutting-edge technologies such as artificial intelligence, virtual reality and big data analysis in design, so that they can acquire a broad vision in a multi-disciplinary knowledge system, and cultivate composite talents to meet the requirements of the new quality of productive forces.

(2) Introducing teamwork projects to strengthen interdisciplinary teacher co-operation. Teachers of different disciplines are encouraged to co-design curricula and teaching activities. Through interdisciplinary teamwork, the traditional single-discipline teaching mode is broken down, and students are allowed to think about and solve problems in a diversified teaching and learning environment, so as to enhance the integration of interdisciplinary thinking.

4.2 Innovative Interdisciplinary Teaching Model Reform

(1) Integrate new quality design concepts and intelligent technologies according to the trend of the digital and intellectual future. Designing integrated teaching programmes, updating and expanding course content, introducing cutting-edge technologies such as artificial intelligence, data science and the Internet of Things, etc., and cultivating students' digital design capabilities and innovative thinking. For example, the 'Intelligent Design and User Experience' programme allows students to learn

how to apply intelligent technologies, such as smart hardware and interaction design, in the design process.

(2) Strengthening the practical aspects and improving students' application ability. Focus on the design of practical teaching sessions and increase the proportion of actual projects and practical tasks. Through simulation design projects, user experience testing and other activities, students can apply theoretical knowledge to real situations and improve their problem-solving ability.

(3) Innovative teaching methods using modern teaching techniques and tools. In order to adapt to the development of information technology, traditional teaching methods should be updated and modern teaching techniques and means should be adopted. Teacher training should be strengthened to enhance teachers' ability in new technologies and concepts so that they can provide students with the latest and most cutting-edge design concepts and technical guidance.

(4) Promote university-enterprise cooperation and achieve the deep integration of industry, academia and research. Strengthen the cooperation between schools and enterprises, jointly create a practical and cutting-edge curriculum system, jointly develop the curriculum and teaching content with enterprises in accordance with the industry trends, and set up forward-looking interdisciplinary courses, such as 'Intelligent Product Design', 'Artificial Intelligence and Human-Computer Interaction', 'Data-Driven Design', etc., to ensure that students can master professional knowledge in line with the needs of the industry. We have added forward-looking interdisciplinary courses, such as 'Intelligent Product Design', 'Artificial Intelligence and Human-Computer Interaction', 'Data-Driven Design', etc., to ensure that students can master professional knowledge in line with industry needs.

4.3 Micro-Course Resource Development, Construction and Evaluation System Design

(1) Design and development of micro-teaching resources for 'Intelligent Design + Human-Computer Interaction Technology'. The construction of teaching resources is the core part of this project. Teaching resources include: teaching video (micro-video) and extension resources (mainly including:

micro-textbook, question bank, etc.). The development of teaching resources for 'micro-course' mainly includes: analysis of teaching content, analysis of teaching objects, teaching objectives and difficulties, preparation of teaching media, implementation of teaching process, evaluation of teaching effect, etc. Then the micro-course resources will be published online. The micro-course resources are then released on the online wisdom practice platform for students' online learning and credit hour recognition.

(2) Construct modular micro-course system. Based on the ability matrix analysis, deconstruct traditional courses into knowledge units and reorganise them into a series of micro-course modules. Each module focuses on a core competency, such as 'voice interaction design', 'emotional interface development', etc. Design a three-tier curriculum system: basic modules (mandatory), core modules (optional), and expansion modules (optional), forming a flexible learning path. Establish a dynamic updating mechanism, adjusting 20% of the module content every semester according to technological development and research feedback. Establish a dynamic updating mechanism, adjusting 20% of the module content every semester according to technological development and research feedback. For example, the module 'Generative AI-assisted Design' is added to respond to changes in the industry in a timely manner.

(3) Innovative evaluation system design and perfect quality assurance mechanism. When constructing the evaluation system of micro-courses, it is necessary to fully reflect the overall objectives of micro-course teaching, and the subject group draws on the evaluation methods of traditional courses and network courses, introduces enterprise evaluation standards, and designs a diversified evaluation system. At the same time, the education assessment mechanism is strengthened to regularly check the fit between the setting of disciplines and majors and the development of the industry, and make timely adjustments to ensure that the training of talents is always in line with the needs of the industry and the market. The research is mainly carried out according to the reform idea of 'theoretical sorting — resource development — teaching design — application exploration — summary and improvement', and the framework system

of the subject reform content is shown in the following figure.

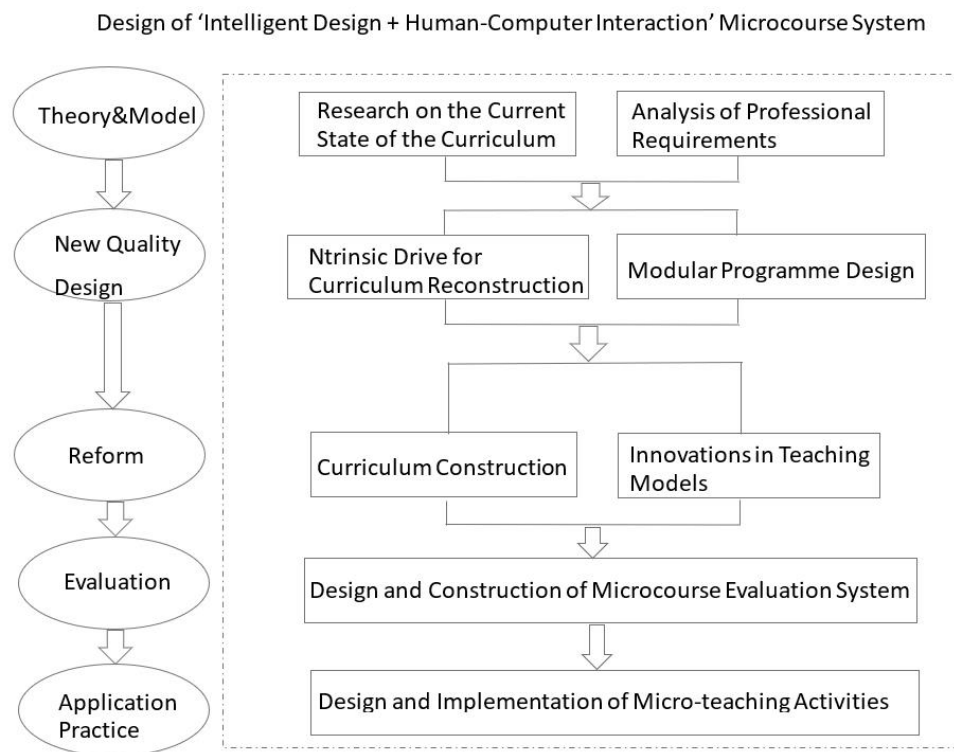


Figure 1. Reform Content Framework System Diagram

5. Summarize

Under the background of new quality design and digital future, this paper focuses on professional construction and applied talent training, introduces the latest technology means such as human-computer interaction technology and intelligent design, combines the latest AI technology and interaction design concepts, constructs a three-dimensional content system of 'technology stack + design flow + industrial surface', develops a series of micro-courses and breaks the traditional one-way teaching mode in teaching. We have developed a series of micro-courses to break the traditional one-way teaching mode and promote the in-depth interdisciplinary integration. From the perspective of 'Productivity Enhancement', we emphasise the cultivation of 'New Quality Design', especially for the future needs of the society for talents, cultivate compound talents with technical, creative and practical abilities, and promote the comprehensive upgrading of the education mode through the introduction of intelligent design and human-computer interaction related technologies, in order to provide the best education for the students. Through the introduction of intelligent design

and human-computer interaction related technologies, it promotes the comprehensive upgrading of the education model, injects new momentum driven by technology into higher education, helps to modernise education, and provides reference and demonstration for the teaching reform of other disciplines.

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Student Motivations in Choosing Bachelor of Science in Hospitality Management

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Abstract

This study explores student motivations in choosing the Bachelor of Science in Hospitality Management. Utilizing a quantitative research design, data were gathered through an adapted structured survey questionnaire from the study of Ouano et al. (2019). The survey was encoded in Google Forms and distributed to 180 first-year students enrolled in the program at Northeastern College, Santiago City, Isabela, selected through purposive sampling. The findings reveal that the majority of respondents were teenagers aged 17-19, with 63% being female and mostly graduates of the HUMMS strand in Senior High School. Additionally, 68% of respondents come from low-income families. The study concludes that four main factors significantly influence students' motivation to choose the program: knowledge of future job opportunities in the hospitality and tourism industry, personal interest, passion, and the institution's reputation for producing proficient graduates. Although peer influence is present, it is the least motivator in the decision-making process.

Keywords: students' motivations, influence indicator, Bachelor of Science in Hospitality Management

1. Introduction

Education is a powerful tool that equips individuals with the knowledge, skills, and mindset needed to pursue successful and fulfilling careers. It is an investment in their future that can open doors to countless opportunities. Choosing a career track and the program is pivotal in students' life. Several factors are being considered making it the most crucial part in deciding what career to pursue. The common factors that influence the students in choosing education as their college course were parental discretion/ influences, external influences, affordability, practicality, personal preference and interest, and socio-economic problems.

The choices they make during this period often have a profound impact on their future careers and personal development. In recent years, there has been a growing interest in understanding how students' career choices align with industry trends, particularly in the hospitality and tourism sectors. These industries have seen significant growth, presenting numerous opportunities for graduates with the right skills and qualifications.

The hospitality and tourism industry are a dynamic and ever-evolving sector. Though, the tourism industry plummeted with the unforeseen COVID-19 global lockdown, it began to slowly recover in 2021 before surging in 2022 and 2023 as pent-up demand for travel drove

robust industry performance. The industry has performed well despite recent challenges, including inflation and economic uncertainty. Moreover, the market size is projected to grow over the next five years (ibisworld.com). The World Travel and Tourism Council (WTTC) 2024 Economic Impact Research (EIR) forecasts a record-breaking year for Travel & Tourism in the Philippines, with its economic contribution, job numbers, and visitor spending all set to reach new highs. This data underscores the need growing industry can justify the growth in demand of labor workforce and employment opportunities.

This significant effect of the industry cascaded and reflected as the Commission on Higher Education acknowledged the significant contribution of the Tourism Industry to the Philippine economy through the issuance of CHED Memorandum Order No. 62, Series of 2017. This order aims to enhance the quality of education and the course contents and outcomes of the Bachelor of Science in Hospitality Management program, previously known as the Bachelor of Science in Hotel and Restaurant Management. By doing so, it aligns with the global demand for a skilled labor force, ultimately producing a globally competitive workforce across various industries and ensuring the development of essential skills and values. The Bachelor of Science in Hospitality Program was first offered in the school 2018-2019.

Based on the Commission on Higher Education, there are 70 Higher Education Institutions in Region II. 34 of which are operating in Isabela. There are (10) private schools in City of Santiago. Among the private schools in City of Santiago, six (6) are offering the program Bachelor of Science in Hospitality Management.

From the school year 2018-2019, the Bachelor of Science in Hospitality Management was offered for the first time at Northeastern College. The initial enrollment was 121 students, and it grew to 342 students in the school year 2023-2024, reflecting a 183% growth over the five-year period.

Recognizing the significant increasing number of enrollees inspired the researcher to pursue the study to investigate the student motivations for choosing Bachelor of Science in Hospitality Management. The study can benefit the students as this may serve as their guide in choosing their

careers. On the part of the institution, for it to identify what attracts students and help in strategizing how to sustain students' retention rates. The hospitality and tourism industry, to plan and programs in the work place that will be more appealing for new graduates; and policy makers, as research findings can be a guide in recalibrating and revision of educational policies and practices towards alignment of the training provided towards the industry demands.

Conceptual Framework

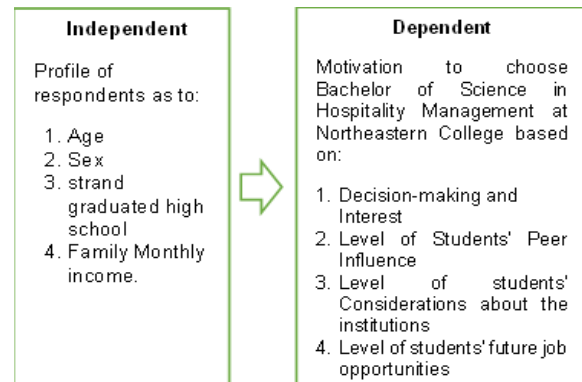


Figure 1. Conceptual Framework

Figure 1 shows the independent and dependent variables of the study on student motivations for choosing Bachelor of Science in Hospitality Management. Establishing the profile of respondents as to their age, sex, strand in high school and monthly income is the independent variables. The dependent variables are the identified motivations that may affect the students in pursuing their course in college particularly based on the decision-making and interest, level of students' peer influence, level of students' considerations about the institutions, level of students' future job opportunities.

2. Methods

2.1 Research Design

The researcher utilized the quantitative research design, which involves the systematic collection and analysis of numerical data to understand phenomena. Specifically, she employed a descriptive survey method. This method is chosen to gather detailed and accurate data about the respondents' characteristics, behaviors, and perceptions. By administering survey questionnaires to the selected participants, the researchers aim to obtain quantifiable information that can be used to make generalizations about the larger

population. This approach helped in identifying patterns, trends, and relationships within the data, providing valuable insights for the study.

2.2 Study Site and Participants

The respondents of the study were the first-year students taking up Bachelor of Science in Hospitality Management at Northeastern College on the first Semester of the school year 2024-2025. Using the Rao Soft Sample Size calculator (Sample Size Calculator, n.d.) with 95% level of confidence, and 5% margin of error, 182 out of 342 total number of first-year student were considered respondents; nonetheless, two (2) responses were invalid hence, only 180 respondents were considered for the study.

2.3 Instrument

Adapted structured survey questionnaire from the published research of Ouano, et. al. (2019); Factors Influencing on Grade 12 Students Chosen Courses in Jagobiao National High School – Senior High School Department was utilized to establish respondents' profile as to age, sex, strand in high school, family income and to identify the level of influence the level of influence of motivations for choosing course.

Table 1 below shows the Likert-scale interval and qualitative interpretation.

Table 1. Likert Scale Interpretation

Likert Interval	Scale	Qualitative Interpretation
1.00-1.80		Very Low
1.81-2.60		Low
2.61-3.40		Minor
3.41-4.20		High
4.21-5.00		Very High

2.4 Data Collection Procedure

To effectively identify suitable participants for the study, purposive sampling was employed, targeting first-year students enrolled in the Bachelor of Science in Hospitality Management program. This non-probability sampling method ensured that the selected respondents were relevant to the study's objectives. In analyzing the data gathered, several statistical tools were utilized, including frequency counts and percentage distributions to provide interpretative insights. Additionally, measures of

central tendency such as the mean were calculated to summarize the respondents' perceptions. The Likert scale, accompanied by descriptive interpretations, served as the foundation for quantifying attitudinal data and assessing the degree of agreement or disagreement among participants.

2.5 Data Analysis Procedure

The researchers established list of respondents from the NC Student Information and Accounting System – Learning Management System's list of first year for the school year 2024-2025. The primary data collection instrument used was the survey questionnaire encoded in an online Google Form sent through their class group chats in Meta Facebook with the assistance of the professional courses' adviser of the First Year Bachelor of Science in Hospitality Management students. Collected data was coded in Microsoft excel, analyzed and interpreted. Purposive sampling was used since respondents were identified to the first year enrolled in the program Bachelor of Science in Hospitality Management. Frequency count, percentages for interpretation, mean and Likert's scale with description was used to analyze the gather data.

3. Results and Discussion

This chapter presents the result of the quantitative analysis of the research questions. The results are presented on the questionnaire answered by the respondents.

Table 2. Age of the Respondents

Age	Frequency (f)	Percentage (%)
17-19 yrs. old	143	79.44 %
20-22 yrs. old	30	16.67 %
23 yrs. Old and above	7	3.89 %
Total	180	100%

As shown in Table 2, 143 respondents or 79.44% comprised the age bracket of 17-19 years old, 30 respondents or 16.67% were in the range of 20-22 years old, and 7 respondents or 3.89% were 23 years old and above. Result reveals that majority of students continued their schooling right after their graduation in Senior high school.

Table 3. Sex of the Respondents

Sex	Frequency (f)	Percentage (%)
Female	113	62.78 %
Male	67	37.22 %
Total	180	100 %

Table 3 shows the sex of respondents, hence, 113 respondents or 62.78% were female and 67 respondents or 37.22% were male. The result conforms to the United Nations World Tourism Organization (UNWTO) that in most regions of the world, women make up the majority of the tourism workforce making up 54% of the tourism workforce, a manifestation that the tourism sector is brimming with empowered women and strong initiatives leading the way towards gender equality.

In relation, according to Mohammad and Alsaleh (2013), female students were found to be inspired to study Hospitality and Tourism Management (HTM) because of these two factors; job opportunity, and modern major, while male students were found to be driven because of ease in studying. Sikhwari, T.D. (2014) stated that female students are significantly more motivated than their male counterparts.

Table 4. Respondents Senior High School Strands

Strand / Track	Frequency (f)	Percentage (%)
ABM	26	14.44%
STEM	20	11.11%
HUMMS	80	44.44%
GAS	17	9.44%
TECH-VOC	37	20.56%
Total	180	100%

Table 4 shows the strand in High School the respondents graduated in. 80 respondents or 44.44% were HUMMS Strand graduates, 37 respondents or 20% were TECH-VOC strand graduates, 26 respondents or 14.44% were ABM Strand graduates, 20 respondents comprising the 11.11% were STEMS Strand graduates and 17 respondents or 9.44% were GAS Strand graduates.

There are 62 private schools in Isabela offering high school strands. Meanwhile, in Santiago City, eight (8) out of ten (10) private schools are offering HUMMS strands (List of Senior High Schools | Department of Education, 2018). HUMMS strand and ABM strand are the most offered track in private schools in Santiago City that senior high school may take, regardless of the tracks, students may pursue any courses in college they wish to pursue.

Table 5. Respondents' Family Income

Family Income	PIDS Income Classification	Frequency (f)	Percentage %
below P21,193	Low Income but Not Poor	123	68.33%
P 21,194 – P 43,828	Lower Middle Class	38	21.11%
P 43,828 – P 76,669	Middle Class	7	3.89%
P 76,669 – P131, 484	Upper Middle Income	3	1.67%
P131,484 – P219,140	High Income	2	1.11%
P219,140 and above	Rich	7	3.89%
Total		180	100%

Table 5 shows the family income of respondents, 123 respondents or 68.33% classified as low income but not poor, have a family income below P 21,193 ranking first. 38 respondents or 21.11% belonging to the lower middle class have a family income ranging from P 21,194 – P 43,828 ranking second, seven (7) respondents or

3.89% are considered middle class with a family income ranging P 43,828 – P 76,669; the same number of respondent and percentage are classified as rich having family income of P219,140 and above ranking third. Three (3) respondents or 1.67% belong to the upper middle income with a family income ranging

from P 76,669 – P 131, 484 ranking fourth, and two (2) respondents or 1.11% were high income with a family income ranging from P 131, 484 – 219,140 ranking fifth. The results shows that

majority of the respondents were from the low income but not considered poor based from the income classification table from the Philippine Institute for Development Studies (PIDS).

Table 6. Decision-making and Interest

Indicators	Mean	Qualitative Description
I consider my desire of doing things	3.73	high
I look my ability such as knowledge and skills	3.86	high
I choose a course based on what I feel about it	3.96	high
I decide based on my preferences for instance, family background	3.17	minor
I prefer things to do what I like the most	4.05	high
I expect my potential in looking for a job	4.06	high
I am focused based on my interest	3.97	high
It is my passion that helps me to pursue the course or career to take	4.10	high
I rely on my abilities	3.83	high
I depend based on self-testing	3.62	high
Overall Mean	3.83	High

Table 6 shows the respondents motivation for choosing the Bachelor of Science in Hospitality Management program as to the decision-making and interest of respondents have an overall mean of 3.83 which is described to have high influence; however, the fourth statement “I decide based on my preferences for instance, family background” have the lowest mean of

3.17 with description of minor influence.

Personal interest has a significant influence on career choice of students and teachers’ influence career choice of students. (Abaa, A.E., Iwowari. A. I. & Ihuoma, C. P. 2021) Careers linked with personal interests results to greater personal contentment, self-fulfillment and a sense of purpose, making work more enjoyable.

Table 7. Level of Peer Influence to Students

Indicators	Mean	Qualitative Description
1. My peers inspire me to choose what I like to take	3.36	minor
2. My peers encourage me to do things to achieve my goals	3.92	high
3. My peers’ advice to learn more about what I like to choose to do	3.70	high
4. My peers informal talk leads me of what I should plan to choose	3.46	minor
5. I prefer to my peer group in selecting a course	3.06	minor
Overall Mean	3.50	High

Table 7 shows the respondents level of students’ peer influence in choosing the Bachelor of Science in Hospitality Management program is high as reflected to its overall mean of 3.50. The statement “My peers encourage me to do things

to achieve my goals” have the highest mean of 3.92 which is interpreted with high influence ranking first. The statement “My peers’ advice to learn more about what I like to choose to do” have a mean of 3.70 interpreted as high ranking

second. The statement “My peers informal talk leads me of what I should plan to choose” have a mean of 3.46 with description as minor ranking third. The statement “My peers inspire me to choose what I like to take” with a mean of 3.36 and a description of minor ranking fourth and the statement “I prefer to my peer group in selecting a course” have a mean of 3.06 with a description as minor ranking fifth.

Parental, peers and sibling influence also affected students as they made their career

choice. Ouano, et. al, (2019) which is also the same with the study by Mtemeri, (2020) resulting that students are influenced by their peers in making career decisions in a number of ways. The chief among the predictors were peer advice, encouragement and peer education. Friends and classmates also impact career choices. Friends’ thoughts and involvements can impact students’ insights and ambition; hence can influence in building students’ interest on things and future plans and career options.

Table 8. Level of students’ Considerations about the Institutions

Indicators	Mean	Qualitative Description
I consider on a distance of travel from the house to school and home	3.62	high
I believe the stories of my acquaintances about the school	3.44	minor
I learn that the college institution offers affordable tuition fee	3.61	high
I rely on scholarship grants	3.26	minor
I look forward to fulfilling the job demands after studies, graduation or completion	4.06	high
I look for a low tuition fee in college or university	3.74	high
I consider on the location of the university	3.70	high
I am attracted to the facilities and amenities in looking for a job	3.79	high
Overall Mean	3.65	High

Table 8 presents the influence level of various factors on students’ decisions to enroll in the Bachelor of Science in Hospitality Management program at Northeastern College, with an overall mean score of 3.65, categorized as high. Notably, six out of eight factors are described as having a high influence. The statements “I look forward to fulfilling the job demands after studies, graduation or completion” has the highest mean of 4.06 ranking first, “I am attracted to the facilities and amenities in looking for a job” with a mean of 3.79 is second, “I look for a low tuition fee in college or university” with mean of 3.74 ranked third. The statement “I consider on the location of the university” with mean of 3.70 ranked fourth. The statement “I consider on a distance of travel from the house to school and home” with a mean of 3.62 ranked fifth and the statement “I learn the affordable tuition of the university in college institution” with a mean of 3.61 ranked sixth. However, the factor “I believe the stories

of my acquaintances about the school” received a mean score of 3.44, classified as minor, and “I rely on scholarship grants” received a mean score of 3.26, also classified as minor.

These results indicate that students place significant importance on the institution’s ability to fulfill job demands post-graduation, aligning with the findings of Wei, Wei, and Chen (2009) in their study on Hospitality Tourism Management Education. They identified that one of the top attributes influencing students’ choice of institution is the provision of excellent information on career opportunities.

Additionally, Hubert, Van Hoof, Laurie, Wu, and Zhang (2014) identified five major factors that hospitality graduate students consider when choosing a university and program: Program and Faculty Reputation, Living Conditions, Interaction with Faculty, Location, and the Quality and Speed of the Admission Process.

Table 9. Level of Students' Future Job Opportunities

Indicators	Mean	Description
I find the course convenient in looking for a job in the future	4.16	high
I can expect for the good salary	4.03	high
I prefer for the stability status for the job	4.01	high
I favor the tenureship of the job	3.71	high
I expect the availability of the job suits me	4.03	high
Overall Mean	3.99	High

Table 9 illustrates the motivation of respondents in choosing the Bachelor of Science in Hospitality Management (BSHM) at Northeastern College, particularly regarding their future job opportunities. The overall mean score is 3.99, categorized as high. This indicates that respondents are well aware of the future job opportunities in the hospitality industry. These findings align with the study by Ouanoa, Torre, Japitanc, and Monevad (2022), titled "Factors Influencing Grade 12 Students' Chosen Courses at Jagobiao National High School – Senior High School Department," which found that graduating students often base their course choices on future career opportunities and professional prospects.

Furthermore, the study by Orpia (2023) revealed that BSHM students are highly motivated to

pursue their degree due to the perceived attractiveness of the field for employment and the prospects for personal and work-related opportunities, despite uncertainties during the COVID-19 pandemic.

Similarly, having prior knowledge of a career is crucial in developing an interest in that field. Prior knowledge prepares individuals for what to expect, the necessary work habits, and potential earnings. It acts as a lens through which new information is viewed and absorbed, as highlighted by Kettlewell and Henry (2009).

In addition, the satisfaction, security and motivation were indicated highly ranked factors that influence the liking of a career, to include potential remuneration of the career and career growth entices students to pursue future careers (Josephine Nyamwange, 2016).

Table 10. Student Motivations in Choosing Bachelor of Science in Hospitality Management

Indicators	Mean	Description
Decision-making and Interest	3.83	high
Level of Students' Peer Influence	3.50	high
Level of students' Considerations about the institutions	3.65	high
Level of students' future job opportunities	3.99	high
Overall Mean	3.99	High

Table 10 shows that all the indicators have high influence to respondents' motivation in pursuing the Bachelor of Science in Hospitality Management program.

The level of students' future job opportunities has the highest mean of 3.99, ranking first, decision making and interest have a mean of 3.83, ranking second, considerations about the institution have a mean of 3.65, ranking third, and level of student's peer influences with a mean of 3.50 ranking fourth.

Respondents' awareness on future job opportunities is the major factor considered in choosing to enroll the Bachelor of Science in Hospitality Management program. It is evident that the respondents acknowledged growth potential in the hospitality and tourism industry is the main reason for students to opt for an BSHM program. This is consistent with Huyton (1997) who concluded that the rapid increase in HTM programs reflected the growth of the HTM industry and job opportunities for HTM

students.

4. Conclusion

The study reveals majority of respondents choosing Bachelor of Science in Hospitality Management are teenagers aged 17-19 years old. Comprising the 63% respondents were female and mostly graduate of the HUMMS strand in Senior Highschool. Encompassing the 68% of respondents belong to the family with income below P 21,193 which is classified as low income but not poor in the table from the Philippine Institute for Development Studies (PIDS).

The result of the study shows that the four indicators have high influence to respondents' motivation in choosing the program Bachelor of Science in Hospitality Management, hence, most apparent reason is due to their prior knowledge on future job opportunities and profession in the hospitality and tourism industry. Moreover, respondents choose to pursue the BSHM program based on their own volition, interest, passion and own preferences. Their trust in the institutions' capability in producing proficient graduates is their main consideration in choosing the institution to enroll in, though level of students' peer influence is high it is the least priority of the respondents.

5. Recommendation

Based on the result of the study, the researcher recommends the following:

- 1) For students to explore employment demand and requirements of the industry and to conduct self-assessment that will enable them to have a realistic perspective and to align their capabilities and develop essential skills and competencies in the industry.
- 2) For the school to develop strategies to attract and retain students by tracking their graduate's employability and publish testimonies of graduates to increase enrollees and align curriculum based on the demand of the industry.
- 3) For the hospitality and tourism industry to create a more attractive and supportive environment for new graduate by offering competitive wages and comprehensive benefits package, providing a healthy work-life balance, training development programs and growth and stability.
- 4) For policy makers, to strengthen the industry-academia partnership and

encourage collaboration among stakeholders in calibrating the policy, standards of the program and to revisit and align the curriculum based on the industry needs; likewise, promote lifelong learning which boosts the continuous professional growth and opportunities for graduates.

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Empirical Study on the Relationship Between the Internationalization of Vocational Education in Higher Vocational Colleges in Jilin Province and the International Competitiveness of Talents

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Abstract

With the development of globalization and Industry 4.0, the internationalization of vocational education has become an important way to enhance the international competitiveness of regional talents. As a typical cold-region border province in Northeast China, Jilin Province has made certain progress in the introduction of international courses, internationalization of teachers, and integration of industry certifications in higher vocational colleges. However, the overall level still lags behind advanced regions in China, which restricts the international adaptability of technical and skilled talents. Based on the theories of human capital and competitive advantage, this paper uses a combination of questionnaire surveys and semi-structured interviews to analyze the influence mechanism of international input and certification transformation in higher vocational colleges in Jilin Province on students' knowledge transfer ability, cultural adaptability, and technical competitiveness, and puts forward corresponding countermeasures and suggestions. The research results show that the degree of internationalization and certification transformation have a significant positive effect on the international competitiveness of talents, and policy support and cross-cultural differences have a moderating effect on their influence. The research conclusions provide theoretical support and operational paths for the internationalization practice of vocational education in the cold regions of Northeast China.

Keywords: internationalization, vocational education, higher vocational colleges, talent competitiveness

1. Introduction

In the context of the continuous restructuring of the global industrial chain and the development of regional integration, the internationalization degree of vocational education has become an

important indicator for measuring the competitiveness of technical and skilled talents in a region. In recent years, China has actively promoted the "going global" of vocational education, such as the "Luban Workshops" and

the “China-Russia Vocational Education Alliance”, providing valuable experience for the internationalization of vocational education in China. However, as a northeastern industrial base and a cold-temperate border economic zone, higher vocational colleges in Jilin Province still have significant shortcomings in terms of international educational management level, the construction of international curriculum systems, and the localization of industry certification standards. This chain contradiction of “insufficient curriculum supply — incompatible standards — lagging enterprise adaptation” has severely restricted the international competitiveness of vocational talents in this region. Therefore, studying the mechanism of the impact of vocational education internationalization on the international competitiveness of vocational talents in Jilin’s higher vocational colleges has important theoretical and practical value.

2. Research Background

2.1 Economic Pattern Transformation Under the Globalization Wave

Currently, globalization is advancing rapidly, and the world economy is deeply integrated. Data from the World Bank shows that global trade volume has continued to grow over the past few decades. Even though it fluctuated due to the impact of the COVID-19 pandemic in 2020, the scale still exceeded 19 trillion US dollars. The World Trade Organization predicts that it will resume growth, highlighting the close connections among economies and the dependence of enterprises on international markets. International investment flows have also remained at a high level for a long time. Multinational companies have global layouts, such as setting up factories, research and development, and sales networks in multiple countries, which have facilitated the flow of global resources and increased the interdependence of economies to an unprecedented extent. Under this pattern, enterprises face global competition and need internationalized talents to adapt to complex and diverse operating environments. The internationalized quality of talents has become a key competitive advantage. Effectively adapting to the external environment is crucial for maintaining competitiveness, emphasizing that enterprises must be flexible in responding to changes in market conditions and social and economic policies. Moreover, the

internationalized quality of talents has become a key competitive advantage (Chychun & Maksymiuk, 2022).

2.2 Transformation of Talent Demand in International Business Operations

The internationalization of enterprises has shifted the demand for professional talents from product export to localization and global resource integration. This requires new qualifications for professional talents. In the automotive manufacturing industry, companies like Toyota and Volkswagen have set up factories worldwide, demanding local technicians to not only master basic processes but also understand local standards and consumer preferences; in the international finance sector, banks such as HSBC and Citibank require their branches to have talents who are proficient in international regulations and product innovation, and can also understand the local market. These talents must not only have solid professional knowledge but also possess an international perspective, be attentive to industry trends, be capable of collaborating in a multicultural environment, be familiar with international norms and standards, and be able to meet the demands of international business operations of enterprises. In the globalized market, enterprises’ products and services need to follow unified international standards, which requires professional talents to possess corresponding knowledge and skills to meet the demands of international business operations. (Levitt, T., 2024)

2.3 Current Situation and Trends of Internationalization of Vocational Education

Extensive international educational exchanges and cooperation have been carried out: According to the statistics of UNESCO, the number of vocational colleges participating in international education exchange programs has steadily increased over the past decade, with an annual growth rate of approximately 8%. The forms of exchange programs are diverse, including student exchanges, teacher visits, joint training, and academic discussions. For example, Chinese and German vocational colleges have conducted student exchanges, teacher visits promoting the exchange of teaching experiences, joint training integrating resources, and academic discussions focusing on cutting-edge topics, driving the development of global vocational education. Academic discussion

activities focus on cutting-edge issues in vocational education, international industry development trends, and educational and teaching reforms, providing a platform for vocational education practitioners from various countries to exchange ideas and share achievements, which is conducive to promoting the common development of global vocational education theory and practice. This also aligns with the advocacy for international cooperation in vocational education to promote knowledge sharing and development (UNESCO, 2024).

The influence of international industry certification systems is expanding: International industry certification systems are becoming increasingly important in vocational education. Taking the international engineering education certification (ABET) as an example, students of certified engineering programs have significant advantages in the international job market. International certifications in other fields such as computer science can also verify professional knowledge and enhance graduates' employment capabilities, prompting institutions to align with international demands. Students who obtain certifications are more likely to secure high-quality employment opportunities. Ewell elaborated on the importance of the certification system in ensuring educational quality and aligning with industry needs. By participating in and obtaining these certifications, vocational schools can facilitate the close alignment of their teaching and educational activities with international industry demands, ensuring that the students they cultivate meet the requirements of the international market for professional talents (Ewell, 2022).

2.4 Challenges Faced by Vocational Education in Internationalization

Lack of unified and comprehensive assessment standards: The assessment of the internationalization degree of vocational education lacks a unified and comprehensive standard. Different institutions adopt different assessment methods and indicators due to various differences, resulting in chaotic and inaccurate assessment. Some institutions only focus on the number of international students or the number of international cooperation projects, ignoring key factors such as quality and depth. The quality of international courses and the level of international teaching staff have also not been fully reflected. The internationalization degree of international courses not only depends on

whether the course name contains the word "international", but more importantly, whether the course content covers international cutting-edge knowledge, international industry standards and cases, and whether the teaching methods conform to international educational and teaching concepts (Knight, 2020).

Challenges in integrating industry certification systems: The integration of industry certification systems into vocational education faces numerous obstacles. On one hand, there are differences between international certification standards and the local curriculum system and students' knowledge foundation; on the other hand, the curriculum settings of institutions focus on local needs and pay insufficient attention to international standards, resulting in a mismatch between teaching content and certification requirements. In addition, students have difficulties in preparing for certification exams, facing high language, professional knowledge requirements and high costs.

3. Research Questions

3.1 Construction of Evaluation Index System for the Internationalization Degree of Vocational Education

In the context of globalization, it is of utmost importance to establish a scientific evaluation index system for the internationalization degree of vocational education. This is mainly carried out from three dimensions: international cooperation and exchange, international curriculum system, and international teaching staff.

International Cooperation and Exchange Dimension: The depth of cooperation is evaluated by looking at joint research achievements, the improvement of exchange students' abilities, etc.; the breadth focuses on the diversity of cooperating countries and regions. For example, when vocational schools cooperate with multiple countries in different fields, it reflects the breadth and depth of their cooperation. For instance, international textbooks and online course resources, sharing of practical resources, such as international enterprise internship bases and laboratory equipment, as well as sharing of teacher resources through teacher exchanges and the establishment of joint teaching teams, etc. (Li & Ding, 2023).

International Curriculum System Dimension: Completeness requires comprehensive coverage of international cutting-edge knowledge and

industry standards, and the curriculum structure should be in line with international educational concepts, using project-based learning methods, etc. At the same time, the update frequency of the courses should keep up with international trends, for example, in the case of information technology professional courses, it should cover the latest technologies and standards.

International Teaching Staff Dimension: Not only the proportion of teachers with international backgrounds is considered, but also their teaching contributions are focused on, such as integrating international teaching methods and industry dynamics. In addition, the frequency and effectiveness of teachers' participation in international academic exchanges and training are also crucial, such as introducing new content after teachers attend international conferences to enhance students' practical abilities. The quality of the teaching staff is crucial for providing effective educational services. Their participation in international cooperation can enhance the overall educational experience (Rafdinal et al., 2021)

3.2 The Mechanism of the Impact of Vocational Education Internationalization on the International Competitiveness of Talents

Clarifying the impact mechanism of each dimension of vocational education internationalization on the international competitiveness of talents is the key to revealing the intrinsic connection between the two.

The influence transformation path of international exchange and cooperation projects: Providing students with a platform for expanding international perspectives is crucial. The key lies in how to convert the advantage of perspectives into actual competitiveness. For example, after international exchange students return to their home country, how to combine their experiences with the domestic vocational education system and establish a transformation mechanism.

The competitiveness enhancement effect of international curriculum design: Different design methods have different effects on the enhancement of talent competitiveness. The selection of course content focuses on theory, practice, or a combination of both, which will affect students' performance in the international workplace. It is necessary to conduct in-depth

research on how to precisely identify the needs and optimize the curriculum and teaching methods.

The shaping effect of international faculty allocation on talents: International faculty influence students' comprehensive qualities through unique teaching methods and experiences. It is necessary to study how to leverage their advantages, establish a collaborative teaching mechanism with local faculty, and enhance students' international competitiveness.

3.3 Issues of Integration and Practice of Industry Certification System in Vocational Education

The integration of the industry certification system into vocational education faces challenges and requires addressing the issues of integration and practice.

The seamless integration strategy of certification standards and curriculum system: To achieve seamless integration, the course content needs to be streamlined and optimized according to the certification standards, teaching methods should shift to being student-centered, and assessment methods should be diversified to comprehensively examine students' mastery of certification knowledge and skills.

The practical impact of integrating the certification system on the international competitiveness of talents: After the integration of the industry certification system, the actual impact on the international competitiveness of talents needs to be deeply studied. For example, international certifications have different levels of recognition in different regions, and it is necessary to ensure that students can apply their knowledge and skills in practice and enhance their practical working abilities.

3.4 Interaction Between the Degree of Internationalization of Vocational Education and the Integration Degree of Industry Certification Systems

There is an interaction between the degree of internationalization of vocational education and the integration degree of industry certification systems, which affects the international competitiveness of talents.

Interaction mode and mechanism: A high degree of internationalization can provide resource support for the integration of certification systems, and a well-developed certification system can also promote the internationalization of vocational education. However, the specific

mode and mechanism are still unclear, and there may be differences among different majors and development stages.

Interaction synergy effect: How the interaction between the two enhances the international competitiveness of talents needs to be revealed through empirical research. For example, in the international business major, the integration of internationalization and certification system is manifested in aspects such as students' international employment.

4. Research Objectives

This study focuses on the internationalization of vocational education and aims to achieve the following goals:

Precisely analyze the interrelationships of core elements: Thoroughly explore the complex relationships among the degree of internationalization of vocational education, the integration degree of industry certification systems, and the international competitiveness of talents. Through theoretical and empirical research, clarify the mutual interactions between the various manifestations of internationalization and the integration of each dimension of the industry certification system, as well as the comprehensive influence on the multi-faceted performance of the international competitiveness of talents.

Construct a scientific assessment system: For the degree of internationalization of vocational education and the integration degree of industry certification systems, construct a comprehensive, scientific, and operational assessment index system. Through literature research and integration of multiple disciplinary theories, use scientific methods to determine the weights of the indicators, providing self-assessment and comparative analysis tools for vocational schools.

Reveal the internal influencing mechanisms: Utilize advanced technologies and case studies to reveal the internal influencing mechanisms of the degree of internationalization of vocational education and the integration degree of industry certification systems on the international competitiveness of talents. Through structural equation models, explore the effects of different variables, and clarify the differences and commonalities in the impact paths of various factors under different conditions.

Provide practical strategy guidance: Based on

the research results, provide international development strategies for vocational education institutions and practical strategies for the integration of industry certification systems, providing comprehensive assistance from macro to micro to enhance the international competitiveness of talents.

5. Significance of the Research

5.1 Theoretical Significance

Enrich the theoretical framework of vocational education internationalization: Current research on vocational education internationalization is lacking in completeness and often focuses on isolated aspects. For instance, the forms and contents of international exchanges and cooperation, or the description of international student mobility. These limitations restrict our understanding of the broader meaning of internationalization (Zhao, 2023). This study constructs an evaluation index system from multiple dimensions, covering international exchanges and cooperation, international curriculum systems, and international faculty teams, and uses quantitative analysis to precisely assess and deeply explore the complex relationships between the degree of vocational education internationalization, the integration of industry certification systems, and the international competitiveness of talents. It uses structural equation models to reveal the interaction mechanisms of various factors and fills the research gap in multi-factor interaction relationships, enriching the theoretical content and forming a complete theoretical framework.

Expand the application boundaries of interdisciplinary theories: Promote the cross-fertilization of theories from multiple disciplines such as educational economics, human resource management, and international business in vocational education research. Educational economics analyzes resource allocation and cost-effectiveness, human resource management helps understand the mechanism of talent competitiveness cultivation, and international business theories provide perspectives for the alignment of vocational education with international industry demands, expanding the application scope of various disciplinary theories and opening up new paths for vocational education research. Research shows that there is a positive correlation between internationalization and human capital and relational capital. It will generate

management and social impacts, providing references for the decision-making processes and policy makers of companies undergoing internationalization. (Pulido-Lopez, A., & Lopez-Salazar, A., 2024)

5.2 Practical Significance

Provide precise navigation for the internationalization strategic planning of vocational education institutions: The constructed evaluation index system helps vocational education institutions assess their own internationalization level, identify deficiencies, and formulate improvement measures. The research results provide operational guidelines for integrating industry certification systems, guiding institutions to select certification systems, reforming courses and teaching staff, and reasonably allocating resources based on the influence mechanism, and formulating internationalization strategic plans.

Promote in-depth transformation of vocational education talent training models: Provide support for the innovation of vocational education talent training models. The curriculum design combines international cases and industry dynamics, focuses on the international framework; teaching methods promote a student-centered approach, exercise students' multiple abilities; practical teaching strengthens cooperation with international enterprises, establishes internship bases and project platforms, and enhances students' practical and international cognitive abilities.

Promote seamless connection and coordinated development between vocational education and international industries: Help vocational education institutions capture international industry dynamics, adjust majors and course settings, strengthen cooperation with industry organizations, and participate in standard formulation. At the same time, provide talent support for international industries, carry out industry-university-research cooperation, and promote industry innovation and upgrading. Ghosh emphasized the transformative potential of these technologies in vocational education and pointed out that they can enhance learners' skill development and adaptability (Ghosh, 2024). By leveraging these innovations, educational institutions can create more attractive and effective training programs to meet industry expectations.

Lead the innovative development of global vocational education exchanges and cooperation: Provide new ideas for global vocational education exchanges and cooperation. Provide assessment and planning methods for international exchange and cooperation projects, promoting precise cooperation; course development cooperation promotes the joint development of international course materials; teacher training cooperation promotes the internationalization of the teaching staff, improves the global quality of vocational education teachers, and promotes the internationalization, diversification and innovation of vocational education. This contact not only improves teachers' teaching skills, but also promotes the development of a more adaptable and globally-aware teaching staff (Sukiyani, 2023).

6. Research Methods

6.1 Research Design

This study adopts a mixed research approach, which is divided into two parts: quantitative questionnaire survey and qualitative interviews.

6.2 Sample Selection

Five representative higher vocational colleges in Jilin Province were selected, covering disciplines such as medicine, engineering, and management. A total of 1,000 student questionnaires were obtained through stratified cluster sampling. At the same time, 15 interviews were conducted with teachers, educational administrators, and representatives of certification institutions for purposeful interviews.

6.3 Variable Design

Independent Variables: Internationalization Input (Course Coverage, Duration of Teacher Training), Certification Conversion (Degree of Localization of Cold Region Technical Standards, Certification Pass Rate)

Dependent Variable: International Competitiveness of Talents (Knowledge Transferability, Cultural Adaptability, Technological Competitiveness)

Moderating Variables: Policy Support Intensity, Cross-cultural Differences

6.4 Data Analysis

Quantitative data were analyzed using SPSS for descriptive analysis, correlation tests, and multiple regression analysis; qualitative data were analyzed using NVivo for thematic coding

to explain the underlying reasons behind the quantitative results.

7. Research Results and Analysis

7.1 Sample Description

This study actually distributed 1,000 questionnaires, and 973 valid questionnaires were retrieved, with an effective recovery rate of 97.3%. The sample covered 5 typical higher vocational colleges in Jilin Province, covering different disciplinary directions such as medicine, engineering, and management. Among the sample, 53.7% were male and 46.3% were female; the grade distribution was mainly in the second and third years, accounting for 82%; over 68% of the students had taken or were exposed to international courses or participated in certification training.

7.2 Variable Distribution Characteristics

Based on SPSS 26.0, descriptive statistics were conducted on the core variables:

International Input (X_1): Mean 3.26, Standard Deviation 0.74

Certification Conversion (X_2): Mean 3.14, Standard Deviation 0.78

Policy Support (M_1): Mean 3.42, Standard Deviation 0.69

Cultural Differences (M_2): Mean 3.01, Standard Deviation 0.71

Talent International Competitiveness (Y): Mean 3.37, Standard Deviation 0.73

Overall, the perception levels of the interviewed students regarding the input of international resources and certification conversion are at a moderately high level, but there are significant differences among different schools and majors.

7.3 Correlation Test

The Pearson correlation coefficient analysis results:

Internationalization input (X_1) is significantly positively correlated with talent international competitiveness (Y) ($r = 0.562$, $p < 0.01$)

Certification conversion (X_2) has a higher positive correlation with Y ($r = 0.615$, $p < 0.01$)

Policy support (M_1) is positively correlated with Y , while cultural differences (M_2) are negatively correlated with Y ($r = -0.292^*$, $p < 0.05$). This verifies the theoretical relationship between the variables.

7.4 Regression Analysis

Using multiple linear regression to test:

After controlling for variables, internationalization input (X_1) has a significant positive impact on Y ($\beta = 0.361$, $t = 8.47$, $p < 0.001$)

Certification conversion (X_2) has a stronger impact on Y ($\beta = 0.422$, $t = 9.02$, $p < 0.001$).

The model's explanatory power R^2 increases to 0.436, indicating the significant explanatory power of the independent variables for the dependent variable.

7.5 Moderating Effect Analysis

The moderating effect was tested using PROCESS macro Model 1:

Policy support (M_1) has a positive moderating effect on the relationships between X_1 and Y , as well as between X_2 and Y ($\beta = 0.135$, $p < 0.01$).

Cultural differences (M_2) have a negative moderating effect on the relationship between X_1 and Y ($\beta = -0.118$, $p < 0.05$). When the cultural distance between China and Russia is greater than 3.1, the marginal effect of internationalization investment significantly decreases.

7.6 Supplementary Analysis of Qualitative Interviews

The interview results further explain:

1) Managers believe that the international cooperation courses lack modules related to the cold-weather industry, making it difficult to fully align with the standards.

2) Teachers pointed out that insufficient language skills and international experience have limited the implementation of course content and certification standards.

3) Enterprise representatives emphasized that although students have obtained some international certifications, their cross-cultural communication and practical operation skills still need to be strengthened, especially in areas such as cold-region new energy and Russian e-commerce.

8. Conclusions and Countermeasure Suggestions

8.1 Research Conclusions

The internationalization level and the localization degree of accreditation in higher vocational colleges in Jilin Province are generally low, which hinders the international competitiveness of regional talents. International

input and accreditation transformation have significant promoting effects on knowledge transfer ability, cultural adaptability and technical competitiveness. Policy support can amplify the positive effects of internationalization and accreditation transformation. Cross-cultural differences are important limiting factors affecting the adaptability of talents.

8.2 Policy Recommendations

Establish an assessment system for courses based on industrial demands, precisely matching the technical standards of the cold-temperate region. Design a “standard grafting — capability certification — tracking feedback” certification conversion funnel to enhance the credibility of the certification. Increase government investment and policy incentives to support international teacher training and the development of bilingual courses. Establish cross-cultural adaptation modules such as those between China and Russia, and between China and Mongolia to reduce cultural inhibitory effects.

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The Impact of Learning Motivation on the Academic Performance of Students at Jilin Normal University

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Abstract

With the popularization of higher education, academic performance standards have become one of the criteria for evaluating college students' academic achievements. Students' learning motivation is considered a key factor affecting their academic performance. This article aims to explore the impact of students' learning motivation on their academic performance in colleges and universities. Through questionnaire surveys and data analysis, it analyzes the differences between intrinsic motivation and extrinsic motivation, as well as their specific impacts on academic performance. The research results show that there is a significant positive correlation between intrinsic motivation and academic performance, while the impact of extrinsic motivation is relatively weak. In addition, the type of learning motivation also affects students' learning strategies, which in turn affect their academic performance. This study provides suggestions for college education administrators to improve teaching strategy practices, especially in stimulating students' intrinsic motivation.

Keywords: student learning motivation, academic performance, intrinsic motivation, extrinsic motivation, learning strategies

1. Introduction

In higher education, students' learning motivation is a crucial factor determining their academic performance and overall development level. In recent years, with the continuous innovation and transformation of educational concepts, the traditional "knowledge-inductive" model has gradually been replaced by a "student-centered" teaching philosophy. As the driving force in learning activities, students' learning motivation directly affects their engagement in learning tasks, choice of learning strategies, and ultimately their learning

outcomes. Especially in higher education, college students face more challenges of autonomous learning, and there is a close relationship between the strength of their learning motivation and the quality of their academic performance.

The types and characteristics of learning motivation can be analyzed from multiple perspectives. According to self-determination theory, learning motivation can generally be divided into intrinsic motivation and extrinsic motivation. Intrinsic motivation refers to students' interest in and enjoyment of learning

activities themselves, while extrinsic motivation is more related to external rewards and pressures. Recent research has shown that intrinsic motivation has a significant positive impact on students' academic performance, while the impact of extrinsic motivation on academic performance is more complex. Therefore, this study attempts to explore how to promote academic performance by cultivating students' intrinsic motivation through an in-depth analysis of the types of student motivation and their impact on academic performance.

2. Research Background

2.1 Theoretical Basis of Learning Motivation

As a core topic in academic research, learning motivation has been extensively explored, especially in the context of higher education. Learning motivation is typically categorized into two main types: intrinsic motivation and extrinsic motivation. Intrinsic motivation stems from students' interest in the learning activity itself and a sense of inner satisfaction, while extrinsic motivation refers to students' behavior of learning to achieve external goals (such as obtaining rewards, avoiding punishment, or meeting others' expectations). According to the Self-Determination Theory (SDT), intrinsic motivation is often closely related to individuals' needs for autonomy, sense of control, and belonging, and these factors can promote students' sustained participation in learning activities (Ryan & Deci, 2020). Intrinsic motivation typically fosters deep learning and exhibits a significant positive correlation with academic performance. It is evident that extrinsic motivation often leads students to exhibit learning behavior only when facing external pressure, thereby limiting their long-term learning potential (Deci & Ryan, 2021). In recent years, an increasing number of studies have pointed out that the balance of extrinsic motivation plays a crucial role in student performance, especially in terms of academic achievement and mental health (Wang & Shih, 2021). Therefore, understanding the impact of extrinsic motivation on academic performance can provide effective theoretical support for educational practice, especially among college students.

2.2 The Relationship between Learning Motivation and Academic Achievement

Past research has indicated that learning

motivation is a predictive factor of students' academic performance. Numerous studies have shown a significant positive correlation between intrinsic motivation and academic achievement. In 2020, it was found that there is a positive relationship between intrinsic motivation and academic performance scores among college students, where stronger intrinsic motivation is associated with improved academic performance. This phenomenon is observed in both science and engineering students and liberal arts students, particularly in the use of autonomous learning and deep strategy learning. In contrast, the relationship between extrinsic motivation and academic achievement is more complex. Some studies have shown that extrinsic motivation can improve students' academic performance in the short term, especially in high-pressure academic environments (Gao, 2021). However, if students' learning motivation primarily comes from external rewards or external pressure, they may lack interest in learning itself, which can affect long-term academic achievement (Wang, 2021). Over the long term, the limitations of such extrinsic motivation may lead to learning burnout, affecting students' academic performance and personal growth. Recent research has also revealed the interactive relationship between extrinsic and intrinsic motivation. In 2022, it was noted that students may undergo a transformation from extrinsic motivation to intrinsic motivation under different cultural backgrounds, especially during the university stage. This transformation is closely related to instructional design, teacher support, and sociocultural factors. It was also found that when students can obtain both external rewards and intrinsic satisfaction from learning, extrinsic motivation can mutually reinforce each other, forming a positive learning motivation cycle (Xu, 2023).

2.3 Learning Motivation in the Context of Higher Education

With the rapid changes in society and the continuous development of higher education, the academic pressure and external competition faced by college students have also increased sharply. In China, with the gradual advancement of the reform of the college entrance examination system, more and more college students are under tremendous pressure from academics, family, and society. This external pressure drives the extrinsic motivation

of students' learning behaviors, such as pursuing high scores, accumulating points, and obtaining employment opportunities. These extrinsic motivations have become the main driving force for college students' learning (Li & Zhang, 2020). However, with the shift in educational philosophy, more and more universities have begun to focus on how to stimulate students' intrinsic motivation, especially in terms of enhancing academic interest and autonomous learning ability. For example, Li Wei (2021) found through a survey of 300 college students that intrinsic motivation has a significant impact on students' deep learning strategies and academic performance. Research shows that students with intrinsic motivation often exhibit higher engagement in the classroom and effectively improve their academic performance through autonomous learning. Additionally, in recent years, research on the relationship between learning motivation and academic performance has begun to focus on the influence of individual differences. The relationship between learning motivation and academic performance varies among college students of different grades and disciplines. Students tend to be more intrinsically motivated, while lower-grade students are more driven by extrinsic incentives (Yang, 2022). Furthermore, students of different disciplines also differ in the types of motivation and performance in academic achievements, especially between science and engineering students and liberal arts students, where there are significant differences in the sources and impact of motivation (Zhang, 2022).

2.4 Current Research Gaps and Challenges

Despite numerous studies on learning motivation in recent years, systematic research on the long-term impact of intrinsic and extrinsic motivation on academic performance remains inadequate, especially in the context of Chinese higher education. Many studies primarily focus on students in a specific discipline or across most academic years, lacking a comprehensive analysis of learning motivation across disciplines and different grades. Furthermore, research on the internal effects of motivation on academic performance through learning strategies has also decreased. This study aims to fill this gap by comprehensively analyzing the impact of extrinsic motivation on the performance of corresponding college students, providing

educational administrators in universities with scientific evidence for improving teaching design and stimulating students' learning motivation.

3. Problem Statement

In the context of modern higher education, students' learning motivation has a significant impact on their academic performance and personal growth. With the rapid development of society and economy, as well as the continuous reform of the education system, learning motivation in the higher education environment exhibits a trend of diversification. In this process, intrinsic motivation and extrinsic motivation, as two main types of learning motivation, have gradually attracted widespread attention from the academic community. Intrinsic motivation usually stems from students' interest in learning content, curiosity, and the need for self-actualization, while extrinsic motivation is related to students' motivation to learn for external rewards, academic achievements, social recognition, and other factors (Ryan & Deci, 2000; Schunk, Pintrich, & Meece, 2008).

Although numerous studies have explored the relationship between learning motivation and academic performance, existing research primarily focuses on the independence of motivation types, with little attention paid to the comprehensive impact of motivation responses on academic performance. Especially in the dynamic and ever-changing environment of higher education, how to balance intrinsic motivation and extrinsic motivation, and explore the complex interactions between the two, remains an important issue that has not yet been fully resolved in academia. Extrinsic motivation may motivate students in the short term, but excessive reliance on external drives can lead to a lack of intrinsic interest in learning, which may ultimately affect their long-term academic achievements and personal development (Kohn, 1999; Vansteenkiste, Simons, Lens, Sheldon, & Deci, 2004).

4. Research Questions

This study primarily revolves around the following questions:

4.1 Students' Intrinsic Motivation and Extrinsic Motivation Are Learning Themselves

Learning motivation has always been an important topic in academic research, especially in the field of higher education. Research has

shown that the type and level of learning motivation have a significant impact on students' academic performance. Intrinsic motivation and extrinsic motivation, as the two main types of motivation, play different roles in the formation of academic performance (Ryan & Deci, 2020). Intrinsic motivation stems from students' interest in the learning content itself and the satisfaction of mastering knowledge, while extrinsic motivation is mainly driven by external rewards or social pressure, such as academic honors, scholarships, employment opportunities, and other factors (Wang, 2021). However, existing research has focused more on the independent effect of extrinsic motivation, with less attention paid to deeply exploring the comprehensive impact mechanism of the interaction between intrinsic motivation and extrinsic motivation on academic performance.

4.2 Differences in Learning Motivation Based on Students' Discipline and Grade

In the context of higher education in China, students face diverse educational environments, subject characteristics, and social pressures, which exert varying impacts on their learning motivation. Therefore, exploring the differences in learning motivation among students based on different disciplines and grades is crucial for understanding the diversity of learning motivation and academic performance. Students with different forms of learning goals and sources of motivation exhibit significant differences. For example, science and engineering students may be more focused on external motivations such as employment prospects and research projects, while liberal arts students may be more driven by intrinsic motivations, primarily centered on knowledge exploration and personal interests. Additionally, students of different grades also exhibit varying learning motivations. Lower-grade students may pay more attention to course requirements and external rewards, while higher-grade students may display more intrinsic motivation, especially in the upper stages of learning motivation (Xu, 2023). Through an in-depth analysis of differences in learning motivation based on discipline and grade, we can reveal the dynamic changes in motivation types and provide educators with quantitative teaching strategies to help them better stimulate students' learning motivation and interest, thereby optimizing academic performance.

4.3 How to Enhance the Intrinsic Motivation of

College Students Through Educational Measures, Thereby Promoting Their Academic Performance

Enhancing students' intrinsic motivation is a key factor in achieving long-term academic success. Research indicates that educational interventions can effectively stimulate students' intrinsic motivation, thereby improving their learning performance and academic achievements (Gao, 2021). For instance, optimizing teaching design, providing emotional support, making teaching content more operational, and cultivating autonomous learning abilities have all been proven to significantly enhance students' intrinsic motivation. Furthermore, teacher support and encouragement, as well as peer interaction and collaboration, also play a crucial role. However, existing research primarily focuses on stimulating college students' intrinsic motivation in the short term, with a lack of exploration into long-term intervention measures. Therefore, this study will further investigate how to enhance college students' intrinsic motivation through educational interventions and analyze its impact on long-term intervention measures.

5. Research Purpose

The main objective of this study is to:

Explore the impact of intrinsic and extrinsic motivation types on academic performance among students at Jilin University, and analyze their specific mechanisms of action: Learning motivation is an important factor affecting students' academic performance, especially in higher education settings. The type of motivation (intrinsic or extrinsic) students possess has a significant impact on their academic achievements (Ryan & Deci, 2020). This study aims to delve into the effects of intrinsic and extrinsic motivation on college students' academic performance and analyze the specific mechanisms they form in academic achievement. Specifically, this study will explore the correspondence between intrinsic and extrinsic motivation through quantitative analysis and model construction, and how they affect students' academic performance through indicators such as learning strategies and learning engagement.

Investigate the impact of different types of motivation on college students' learning strategies, and subsequently, their academic performance: Learning, as a crucial factor influencing academic outcomes, is profoundly

influenced by students' learning motivation (Zimmerman, 2002). This study aims to explore the effects of intrinsic and extrinsic motivation on college students' learning strategies. Specifically, it focuses on how intrinsic motivation encourages students to adopt deep learning strategies, whereas extrinsic motivation may lead them to adopt surface learning strategies (Deci & Ryan, 2021). By examining the effectiveness of learning strategies, this study seeks to reveal the specific impacts of motivation types on the learning process and how these impacts ultimately manifest in academic performance.

Propose educational strategies and suggestions to enhance students' learning motivation, especially intrinsic motivation, in order to promote the improvement of college students' academic performance: Enhancing students' learning motivation, especially intrinsic motivation, is a key approach to improving academic performance (Gao, 2021). Based on the above research findings, this study will propose a series of educational intervention measures and strategies aimed at stimulating students' intrinsic motivation and enhancing their learning engagement and academic performance. These strategies include optimizing teaching design, strengthening teacher-student interaction, providing emotional support, and so on (Li & Zhang, 2020). In addition, the study explores how cognitive exploration can maintain students' intrinsic motivation through long-term educational interventions to ensure continuous improvement in their academic performance.

6. Research Methods

This study adopts a research method combining questionnaire survey and data analysis. The specific steps are as follows:

- 1) Questionnaire Design and Distribution: Design a questionnaire that includes a learning motivation scale and an academic performance survey, covering multiple dimensions such as students' intrinsic motivation, extrinsic motivation, learning strategies, subject preferences, etc. The questionnaire is distributed to college students through an online platform, and over 500 valid questionnaires have been collected.
- 2) Data Analysis: Conduct SPSS statistical analysis on the collected data, utilizing methods such as descriptive statistical analysis, correlation analysis, and regression analysis to

explore the relationship between learning motivation and academic performance.

7. Research Results

This study explored the impact of students' learning motivation on their academic performance in universities through questionnaire surveys and data analysis. The following is a detailed analysis of the research results:

7.1 Sample Characteristics

This study collected a total of 500 questionnaires, involving students from different disciplines, including science and engineering, liberal arts, business, art, and other majors. The students' grades ranged from freshmen to seniors. According to data analysis, 45% of the sample were male and 55% were female. In addition, 58% of the participants indicated that they were influenced by external rewards and punishment mechanisms in their studies, while 42% of the students indicated that they mainly relied on personal interests and intrinsic motivation to learn.

7.2 The Relationship Between Learning Motivation and Academic Performance

Through an analysis of the correlation between students' learning motivation and academic performance, the study found a significant positive correlation between intrinsic motivation and academic performance. Specifically, students with internal motivation perform well in academic achievements, indicating that students' interest and identification with the learning content itself play an important role in promoting academic performance.

Table 1. Correlation analysis between learning motivation and academic performance

Types of learning motivation	Academic performance (r-value)
intrinsic motivation	0.68
Extrinsic motivation	0.29

Note: * $p < 0.01$, $p < 0.05$.

As shown in Table 1, the correlation between intrinsic motivation and academic performance is 0.68, reaching a statistically significant level. In contrast, the correlation of extrinsic motivation is lower, at 0.29, and although it is also statistically significant, it is much lower

than that of intrinsic motivation.

7.3 The Influence of Intrinsic Motivation and Extrinsic Motivation

Further regression analysis revealed that intrinsic motivation explained students' academic performance much more significantly than extrinsic motivation. After controlling for variables such as gender, grade, and major, intrinsic motivation still significantly predicted students' academic performance ($\beta = 0.62$, $p < 0.01$), while the influence of extrinsic motivation was weak ($\beta = 0.22$, $p < 0.05$). This finding suggests that students' intrinsic interest and satisfaction in learning activities have a far greater impact on their academic performance than external rewards and reward mechanisms.

Table 2. Regression Analysis Results

variable	Academic performance β value	t-values	p-value
Intrinsic motivation	0.62	8.75	0.000
Extrinsic motivation	0.22	3.05	0.002
Major	0.10	1.42	0.16
Grade	0.07	0.98	0.32

Note: * $p < 0.01$, $p < 0.05$.

7.4 The Relationship Between Types of Learning Motivation and Learning Strategies

Furthermore, the study also found a significant relationship between the type of learning motivation and the learning strategies adopted by students. Students with intrinsic motivation and effective motivation often adopt more learning strategies, such as deep thinking, long-term planning, and actively seeking learning resources, which help them perform better in academic tasks. Students with extrinsic motivation rely more on short-term goals, strategies to avoid failure, and learning methods that rely on external rewards.

After comparing the learning strategies of students with different motivation types, the study found a significant positive correlation between the learning strategies of intrinsically motivated students and their academic performance ($r = 0.75$, $p < 0.01$), while the correlation between the learning strategies of

extrinsically motivated students and their performance was weaker ($r = 0.32$, $p < 0.05$).

7.5 Motivational Differences Under Different Themes and Backgrounds

This study also analyzed the differences in learning motivation among students from different disciplines and educational backgrounds. The research results indicate that the intrinsic motivation of students in liberal arts and business disciplines is generally stronger than that of students in science and engineering disciplines and the arts. Especially in liberal arts majors, students show more interest in knowledge and a need for intrinsic exploration, which makes them more proactive and innovative in their studies. In contrast, students in science and engineering disciplines are often driven by external evaluation and performance pressure, with relatively stronger extrinsic motivation.

Table 3. Differences in Learning Motivation Across Different Discipline Backgrounds

Subject type	intrinsic motivation	Extrinsic motivation
Arts	4.32	3.58
Business	4.20	3.65
Science and engineering	3.98	4.02
Arts	4.10	3.95

Note: 1-5 quantity scale, with 5 being the highest.

7.6 Investigation Results

Through in-depth interviews, it was further revealed that many students indicated that their intrinsic motivation for learning is often closely related to their interest in the teaching content, the teaching methods of their teachers, and the alignment with their personal interests. Some students mentioned that if the school's curriculum could better integrate with real life and students' interests, it might enhance their intrinsic motivation. On the other hand, extrinsic motivation often comes more from parents' expectations and society's evaluation of academic performance.

8. Summary

Intrinsic motivation has a significant positive impact on academic performance. If college

students can develop a strong interest in learning and be passionate about spiritual learning, their academic performance will be significantly improved. The role of extrinsic motivation is relatively minor. External rewards and punishments, as well as certain pressures in programming, affect students' learning, but have a small long-term impact on academic performance. The intrinsic role of learning strategies, learning motivation further affects performance by influencing students' learning strategies. The intrinsic motivation of students' learning strategies is usually more positive and effective. There are differences in learning motivation among students of different disciplines. Students in liberal arts and business disciplines have stronger intrinsic motivation, while students in science and engineering disciplines rely more on extrinsic motivation. The results of this study provide a theoretical basis for higher education teaching reform, especially emphasizing the importance of cultivating students' intrinsic motivation. Future important research can further explore how specific educational interventions can stimulate students' intrinsic motivation in practice and improve academic performance through motivation.

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The Role of Yorùbá Language Education in Bridging the Gap in Moral Restructuring for National Development

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Abstract

Indigenous Languages refer to the native languages that belong to a particular place. This research paper is an investigation into the role of Yorùbá language education in providing solutions to the moral vices affecting national development in Nigeria. There have been concerns in the past years over the decrease in values such as hard work, honesty, respect for the elders, communal responsibility, and integrity — all of these and more were a major part of our indigenous cultures. Drawing on sociolinguistic and cultural descriptive analysis, the paper is of the opinion that language is not only a means of communication but also a tangible tool for onward transmission of culture, preservation of positive values (ìwà ọmọlúàbí), and ethical re-orientation. Content analysis of proverbs, folktales, songs, riddles and traditional pedagogies in Yorùbá was employed for the study and the study reveals that Yorùbá language education is an ambodiment of rich moral values that aligns with developmental goals of the nation. It concludes that to bridge the moralvices hindering national unity and development, stakeholders must elevate Yorùbá language education beyond symbolic recognition to a functional medium of instruction and subject of study across all levels and character formation, mose especially at the foundational level of education. Recommendations include implementation of the Nigerian language policy, curriculum reforms, teacher training and re-training, and policy commitment to indigenous language revitalization as part of a broader national development strategy.

Keywords: cultural values, Yorùbá language education, indigenous pedagogy, moral restructuring, national development

Introduction

Human societies have always had problems and people have always sought solutions to such problems. The education sector has always been one of the points of call to seek solutions to societal problems. As a result of that, it is the

major preoccupation of educationists to set goals for education so as to use education to 'create' the kind of human beings required to develop the society and this can be achieved through language education. Language is tied to the culture of a group of people. No culture can

thrive without language, just as no society can exist without language. In other words, language is the backbone of any society or group of persons. It is through the instrumentality of language that people communicate, interact and live together. Every activity in both developed and developing nation is absolutely tied to language.

Language plays an important role in teaching and learning situations, not only as a subject taught in school but also as the vehicle through which information is shared between the learner and the teacher. The indigenous language, which is the language of the immediate environment and the child's mother tongue, is an extremely important language in the child's process of development and the nation at large. In the nation's quest for development, good character and moral standing remain some of the basic needs the child is expected to be exposed to. In the light of this, to promote the concept of *omolúàbí* in our society, this paper discussed the use of Yoruba indigenous language education in teaching and learning of morals at the Nigerian primary and post primary schools. Data for this work were generated from Yorùbá proverbs, songs and folktales. The paper therefore submits that, as a means of regenerating morals in the society, there is a need for proper implementation of the indigenous language policy in the pre-primary, primary and post primary schools. Also, a standard curriculum should be developed, utilized and supervised by government parastatals to guarantee strict adherence for this academic level. Recommendations were given to motivate the dissemination of the usage of indigenous languages in the Nigerian schools through the implementation of the policy on indigenous language teaching and use in the early child education stages so as to enhance nation building.

Therefore, language can be acknowledged as the key driver of meaningful development. If education is a basic factor for development in any society, then language through which the education is passed to the people is as important as the education itself. Languages, whether indigenous or foreign, are indispensable tools in the life of individuals because there is no aspect of human activities that can be successful without the effective use of language (Ayodele, 2013).

Language is seen as a phenomenon that fosters

communication and enhances national development as it enables interactions for economic, educational, social, religious and political purposes. Language being a potent vehicle of transmitting culture, norms, values and beliefs from generation to generation remains a central factor in determining the overall status of a nation. Natural language has many unique properties among which is that it plays dual role in most known formal educational systems. It features on as a subject on the school curriculum (Language Education). An example is offering Yoruba Language as a subject. Also, it also serves as the medium of instruction in all subjects i.e. Language in Education. This is exemplified in the National Policy on Education which stated that the language of the immediate environment should be used to teach in the first three years of Primary School. Thus, it is concluded that Language Education and Language in Education refer to the two distinct roles that natural language plays in Education (Awobuluyi, 1996).

This paper contends that Yoruba folktales, by virtue of its highly moral and didactic elements made possible by an embedded commonality of instructive models, offers a lifeline that can be used in restructuring the moral decay in the Nigerian society. This is one such time when we strongly believe that going back to the roots to employ the use of indigenous Yoruba folktales in addressing our social ills can produce remarkable results.

Conceptual Definitions

Indigenous Languages refer to the native languages that belong to a particular place. Indigenous languages are referred to as an individual innate communication power that whoever fails to speak or use it will definitely speak other's own (Saka, 2012). This indigenous language is also known as the native language or the mother tongue. By indigenous languages, we mean the various native languages spoken in Nigeria. We can categorize the indigenous languages found in the country into three. The first consist of those three languages, which are national in outlook. These are Hausa, Igbo and Yoruba. These major languages perform recognised linguistic functions in the country. The second are those that are regional in outlook. They are about twelve. Some of these are Ijaw, Nupe, Edo, Efik, Fulani, and Itsekiri among others. The regions in which they are

located allocate each of these languages specific linguistic roles to play. The third constitute those that are limited to the locality in which they are spoken, with very little or no role given to them by the society. They are consequently recognized, if at all, only by members to which they are first languages.

National Development

National development can be regarded as a situation whereby people harness the resources at their disposal in order to have meaningful life. This development ranges from growth in education (intellectual growth), politics, economy, science and technology. In educational process, language is the main pillar through which man has to plan, instruct and evaluate programmes. The development of individuals in respect of their aspiration in the society means development of a nation. Individuals develop educationally, socially, economically, politically and culturally through their interaction with government agencies that disseminate ideas and policies through various media in the languages that the individual best understand.

National development is a gradual and advanced improvement or growth through progressive changes in the socio-political life of the nation (Aziza, 1998). National development refers to the growth of the nation in terms of internal cohesion, integration, unity, economic wellbeing, mass participation in government, and educational growth (Elugbe, 2006). The term development has a number of interpretations in different concepts, however, in this paper, our idea of development falls in line with the view of Oyeleran, who construes development from human affairs standpoint. To him development implies; "The conscious promotion of the well-being and security of persons in such a way that is constantly able to optimize the realization of their individual potentials" (Oyeleran, 1988). This view is similar to the one expressed by Adediji, that development is a "constant and appreciable amelioration in economic, social, technological, political and cultural aspect of life of a people" (Adediji, 1992).

Folktale

Before the introduction of formal education, Yorubas had didactic means of teaching children morals. Folktales is one of such ways. Folktales is one of the major ways of teaching morals (Ogunpolu, 1990). Abodunde in his own view,

likened folktales to the Yoruba's warehouse of wisdom, knowledge and understanding (Abodunde, 1975). He also viewed folktales to be a total revelation into the history, culture, belief, family life and traditional believes of the Yorubas. Folktales is an appendage of culture that has to do with beliefs, acts, handwork, communication, history or other folktales communicated from one generation to another (Quinn, 2009). Ogunpolu explained that folktales could be used in two different ways. It is either used for entertainment or for didactic purpose to impact morals.

Lots of lessons can be derived from folktales besides entertainment. Folktale has been described thus:

Distinctive imaginative stories told for amusement, entertainment and education. They deal with the experience of individual human beings or of the animals and often contain some morals exempla – even though they are told essentially to provide entertainment, a strong didactic purpose is implicit in them (Ebewo, 2004).

Ebewo further explained that folklore exceeds entertainment, but equally teaches morals, and abstinence from bad behaviors so as to live a peaceable life.

In the Yoruba traditional and contemporary society for instance, the desire to teach a child good habits starts early. It was asserted that, because of the moral, cultural and entertainment values inherent in them, children are exposed to tales to mould their characters right from youth, thereby laying solid foundations for their future (Alamu, 1997). In Yoruba land, principles of good character in all its ramifications have their basis in Yoruba traditional education. Traditional education embraces Yoruba maxims that are needed for the building of children's moral and spiritual personality. Indeed, the didactic purpose of folklore is achieved during narration as the themes are carefully selected (mainly involving an exposition of some vices) and the resultant punishment meted out to the perpetrator. The condemnation of vice and the reward of virtue as evidenced in the folktale are to teach children that there is reward in doing well.

Language and Nation

The Oxford Advanced Learner's Dictionary defines 'nation' as: A country considered as a group of people with the same language,

Culture and history, who live in a particular area under one government. Encyclopaedia Americana also defines it as:

A large number of people who see themselves as a community or a group and who generally place loyalty to the group above any conflicting loyalties, they often share one or more of the following: language, culture, religion, political and other institutions, a history with which they identify and belief in a common destiny. They usually occupy contiguous territory.

The definitions of nation above make it clear that a nation and its language are, indeed, inseparable. This is so because language is a biological characteristic of human beings everywhere and it has some indispensable functions relating to a community or nation.

Language functions primarily in a community or nation as a tool or means of communication for messages intended for all of that community or nation. For all communications to effectively serve their intended purposes, they have to be made in a language that is well understood by all the individuals they were meant for. Another function performed by language in a community is that it serves as a means of uniquely identifying that nation or community and differentiating it from others in the world.

Language also has a unifying function for the people of that area. However, a language cannot by itself unify a nation. But it does have a role to play in fostering unity in a nation. This role can be seen from the fact that any language invariably creates an immediate bond between any two speakers meeting for the very first time especially in a strange land.

Contributions of Education to National Development

Education supplies the needed manpower for national development. Education is largely perceived in Nigeria as an indispensable tool which will not only assist in meeting the nation's social, political, moral, cultural and economic aspirations but will also inculcate in the individual knowledge, skills, dexterity, character and desirable values that will foster national development and self-actualization. Education trains an individual to be useful in the society and to meet up the need of the society for national development. Therefore, it should be clear that without education, a nation cannot get the needed manpower for material advancement and enlightenment of the citizenry. The trained

engineers, teachers, medical doctors, inter alia are all the products of education. This explains why it is argued also that the quality of a nation's education determines the level of its national development.

The Role of Indigenous Languages (Mother Tongues) in Development

Qualitative education in any nation is not a luxury, but an imperative to national development. In order to achieve national cohesion and unity Nigeria recognizes the importance of mother tongue (MT) education hence she states in her National Policy on Education (NPE) that the language of instruction in the primary school should be initially in the child's mother tongue or the language of the immediate community. Indigenous language is the most important tool with which society is organized. It is hardly possible to talk of national development without including the languages with which the people formulate their thoughts, ideas and needs. Multilingual education is capable of eradicating illiteracy. It provides political awareness and socio-political stability. Government's programmes and policies reach the grassroots with the use of indigenous languages.

National unity depends largely on mutual understanding of each others' language and culture, including interests. This is why Nigeria considers it to be in the interest of national unity that each child should be encouraged to learn one of the three major Nigerian languages other than his own mother tongue. Unity means strength or power, and it is language that unifies people. Indigenous languages therefore confer power on a nation.

Indigenous Languages and Child Development

Indigenous language or mother tongue is the language in which the child first learns to love and respect the mental heritage of his people and culture. Indigenous languages perform the following functions in child development:

Interactional function: The child uses his MT to interact with his parents, siblings, neighbours, peer groups, classmates and the people he meets. He uses MT to carry out speech act illocution, such as persuading, requesting, dissuading, apologizing, commanding, directing, warning, teasing or mocking and even abusing and praising. All these have perlocutionary effects on what he does. He

achieves his goals through these speech acts. Even adults also use these speech behaviours to achieve interactional objectives. When the child interacts with speakers of his MT, he learns more about the rules of speaking or socio-linguistic norms in the speech community, including of course the sanctions which go with the breach of the rules of speaking. He grows in native wisdom, knowledge and understanding. He learns societal virtues such as reciprocal respects for each others' opinions, humility, patience and other social values. He also imbibes positive moral attitude which makes him become a well-behaved, highly responsible, well-adjusted and disciplined citizen who shuns social vices like laziness, greed, avarice, corruption and other social vices. He thus becomes a man with high morals who can contribute positively to national development.

Child rearing function: Indigenous languages are a powerful weapon or instrument for child-rearing practices. Through precepts, rules of speaking, the use of body language, socio linguistic etiquette, the children are initiated into their parent's speech community. Through indigenous songs, folktales, stories, proverbs, adages, literature, children learn age-old wisdom, adult conversational skills, moral lessons, how to engage in dialogue and constructive criticism. MT has the capacity to develop children's curiosity, manipulative ability, flexibility, initiative, industry, manual dexterity and mechanical comprehension, all leading to self-confidence, resourcefulness creative reasoning and all-round development (Olaoye, 2009).

Indigenous Languages, Literature, Culture and National Development

A tripartite relationship between or among indigenous languages, literature and culture has been well established and documented (Olaoye, 2002; Isyaku, 2004). According to them, there is no literature without language. Culture and language too are inseparable and the trios are intricately interwoven. They play vital role in man's education and national development.

Literature in indigenous languages is an art which entertains and instructs. It warns people of danger and instructs. Literature presents situations, interactions and oppositions. It suggests a wide range of value and attitudes. To understand a people and their culture one may have to turn to their oral and written narratives,

their drama and poetry. A good piece of literature can be regarded as an authentic mirror image of its society and time. Through satire, proverbs and symbolism, literary artists communicate ideas, thoughts and feelings about social ills in the society which they criticize with prussic diction. Proverbs, for instance, are a lesson in prudence, generosity, patience and wisdom which are indispensable to the guidance of mankind and the stability of society. Literary artists use indigenous languages to ridicule or condemn anti-social behaviours such as corruption, assassination, political thuggery, religious intolerance, oppressive rule or dictatorship, any form of human degradation and undemocratic practices. Through historical literature our knowledge of the society is widened.

We learn from historical literature about seemingly immortal despots and their ignoble and sorrowful end, and that their mysterious death was engendered by the avalanche of atrocities and carnage they had masterminded and executed (Asade, 2000). This knowledge helps people in charting new and humanistic socio-political and economic course, which leads to a new world order. This is the contribution of literature to national development. The core values of our people must be the pivot for national reforms. Our traditional values should be embedded in honesty, transparency, respect for institutions, constituted authorities and the sanctity of human person and life. These core values are reflected in the people's identity, cultures, traditions and systems, most times encapsulated in their languages. A child that grows up guided by the positive values of the society will possess a healthy and progressive mind in adulthood.

Therefore, the teaching and learning of indigenous languages, literature and culture will afford the learner an understanding of the problems of the society, and indeed, Nigeria. We cannot, therefore, overemphasize the importance of a society's indigenous languages, literature and culture as three interrelated sociolinguistic variables from whose milk the youth must drink in order to develop a healthy soul in a healthy body.

Contributions of Yorùbá Language to National Development

Talking on the place of indigenous languages in national development:

"It has been rightly observed that a national development that has not given a pride of place to indigenous languages as vehicles of national development is likely to be a wasted effort... Development in this sense is human-based and languages chosen for that purpose must be those that will facilitate access to information for the masses at the grassroots" (Okwudishu, 2006).

Yorùbá language as one of the indigenous languages in Nigeria can be used to transform our society by re-orientating the people towards the value of hard work, honesty, respect for constituted authorities etc. In developing Nigeria, Yorùbá language and its oral literature will be useful agents to accomplish our target because they are the aspects that bear the transmission of values and norms of the society. In developing Nigeria, Yorùbá language and its oral literature will be useful agents to accomplish our target because they are the aspects that bear the transmission of values and norms of the society. The primary school level in the good old days, all the children in the compound would come together before going to bed each day to listen to folktales in Yorùbá language, at the end of each stories, bring out lessons learnt and recount other moral lessons learnt from previous stories they have been told.

On getting to school then, children were made to recite poems also in Yorùbá language which talks about the value system of the society. Examples of folktales that teach that vices like laziness, greediness, stealing selfishness and so on are not good and that they will always have their repercussion abounds. If these are instilled in our children and the youths and they are made to imbibe them as they grow up, it will help to change the former negative orientation and the society at large will be transformed and developed.

Apart from folktales, there are many poems that can also be used to effect changes in the society; a few of them are listed below for examples.

1. Kí ni n ó folè se láyé tí mo wá?

What will drive me to steal in this world I have come into?

Láyé tí mo wá kàkà kí n jalè

In this world I have come, instead of stealing

Kàkà kí n jalè ma kúkú derú

Instead of stealing, I would rather become a

slave

2. Já itànná tó n tàn

Tó tutù tó sì dára

Màà dúró dojá òlẹ

Àkókò n sùré tete

3. Ìmótótó ló lè sègun àrùn gbogbo

Ìmótótó ilé

Ìmótótó ló ara

Ìmótótó oúnje,

Ìmótótó ló lè sègun àrùn gbogbo

4. Isé loògùn isé,

Múra sísé, òré, mi

Isé la fi n de ni gíga

Bí a kò bá rẹni fẹyìntì

Bí òlẹ, là á rí

Bí a kò rẹni gbójúlẹ

A tẹra mósé, eni

Ìyá rẹ, lè lówó lówó,

Kí bàbá rẹ lẹsin lèèkàn

Bí o bá gbójú lé wọn

O tétán ni mo so, fún o...

Èkó, sì tún n so ni dògá

Múra kí o kó, o dáadáa

Bí o sì rí òpò, ènìyàn

Tí wón n fi èkó, se èrín rín

Sọra kí o fara wé wọn

Ìyá n be, fómo, tí ò gbón

Èkún n be, fómo, tó n sá kiri

Má fòwúrò, sẹré òré, mi

Múra sísé, ojó, n lo,

Yoruba Folktales and Its Educational Implications for Moral Restructuring

Most Yoruba folktales focus mainly on instilling good moral behaviour. Moral tales point to attitudes and effects of behavior. They demonstrate that good behaviour is positively rewarded while bad behaviour is punished. They teach on why it is not good to be disobedient, greedy, lazy etc. This category of folktales aims at good upbringing and acceptable behavior of children, and also checks

indulgence in societal ills. This accounts for why in Yoruba moral folktales, issues such as acts of wickedness, theft, stinginess, unfaithfulness, dishonesty, hatred, and the like are detected and accordingly punished. Children are encouraged to imbibe good attitudes such as honesty, sincerity, love, generosity, kindness, faithfulness, helpfulness, and the like. Some events in the tale highlight good character, which demonstrates such attitudes and which are clearly rewarded. In the same vein, moral tales are: The tales in this category have their main theme the exhibition of some vice or wickedness such as treachery, theft, greed, cruelty, ingratitude, envy, lust and drunkenness (Adeyemi, 1997). The purpose of the tale in each case is to show a character guilty of this vice. Yoruba moral tales can therefore influence the mind of children which should educate them to shun societal vices. Listening to the stories and being guided in the narrative process to learn directly their minds to absorb the morals taught in the lesson. This point is highlighted that these folktales: serve as a means of enforcing conformity with social norms; of validating social institutions and religious beliefs and help to provide psychological freedom from some society imposed restrictions (Achufusi, 1986).

A good example of a Yoruba moral tale is the one about a step mother and her stepson. The step son lives with his father and step-mother, who is yet to give birth to children of her own. The step-son is hated by the father's wife who is looking for means of getting rid of him. On a particular day, she decides to send him to fetch water for her from the land of "no return". As the name indicates, nobody goes there and make it back alive. She instructed the boy to leave very early in the morning for the river. He obliges and informs his father of his departure. The boy was singing when he left. On his, he was accosted by some spirits who wanted to know where he got the courage from to dare fetch water from the land of no return. While crying, he explained what brought him to the land of "no return". After listening to the boy's tales of woes, the spirits sympathized with him and helped him fetch the water. They, however, give him some magical powers, which were put in the pot of water in an attempt to teach the stepmother a lesson. The boy is then instructed to break the pot in front of his stepmother as soon as he gets home. When he got very close to the house, the stepmother heard his voice and

jumps out in surprise. She thought that the stepson would have been killed, but here he came back, with the pot of water on his head. As soon as the boy got to the step-mother, he broke the pot of water into pieces. Every piece of the broken pot turns into a wild snake attacking the wicked stepmother. She died from the snake bites. The moral lesson from this tale is for us to be kind rather than wicked. It also encourages love for one another, and that punishment awaits all evil acts. When a person does evil, nemesis will surely catch up with such a person and the evil doer might even be the one to reap the fruit of the wicked act. Furthermore, it demonstrates that an innocent person always finds help when in danger.

Another folktale that bothers on the positive effect of hard work is narrated thus: Long time ago, there was a man who had two wives. The first wife was an energetic and hard working person; she is not given to eye-service at all. But the younger wife was very lazy and work-shy. Their husband was a farmer. This husband had a very big farm of yams. When the yams were matured for harvest, he went to the farm, harvested the yams and gathered them in a barn. He thereafter told his wives to go to the farm and carry the yams to the village. Both wives agreed to go. However, the second wife took her time before leaving for the farm. It was after the first wife and her two children had made about four trips to the farm and back home before the second wife left the house. She made only three trips to the farm to pack the harvested yams and stopped and started making jest of the first wife. She said if our husband wants to bring his yams from the farm, let him get labourers to do that. All her banters did not discourage the first wife from continuing with the work. The senior wife continued on the job until darkness fell. In the evening, the husband called the two wives and informed them that the quantity of yams each of them had carried for the day belonged to them and that they will feed on with their children until the next harvest season. On hearing this, the junior wife burst into tears and wept bitterly. But the deed cannot be undone. The moral theme in this tale support hard work and diligence. It is a call to both young and old to be up and do in what they set out to do with the belief that sooner or later, the reward will come. It also brings out the fact that we should not look at others in setting a standard for ourselves. We should always be

prepared to do what we believe is the right thing to do. Apart from this, the story also teaches that whatever we do will surely be rewarded. Those who labour without eye-service will receive the reward for it and those who do otherwise will also get their reward accordingly.

There are lots of educational benefits achievable from folktales. This attests to the power of the folktale as an educational tool. It consists of themes which project the society's norms and values. They are entertaining as well as didactic. In these folktales are relevant purposes of educating children to be worthy citizens. Furthermore, they learn of the traditional norms and values of their community while listening to folktales. The parastatals in charge of education therefore may exploit this golden opportunity of harnessing our folktales in the teaching and learning process of children. Education entails a systematic instruction development of character or mental powers. Folktales possess these educational potentials. Folktales can be used to inculcate in the children of preschool age virtues such as humility, gratitude, respect for elders and constituted authority, perseverance, conformity to societal norms, cooperation, hospitality, honesty, patriotism, love, hard work and the fear of God (Adeyemi, 1997).

Based on the above, it is observed that there are important lessons that could promote calm and harmonious co-existence of people living within a community or nation. If the lessons are absorbed and incorporated, the country will be a harmonious place to live in. It is therefore crucial and advisable that folktales should be included in the curriculum of students both in the primary and post primary schools. It is certain that if folktales become a part of what the pupils are taught in schools, it will go a long way in instilling morals and cultural values in the youth right from childhood, thereby encouraging moral disciplines. Traditional folktales play an important educational role in African societies. They express cultural values through metaphorical narratives and ... they contain covert meanings and messages that are both amusing and thought provoking (Moser, 2007). Yorùbá is a tribe with rich cultures, and these cultures are embedded with disciplines and moral values, which can be gotten from folktales. If our young children learnt these culturally-rich moral values in schools, all these moral deterioration prevailing over our society today especially among the youth can be

radically brought under control.

Recommendations

From the findings of this study, the following recommendations are put forward as strategies for moral restructuring so as to achieve national development.

- The Nigerian language policy must be implemented towards placing more prominence on indigenous languages, its teaching and learning in schools starting from primary through post primary education level and their proper use for the achievement of developmental goals. If English brings unity, indigenous languages hold the key to development (Mu'azu, 2014).
- Language education policy, language education curriculum should be re-branded for cultural re-orientation, moral resistance, youth empowerment and language education reform that will eventually lead to national development.
- Each state should be admonished to promote at least three indigenous languages spoken within its territory as courses for study at the primary school level and at least of the languages at the secondary level.
- There is a need for combined efforts by all stakeholders: the government, the parents, educational planners, publishers and teachers to facilitate the process of collection, documentation, dissemination and promotion of folktales.
- Folktales should be employed as a method of teaching right from the primary level of education and should also be taught to children at home. Folktale telling sessions can be presented to the child through television and radio programmes.

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The Development Status and Cultivation Pathway of Rural Elites' Spirit Among Public-Funded Teacher Trainees

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Abstract

Under the Rural Revitalization Strategy, Public-Funded teacher trainees serve as a core force in revitalizing rural education. Cultivating their spirit of rural elites is crucial for preserving rural culture and enhancing educational quality. This study employed a self-developed "Rural Elites' Spirit Scale for Public-Funded Teacher Trainees" (Cronbach's $\alpha = 0.980$) to conduct an empirical survey of 539 such trainees in Guangdong Province of China, systematically analyzing the development status across six dimensions. Key findings reveal: (1) While the overall level of rural elites' spirit is favorable ($M = 4.241$), significant structural imbalances exist across dimensions: Gentleman Spirit ($M = 4.412$) and Teacher's Spirit ($M = 4.281$) are notably strong, whereas Dedication Spirit demonstrates significant weakness ($M = 4.039$) and exhibits the largest individual variation ($SD = 0.715$). (2) Significant differences exist based on rural/urban background: Trainees from rural backgrounds outperformed their urban counterparts in Dedication Spirit, Sincerity Spirit (Filial Piety), Gentleman Spirit, and Teacher's Spirit ($p = .015$, $p = .043$, $p = .048$, $p = .050$, respectively), as well as in the total score ($p = .024$). (3) Insufficient post-service development motivation: No significant differences were found between current students and graduates across all dimensions and the total score ($p > .05$), indicating a lack of effective mechanisms for cultivating the spirit after employment. (4) Strong synergistic effects across dimensions: Significant positive correlations were observed among all dimensions ($r = .635 - .908$), with particularly strong correlations between Sincerity Spirit and Inheritance Spirit ($r = .908$) and between Sincerity Spirit and Dedication Spirit ($r = .842$), suggesting an emotion-driven synergistic network. Based on these findings, we propose a "Three-Dimensional Drive" cultivation pathway: addressing the deficit in Dedication Spirit through curriculum reconstruction; implementing tiered empowerment strategies to bridge group disparities; and leveraging dimensional synergy effects through integrated project-based learning. This research provides empirical evidence for addressing the dilemmas of "inability to retain" and "inability to teach effectively" among rural teachers and holds significant policy implications for strengthening the ethical foundation of educational revitalization.

Keywords: Public-Funded teacher trainees, rural elites' spirit, dedication spirit, rural education

1. Introduction

Rural schools are predominantly framed as entities requiring rescuing, revitalization, or restructuring (Blanks et al., 2013). The chronic shortage of rural teachers has escalated into a public policy crisis (Oyen & Schweinle, 2020). In recent years, alongside increased national investment in rural education and the advancement of the Rural Revitalization Strategy in China, Public-Funded teacher trainees have become increasingly prominent as a vital force in rural education. High-quality education fundamentally stems from the teacher's spiritual level, transcending reliance on textbooks and material resources (Parker, 2017). How these trainees can better integrate into rural communities and leverage their spirit of rural elites has emerged as a focal point of academic inquiry. Rural elites' spirit among Public-Funded teacher trainees represents an educational-ethical crystallization deeply rooted in China's rural society. Grounded in the gentlemanly ethos of self-cultivation and upholding integrity, centered on the mission of imparting knowledge and nurturing virtue, this spirit manifests through dedicated practices deeply embedded in local communities and sincere devotion to benefiting one's hometown. It fulfills cultural responsibilities by preserving heritage while driving rural educational revitalization and social development through innovative approaches that uphold tradition while embracing progress. Current research indicates that although Public-Funded teacher trainees play significant roles in rural education, challenges persist in cultivating their spirit of rural elites, particularly concerning theoretical frameworks and practical implementation pathways. This study aims to investigate the current developmental status of the rural elites' spirit among Public-Funded teacher trainees, propose concrete cultivation pathways, and provide references for future research directions and policy formulation.

2. Literature Review

2.1 Connotation and Value of the Rural Elites' Spirit

The spirit of rural elites constitutes a vital component of China's traditional cultural heritage, embodying multidimensional values through its profound connotations. Scholars have conducted in-depth discussions on the spirit of rural elites from different perspectives. Zhao Hao (2016) analyzed the ethical

philosophy of rural elites from three dimensions: the unity of individual life and public essence, the dialectical synthesis of moral particularity and universality, and the positive interaction between moral subjects and ethical entities. Ji Biao and Liu Qingqing (2019) explored this spirit during the Republican era, arguing that village teachers played crucial roles in promoting cultural continuity and social progress through their dedication to moral education and cultural inheritance. Ji Biao (2020) further emphasized that this spirit constitutes vital content for modern spiritual civilization development, with rural teachers serving as indispensable components driving social advancement. Li Zejuan (2020) examined the family education legacy reflected in the Qian Family Instructions, highlighting its unique significance in fostering civilized rural customs. Meng Zhaoyi et al. (2022) analyzed rural virtuous culture in Xuzhou, Jiangsu Province, identifying four core traits: reputation for integrity, principled honesty, proactive resistance, and optimistic openness. The spirit of rural elites holds profound relevance in contemporary rural education, not only enhancing social civility but also providing strong spiritual impetus for rural revitalization.

2.2 Current Status of Cultivating the Rural Elites' Spirit

Current cultivation efforts reveal a dichotomy between policy aspirations and implementation challenges. Zhu Yanfei et al. (2021), using comprehensive evaluation frameworks and the I-E-O model, examined three dimensions of motivation in local rural teacher training programs: application motives, learning engagement, and teaching aspirations. Their findings revealed that fixed student demographics solidified reciprocal application behaviors, while stakeholder collusion rationalized superficial learning investments. The push-pull dynamics between these factors led to excessive contractualization of teaching commitments. Li Haiping et al. (2022) noted that although the local Public-Funded teacher training policy aimed to optimize "exit-side" resource allocation, constraints like limited governmental resources and insufficient university incentives resulted in persistent challenges of "poor retention" and "incompatibility." Zhang Chunhai et al. (2023) emphasized the importance of identity reconstruction for ethnic minority rural teacher

trainees in the new era, proposing four dimensions: contemporary national identity builders, exemplary educators rooted in local communities, trailblazers for rural development, and cultural heritage ambassadors, aiming to promote high-quality rural education in ethnic regions. These findings collectively signal urgent needs for systemic refinement in cultivation frameworks and policy mechanisms.

2.3 Problems in Cultivating the Rural Elites' Spirit

In depth analysis reveals that cultivating the spirit of rural elites faces multiple challenges. Liu Cheng et al. (2022) conducted an educational ethnography study revealing that rural teacher trainees develop dominant identities through policy interactions, yet the empowering and enabling roles of policies exhibit mutual constraints. Their subsequent research demonstrated that these trainees developed identity rejection under the influence of stigmatization perceptions but gradually adopted action strategies—passive compromise or proactive adaptation—through self-reconciliation and identity reconstruction. Zhang Xiaohui et al. (2022) highlighted that Public-Funded teacher trainees face role identity crises, hindering their career development and challenging the improvement of rural education quality. Xie Quanfeng et al. (2022) conducted in-depth interviews with Public-Funded teacher trainees at School S, exposing practical dilemmas including a lack of future role models, current disadvantaged positions, and residual connections from past relationships when staying in rural teaching. These challenges stem from limited professional networks, cultural-ethical structures, and local personnel management systems affecting teacher development. Qin Yiming et al. (2025) analyzed data from 20,599 Public-Funded teacher trainees nationwide, identifying grade endpoint effects in career trajectories with lower professional development levels during sophomore and junior years. These challenges stem from interconnected cognitive, institutional, and socio-ecological determinants.

2.4 Strategies for Cultivating the Rural Elites' Spirit

Scholars have proposed systematic solutions to address the aforementioned issues. Luo Biqiong and Tang Songlin (2021) introduced “root-seeking education” to awaken latent rural memories, trace the life information of local culture, explore valuable historical heritage, and

cultivate future rural teachers’ life consciousness, national sentiment, and cultural responsibility. Wu Xiaowei et al. (2024) conducted a three-year longitudinal study on 885 Public-Funded teacher trainees, finding that professional values surpassed professional belonging, with consistent “first decline then rise” developmental trends across dimensions. Qin Yiming et al. (2025) proposed enhancing professional development through measures like strengthening “contextualized” ethics cultivation and establishing “integrated” incentive mechanisms. Luo Biqiong et al. (2019) developed the “4ACCESS” cultivation model, emphasizing elements such as objectives, curriculum, classroom practices, practicum, culture, and conditions to build a culturally rooted training framework. Hu Ji (2022) suggested improving course systems combining pedagogy and local characteristics to address the “non-ruralization” of training content. Zhang Yichi et al. (2025) proposed the “Four Loves, Three Knows, Five Capabilities” cultural responsiveness competency structure, advocating for immersive rural cultural practice projects and exemplary educator behavior. These proposals provide critical references for constructing new-era cultivation systems.

While significant progress has been achieved, future research should prioritize:

- Empirical investigations into developmental trajectories of virtuous spirit cultivation;
- Theoretical refinement of conceptual frameworks;
- Innovative methodologies for pedagogical implementation.

Interdisciplinary approaches should forge distinctively Chinese theoretical paradigms and practical pathways, ultimately advancing rural revitalization through cultural assurance and talent development.

3. Research Design

3.1 Research Objectives and Sample

This study aimed to investigate the development status of Public-Funded teacher trainees’ spirit of rural elites. A total of 539 participants were selected from multiple universities in Guangdong Province, China. The sample size provides robust statistical support.

Table 1 presents the basic demographic characteristics of the survey sample, analyzed

using frequency (f) and percentage (%). In terms of gender distribution, female participants accounted for 76.25%, while males made up 23.75%, resulting in a male-to-female ratio of approximately 1:3.2. This reflects the actual gender structure of public-funded teacher trainees, where women constitute a higher proportion. Regarding household location, students of rural origin accounted for 75.51%, while those of urban origin represented 24.49%, forming a roughly 3:1 ratio that highlights the predominantly rural student base, aligning with policy priorities. Regarding enrollment status, current trainees constituted 50.09%, while graduates accounted for 49.91%, maintaining a nearly balanced proportion. For educational background, undergraduates represented 58.26%, while vocational college graduates made up 41.74%, creating a 1.4:1 ratio demonstrating diverse academic levels, though undergraduates remain slightly dominant.

Table 1. Demographic Characteristics of Participants (N = 539)

Factor	Items	N	Percentage (%)
Gender	Male	128	23.75
	Female	411	76.25
Home Location	Rural	407	75.51
	Urban	132	24.49
Status	Current Trainee	270	50.09
	Graduate	269	49.91
Education Background	Undergraduate	314	58.26
	Associate Degree	225	41.74

3.2 Research Instrument

This study employed questionnaire surveys to collect primary data on rural elite spirit development. This study employed a self-developed “Rural Elites’ Spirit Scale for Public-Funded Teacher Trainees” based on theoretical frameworks from Yang Like (2016), Ji Biao & Liu Qingqing (2019), Zhou Mengli (2019), Wang Caixia (2020), and Li Zejuan (2020). The scale comprises six dimensions measured by 30 items (5 items per dimension):

Pioneering Spirit (PS): Driving social transformation through innovation;

Inheritance Spirit (IS): Preserving cultural heritage and educational legacy;

Sincerity Spirit (SS): Serving communities through practical expertise and benefiting one’s hometown;

Dedication Spirit (DS): Commitment to rural development with modest means;

Gentleman Spirit (GS): Self-cultivation and upholding integrity;

Teacher’s Spirit (TS): Imparting knowledge and nurturing virtue.

Reliability: Table 2 shows excellent internal consistency reliability for all dimensions (Cronbach’s $\alpha > .90$) and the overall scale ($\alpha = .980$).

Table 2. Reliability of the Rural Elites’ Spirit Scale

Dimension	Abbr.	Items	Cronbach’s α
Pioneering Spirit	PS	5	0.943
Inheritance Spirit	IS	5	0.955
Sincerity Spirit	SS	5	0.936
Dedication Spirit	DS	5	0.914
Gentleman Spirit	GS	5	0.947
Teacher’s Spirit	TS	5	0.900
Total Scale		30	0.980

Validity: Bartlett’s Test of Sphericity (Table 3) was highly significant (Approx. $\chi^2 = 19512.434$, $df = 435$, $p < .001$), confirming strong correlations among items and supporting the scale’s factorability and the conceptual validity of the six-dimensional structure.

Table 3. Bartlett’s Test of Sphericity

Test Statistic	Value	df	p
Bartlett’s Test (Approx. χ^2)	19512.434	435	< .001

4. Data Analysis

4.1 Normality Test

A normality test (Table 4) was conducted on the total spirit score. Skewness ($-0.265 < 0$) indicated a left-skewed distribution (more high scores), and kurtosis ($0.535 > 0$) suggested a slightly peaked distribution. However, both Kolmogorov-Smirnov ($D = 0.174$, $p < .001$) and Shapiro-Wilk ($W = 0.902$, $p < .001$) tests rejected

the null hypothesis of normality. This non-normality, reflecting overall high scores with some low-scoring outliers (particularly in Dedication Spirit), necessitated the use of non-parametric tests (Mann-Whitney U) for subsequent group comparisons.

Table 4. Normality Test for Total Rural Elites' Spirit Score (N = 539)

N	Mean	SD	Skewness	Kurtosis	Kolmogorov-Smirnov D	p (K-S)	Shapiro-Wilk W	p (S-W)
539	4.241	0.544	-0.265	0.535	0.174	0.000**	0.902	0.000**

Note: ** $p < .01$.

4.2 Descriptive Statistics

Descriptive statistics (Table 5) show the overall rural elites' spirit level was favorable ($M = 4.241$, $SD = 0.544$). However, significant structural imbalances existed across dimensions: Gentleman Spirit (GS: $M = 4.412$) was strongest, followed by Teacher's Spirit (TS: $M = 4.281$) and Pioneering Spirit (PS: $M = 4.283$). Inheritance Spirit (IS: $M = 4.213$) and Sincerity Spirit (SS: $M = 4.218$) were moderately developed. Dedication Spirit (DS: $M = 4.039$, $SD = 0.715$) was the weakest dimension and exhibited the largest individual variation. This highlights Dedication Spirit ("Contentment in Poverty and Dedication to Rural Development") as the most vulnerable component requiring urgent attention in cultivation efforts.

Table 5. Descriptive Statistics for Rural Elites' Spirit Dimensions (N = 539)

Dimension	Min	Max	Mean (M)	Std. Deviation (SD)
PS	1	5	4.283	0.568
IS	1	5	4.213	0.601
SS	1	5	4.218	0.608
DS	1	5	4.039	0.715
GS	1	5	4.412	0.516
TS	1	5	4.281	0.592
Total	1	5	4.241	0.544

4.3 Correlation Analysis

Correlation analysis (Table 6) revealed

significant positive correlations ($p < .01$) among all six dimensions of the rural elites' spirit, confirming its conceptual coherence. Correlation coefficients (r) ranged from .635 to .908, indicating strong to very strong relationships. Key synergistic relationships include: Sincerity Spirit (SS) with Inheritance Spirit (IS) ($r = .908$), Sincerity Spirit (SS) with Dedication Spirit (DS) ($r = .842$), and Inheritance Spirit (IS) with Pioneering Spirit (PS) ($r = .889$). Sincerity Spirit (SS) showed strong correlations ($r > .747$) with all other dimensions, particularly high with IS, DS, and TS ($r = .804$), suggesting it acts as a central, emotion-driven motivator linking cultural mission (IS), commitment (DS), and professional identity (TS). The weakest, yet still strong, correlation was between Gentleman Spirit (GS) and Dedication Spirit (DS) ($r = .635$).

Table 6. Intercorrelations Between Rural Elites' Spirit Dimensions (N = 539)

	PS	IS	SS	DS	GS	TS
PS	1					
IS	.889**	1				
SS	.842**	.908**	1			
DS	.737**	.793**	.842**	1		
GS	.768**	.728**	.747**	.635**	1	
TS	.745**	.773**	.804**	.765**	.818**	1

Note: ** $p < .01$ (two-tailed).

4.4 Non-Parametric Tests (Mann-Whitney U)

Group differences were analyzed using the Mann-Whitney U test due to non-normality.

Status (Current Trainee vs. Graduate): Table 7 shows **no significant differences** in median scores between current trainees and graduates across any dimension (PS: $U = 34714.5$, $p = .349$; IS: $U = 34970.0$, $p = .434$; SS: $U = 34009.5$, $p = .183$; DS: $U = 34553.5$, $p = .323$; GS: $U = 34510.5$, $p = .289$; TS: $U = 35266.5$, $p = .551$) or the total score

($U = 36143.5$, $p = .924$). This indicates that pre-service training establishes a stable core level of the spirit, but post-employment mechanisms fail to significantly enhance its development, revealing a “plateau phenomenon”.

Table 7. Mann-Whitney U Test Results: Status (Current Trainee vs. Graduate)

Dimension	Median (Current)	Median (Grad)	Mann-Whitney U	Z	p
PS	4.000	4.000	34714.500	-0.937	.349
IS	4.000	4.000	34970.000	-0.783	.434
SS	4.000	4.000	34009.500	-1.330	.183
DS	4.000	4.000	34553.500	-0.988	.323
GS	4.200	4.400	34510.500	-1.061	.289
TS	4.000	4.200	35266.500	-0.596	.551
Total	4.033	4.033	36143.500	-0.095	.924

Note: $n(\text{Current}) = 270$, $n(\text{Graduate}) = 269$.

Home Location (Rural vs. Urban): Table 8 reveals **significant differences** based on background. Trainees from rural backgrounds demonstrated significantly higher median scores than their urban counterparts in: Dedication Spirit (DS: $U = 23149.5$, $z = -2.421$, $p = .015$), Sincerity Spirit (SS: $U = 23841.5$, $z = -2.026$, $p = .043$), Gentleman Spirit (GS: $U = 23970.0$, $z = -1.977$, $p = .048$), Teacher’s Spirit (TS: $U = 23890.0$, $z = -1.964$, $p = .050$), and the Total Score ($U = 23378.5$, $z = -2.253$, $p = .024$). No significant

differences were found in Pioneering Spirit (PS: $U = 25122.0$, $p = .236$) or Inheritance Spirit (IS: $U = 24576.0$, $p = .122$). This suggests a rural background facilitates internalizing dedication (“deep-rootedness”) and local attachment (“benefiting hometown”), while innovation (PS) and cultural mission (IS) can be cultivated regardless of origin. Urban trainees showed relatively weaker spirit, particularly in dedication.

Table 8. Mann-Whitney U Test Results: Home Location (Rural vs. Urban)

Dimension	Median (Rural)	Median (Urban)	Mann-Whitney U	Z	p
PS	4.000	4.000	25122.000	-1.184	.236
IS	4.000	4.000	24576.000	-1.547	.122
SS	4.000	4.000	23841.500	-2.026	.043*
DS	4.000	4.000	23149.500	-2.421	.015*
GS	4.200	4.000	23970.000	-1.977	.048*
TS	4.200	4.000	23890.000	-1.964	.050*
Total	4.067	4.000	23378.500	-2.253	.024*

Note: $n(\text{Rural}) = 407$, $n(\text{Urban}) = 132$. * $p < .05$.

5. Discussion and Suggestions

5.1 Analysis of Development Status

Quantitative analysis of 539 Public-Funded teacher trainees reveals the following key

findings regarding the development of their rural elites’ spirit:

Structural Imbalances Amid Overall Strength:

The overall rural elites’ spirit demonstrates

favorable development, supported by high reliability and structural validity. However, significant disparities exist across dimensions. Gentleman Spirit and Teacher's Spirit emerge as strengths, reflecting robust development in ethical cultivation and pedagogical professionalism. In contrast, Dedication Spirit constitutes the weakest dimension, exhibiting substantial individual variability and highlighting a critical vulnerability requiring targeted intervention. Inheritance Spirit and Sincerity Spirit, while moderately developed, indicate potential for further enhancement.

Significant Rural-Urban Disparity:

Trainees with rural backgrounds demonstrate significantly higher development levels than their urban counterparts in Dedication Spirit, Sincerity Spirit, Gentleman Spirit, Teacher's Spirit, and total scores. This pattern underscores the formative influence of "rural immersion" in fostering deeper internalization of commitments to "local embeddedness" (dedication) and "hometown benefit" (sincerity). Notably, no significant differences emerged in Pioneering Spirit or Inheritance Spirit, suggesting competencies in innovation and cultural mission are equally amenable to cultivation regardless of origin.

Intrinsic Synergistic Network:

Strong positive inter-correlations exist among all dimensions, confirming the spirit's conceptual coherence. Sincerity Spirit exhibits particularly high correlations with Inheritance Spirit, Dedication Spirit, and Teacher's Spirit, positioning it as a central, emotion-driven node motivating cultural mission, altruistic commitment, and professional identity. Significant synergies were also observed between Gentleman Spirit and Teacher's Spirit and between Inheritance Spirit and Pioneering Spirit, indicating potential for leveraging inter-dimensional reinforcement in cultivation strategies.

Post-Employment Development Plateau:

Crucially, no significant differences were found between current trainees and graduates across any dimension or the total score. This indicates that pre-service training establishes a foundational level of the spirit but current mechanisms fail to stimulate further development post-employment, resulting in a distinct "developmental plateau".

5.2 Proposed Cultivation Pathway: A Three-Dimensional Drive

Based on these findings, we propose a "Three-Dimensional Drive" cultivation pathway:

Strengthening Spiritual Resilience (Addressing Dedication Spirit Deficit):

Given Dedication Spirit status as the weakest dimension, curriculum restructuring is imperative. Recommendations include: Introducing a mandatory course, "Rural Education Ethics and Praxis", utilizing case studies of exemplary rural educators to reinforce the value of "contentment with modest means." Developing immersive courses deeply rooted in local cultural contexts. Expanding substantive field teaching placements in rural schools to foster internalization of dedication. Through strategic partnerships with rural communities and schools, teacher preparation institutions can leverage localized insights to drive evidence-based reforms in teacher education and professional learning (White et al., 2011).

Strategic Tiered Empowerment (Bridging Urban-Rural Gaps):

To address the significant disadvantage of urban-origin trainees, particularly in Dedication Spirit and Sincerity Spirit, implement differentiated strategies. Teacher education must cultivate place-consciousness to equip pre-service teachers for potential rural service with community readiness, given that each distinctive rural locale embodies a complex socio-spatial matrix woven from historical, cultural, and geographic dimensions (Reagan et al., 2019). Launch "Urban-Rural Immersion Partnerships" and structured "Summer Rural Teaching Fellowships" to provide authentic cultural experiences for urban students. Integrate targeted modules on rural cultural heritage and community engagement into urban student training. Advocate for policy reforms significantly improving rural teacher compensation and working conditions to overcome barriers to "contentment with modest means." Establish a post-service support system featuring a dynamic "Rural Virtue Development Index" monitoring platform and incorporating spirit development metrics into performance evaluations to counter the developmental plateau.

Leveraging Dimensional Synergy (Integrated Development):

Capitalize on strong inter-dimensional correlations (avg. $r > .80$) through integrated pedagogical designs: Develop a Comprehensive Rural elites' Spirit Curriculum utilizing Project-Based Learning (PBL). For example, a "Rural Cultural Innovation Project" could synergistically develop Inheritance Spirit (preservation) and Pioneering Spirit (transformation). Tailor training phases: Emphasize theoretical foundations (e.g., self-cultivation under Gentleman Spirit) for current students, while focusing graduates on practical application (e.g., moral education praxis under Teacher's Spirit).

6. Conclusion

This study employed quantitative methods to systematically analyze the development status and cultivation pathways of the rural elites' spirit among Public-Funded teacher trainees. Key findings indicate that while the spirit demonstrates overall favorable development and strong internal coherence (Cronbach's $\alpha = 0.980$) with significant synergistic effects ($r = .635 - .908$), structural challenges remain pronounced. These include significant dimensional imbalances (notably the deficit in Dedication Spirit), substantial disparities based on rural/urban origin, and a critical stagnation in post-employment development.

Our proposed "Three-Dimensional Drive" cultivation pathway directly addresses these challenges by: (1) prioritizing the reinforcement of Dedication Spirit as the core vulnerability; (2) implementing tiered empowerment strategies to bridge urban-rural disparities; and (3) strategically leveraging dimensional synergies through integrated pedagogical approaches. Cultivating this spirit in modern Public-Funded teacher trainees transcends pedagogical enhancement; it serves as a strategic imperative for preserving Chinese cultural heritage and activating endogenous momentum for sustainable rural revitalization. Future efforts must therefore focus on deepening dedication and local identity, implementing nuanced interventions for underdeveloped groups, and systematically harnessing the spirit's intrinsic synergistic potential. Ultimately, this aims to forge a cadre of educators embodying "the virtues of a gentleman, the talents of a teacher, and the sincerity of a child," authentically fulfilling the mission of "educating hometowns and sustaining cultural continuity."

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