Research on the Vocational Education System Reform Based on Stakeholder Theory

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Abstract
In the 21st century, vocational education plays a more important role in promoting the development of national economy. In this paper, the author analyse the vocational education system reform based on stakeholder theory. The purpose of classifying the stakeholders in higher vocational education is to effectively plan and manage the resources in the reform of higher vocational education. Based on the analysis of the nature and mechanism of higher vocational education reform, the author puts forward some suggestions on deepening the reform of higher vocational education.

Key words: Vocational education, School running mode, Knowledge-intensive, Industry transformation

1. INTRODUCTION

Higher vocational education is the cornerstone of the economic and social development of a country and region, and the source of its core competitiveness. Since entering the new century, with the state and society attaches great importance to the development of higher occupation education, the higher occupation education in our country has achieved leapfrog development scale, the cultivation of high skilled talents to a large number of urgently needed for the whole society, provide strong human resources support for local economic and social development. In recent years due to the rapid expansion of the scale of education, the contradiction of restricting the development of higher occupation education conditions, education mode, the level of employment of the three major bottlenecks become increasingly prominent, education and industry, schools and enterprises, professional settings and occupation of the close enough still running higher occupation education in school running, unclear, school running mechanism do not shun, especially has not really set up training mode combined with the practice of engineering talent, these have become the school and the problems in the development of higher occupation education bottleneck. At the same time, there is lack of clear concept definition and scientific analysis framework for the study of higher vocational education model, which leads to confusion in the practice of Higher Vocational education. With the development of occupation education and establishing the system of modern occupation education, mobilize the enthusiasm of enterprises in the industry in the new historical starting point, dilemma for China's higher occupation education, the reform of school running mode of higher occupation education, promote the innovation and reform of school running mode of occupation education, has very important significance.

Education depends on reform. The reform of higher vocational education mode is the fundamental guarantee for higher vocational education to achieve great leap forward development and improve the quality of school running. Under the background of further deepening of economic system and political system reform and social transformation, the reform of school running mode has become the key to educational reform and the fundamental motive force to realize the new goal of higher vocational education development. Review of higher occupation education in our country's history, its running mode is from a highly centralized and unified, relative separation, rigid and passive mechanical combination of relatively closed school running mode began to a moderate concentration, combining the subject of running a school, more open mode change. However, due to the higher occupation education development started late in China, its development is not mature, there are still some problems in adapting to the social development, education and talent cultivation faces many challenges, so the economic and social, higher occupation education mode of a new round of reform of the current higher occupation education development era. With the development of reform of economy and society, the society of our country is gradually from a traditional society to a modern open closed. First of all, from the planned economy to the market economy is the inevitable product of the further development of commodity economy, but also the inevitable choice to further emancipate and develop the productive forces. This change requires higher vocational education to change the relatively closed school running model for a long time, and strengthen the relationship with society in order to follow the pace of market economy development. Secondly, take a new road to industrialization that labor-intensive and capital intensive enterprises to technology intensive and knowledge intensive industry transformation, quantity, on the size of the labor force and skill levels have put forward new requirements, skilled talents is an urgent need to cultivate a large number of high-quality higher education through the occupation, which is to improve our capability of independent innovation, to ensure the quality of products and an important guarantee to enhance the industry level. Third, the advent of knowledge economy, industrial transformation and upgrading, and continuously improve the level of informationization,
opened up a new world of technology, to change the original production mode, which requires higher occupation education mode reform, cultivate a large number of modern consciousness and practical ability of high skilled talents.

2. STAKEHOLDER CLASSIFICATION AND INTEREST DEMAND

2.1. Stakeholder networks

The reform of school running mode of higher vocational education is a very complicated systematic project, which involves all aspects of running higher vocational education. Once in the face of difficult to find the definition of reform of school running mode of higher occupation education, form or function characteristics of higher occupation education mode of play is not a result of the influence factors, but the product of many common elements of the. The formation of school running mode of higher vocational education is the result of various factors, such as social politics and economic factors. In the construction of higher vocational education model, all kinds of factors play an important role, because each factor is associated with other factors, the construction of the model is the result of the synergistic effect of these factors. In fact, in addition to the "one to one" relationship between the school and the stakeholders, there is a more complex and multidimensional relationship of interests. Each stakeholder also plays multiple roles of interest. This is because the higher vocational education stakeholders as one of the members of society, and need to fulfill multiple roles, this article will be called "higher vocational education and stakeholders" multidimensional network. For example: students in the stakeholders of higher occupation education, education service consumers, but also play a role of higher occupation education products, is the object of higher occupation education "production process"; a teacher is the school's administrative staff, may also be a student's parents to become a student; the school's alumni after graduation, also may be the influence of school officials, media workers, after become parents. The role of stakeholders in the intersection of overlapping phenomenon, increase the complexity of higher occupation education and stakeholder interaction network, which is an important feature of stakeholder relationship network, have an important impact on the interaction effect between the school and the stakeholders. Therefore, although the different stakeholders in the development of the school may take multiple roles, this set in a variety of roles of the construction should be paid more attention to educational mode reform of stakeholder network in Higher Vocational colleges.

2.2. Classification of stakeholders

The purpose of classifying the stakeholders in higher vocational education is to effectively plan and manage the resources of higher vocational education reform. On the one hand, vocational education must be on the responsibility of stakeholders, and effectively protect the legitimate rights and interests of stakeholders, which maximize the most direct way is through education mode reform and improve the quality of realization of stakeholders' interests; on the other hand, today's vocational colleges is not only a subsidiary body of the
government or a private group, control "territory", higher vocational education stakeholders have the right to participate in the reform of education mode of higher vocational. Stakeholder theory emphasizes the weight of stakeholders in the organization, and according to the stakeholders will and ability to realize the diversification of the main body of the school. From the experience of many vocational education developed countries, quality management is the core content of the participation of stakeholders in Higher Vocational Education reform. But in practice, due to the different interests and value orientation, and function in system reform of Higher Vocational Education in the mode of different status, how it is particularly important to different stakeholders are unified in practice running mode reform in Higher Vocational colleges.

Study on the comprehensive classification of domestic and foreign scholars on the interests of the school, we can find that: firstly, in the school stakeholders, some stakeholders will take the initiative to influence the school, which also often take the initiative to undertake the risk of school development; and other stakeholders is influenced passively by the school the management behavior, thus passively bear the school management risk. Or, there are differences in the initiative of different stakeholders affecting school development behavior. Second, the importance of different stakeholders for school survival and development is different. Among the defined stakeholders, for a particular school, some stakeholders are absolutely indispensable, while others may have little effect. Third, at a certain time point, the urgency of the interest requirements of different stakeholders will be different. Some stakeholders may not be active or important in general circumstances, but in a certain state, their interest requirements must be satisfied quickly, otherwise they will affect the normal operation of schools.

3. THE CONFLICT BETWEEN HIGHER VOCATIONAL EDUCATION AND STAKEHOLDERS

3.1. Conflict of interest among stakeholders

The conflict process conflict of interest conflicts of interest between stakeholders in the different nature of the subject of interests, is a kind of antagonistic interaction in the interests of the people in the process of obtaining the contradiction between intensified displays. The conflict of interest has the difference between vertical conflict and horizontal conflict. The so-called vertical conflict refers to the conflict between personal interests and group interests, national interests and the interests of human beings; the so-called horizontal conflict of interest refers to personal interests and personal interests, group interests and group interests, national interests and national interests conflict. Thus, a Criss Cross complex conflict of interest network is formed. As we in the analysis of conflicts of interest is pointed out, people in the realization of interest conflicts between the interests of each other in the process, in fact, has been covering the conflict between different forms of internal conflicts and interests of the. Therefore, we in the analysis of different subjects in the realization of the interests conflict between the interests of each other in the process, does not exclude the inherent conflict of interest (i.e. to the subject and the conflict, the contradiction between the failure to object to overcome is unable to realize the interests conflict between interests and conflicts) of different forms of (i.e. the interests of the various conflicts cannot realize generated).

The conflict of interests in human society is not only different in form and in form, but also in nature. According to the nature of conflict of interest in human society, conflict of interest can be divided into two types: antagonistic interest conflict and non antagonistic interest conflict. The antagonistic conflict of interest is the conflict of interests that can not be compatible with the fundamental interests of all parties; the non
confrontational conflict of interest refers to the conflict of interests on the premise that the fundamental interests are consistent. According to the present situation, the conflict of interest among the subjects of higher vocational education belongs to non-confrontational interest conflict. Nonantagonistic conflicts of interest in human society is one of the most common type of conflict of interest, which is consistent with the fundamental interests of the conflict of interests between different stakeholders, is on both sides of the conflict can be a conflict of interest coordination through the appropriate way. Different from the antagonistic conflicts of interest, the non-confrontational conflicts of interest will not cause fierce confrontation between the two sides of the conflict, and will not endanger the survival safety of both sides of the conflict of interests. In the non antagonistic conflict of interest, consultation, dialogue and adjustment of the original interest structure are the basic measures to resolve the conflict. Because of the fundamental interests of the parties to the conflict of interest nonantagonistic is consistent, therefore, such conflicts of interest can be self adjusted by the parties to the conflict of consultation and dialogue, which is one of the fundamental difference between non confrontation and conflict of interests conflict and antagonism of interest. The stakeholders of running higher occupation education benefits, such as school interests and business interests, the interests of the school, school and government interests and personal interests, the interests of the school and the students' interests, industry interests and business interests between individual and collective, between various groups between the conflict of interests, we must through dialogue and consultation. The way through the self adjustment of interest structure to solve, must not be taken to resolve the conflicts of interest against the solution to the conflict of interest, non confrontation.

Figure 3. Interest conflict

3.2 Conflicts of interest among the subjects of Higher Vocational Education

Higher vocational college is a typical stakeholder organization, different stakeholders have different interests appeal, and some even conflict. The reform of higher vocational school running mode must consider the mutual interest demands of many stakeholders in higher vocational colleges. They may include administrators, teachers, students, government, employers and so on. The interaction between stakeholders in higher vocational education is direct and simple, but the practice is much more difficult. Because different stakeholders have different value requirements for higher vocational education, they are prone to conflict. The key to the solution is to adjust the goals of higher vocational education reform and make it fit for different stakeholders, and change these different needs into a holistic response process. Of course, the application of stakeholder theory in reform of school running pattern of higher vocational education is a very complex process, the complexity is reflected in: first, pay attention to the different stakeholders of the problem; second, different stakeholders' goals and needs are often different; third, stakeholders may sometimes there will be a competitive goal, namely the goal conflict. For example, schools often expect to increase tuition fees, while parents and students want to lower tuition fees. In these circumstances, a model can not meet the needs of all groups, and the result will cause conflicts between Higher Vocational and stakeholders. Obviously, how to balance the value needs of the stakeholders will be the inevitable problem of the reform of higher vocational school running mode.

To solve this problem, the following principles are put forward to solve the conflict of interests among stakeholders: first, legitimacy review. To examine the legitimacy of the target, that is, to examine whether the stakeholders have contractual relationship with the University, the higher vocational education only provides value to the stakeholders who have explicit and implicit contractual relations; second, the reasonableness review. Look at the needs of stakeholders is more than third, higher bear; value demand among stakeholders whether there is a conflict, which mainly refers to meet the demand of a higher value of stakeholders, may be unable to meet the demand value of other stakeholders or damage the interests of. Attention should be paid to the handling of such conflicts. The basic principle is: if the demand of the legitimacy and rationality are no problem, should be in accordance with the order of important stakeholders on the development of higher vocational education to meet, the more important stakeholders demand more to meet the demand; if both sides are very important, is the key of higher vocational interest related persons, should be appropriate to reduce the excessive demand the need
to balance the requirements of other stakeholders. The standard of reducing the level of demand satisfaction is to provide the level of value acceptable to the stakeholders.

4. THE WAY OF INTEREST COORDINATION AND THE WAY OUT OF REFORM

4.1 Concept innovation under the participation of stakeholders

Any educational reform, from different perspectives, will have different characteristics, which are also related to the nature of social interest structure under certain social system environment. Further, the situation of reform is not only decided by the social nature of conflicts of interest under certain social environment, but also is a social requirement by the vast majority of the community members to balance the interests of the decision, and not by the subjective desire of minority interest group decision. Once the nature of the reform is correctly positioned, it will affect the choice of the mode of reform, thereby affecting the scope and extent of the adjustment of interests in the process of reform. Throughout the reform of education in the world, the evolution process of each education reform is always full of a series of propositions, and different times, different propositions. As a special form of education reform, the necessary prerequisite for the reform of higher vocational education model is to make clear the main body, purpose and direction of reform. The diversification of running higher occupation education, the purpose is to break the government running a “single” as soon as possible in the investment and management pattern of “diversification”, this is the inevitable way to the development of higher occupation education. The government should completely change the system to do the “situation, the government school should choose some relationship beneficial to the people's livelihood and restrict the economic development” bottleneck “strategic industries, and economic and social development to a lot of shortage of skilled personnel and investment industry as the focus of education. To take effective measures to increase the industry, enterprises, social organizations and individual citizens and foreign institutions such as the proportion of various forces, multi running pattern to form a plurality of the school principal, CO sponsoring a variety of investors.

![Figure 4. Higher Vocational Education](image)

Higher vocational education led by government is the objective requirement of economic and social development. First of all, the development of higher occupation education is to promote the transformation of the mode of economic development, an important link to promote the upgrading of the industrial structure and promote the economic development to rely mainly on scientific and technological progress and the quality of the work force, especially through the higher occupation education and cultivate high skilled talents of a large number of high-quality and strong adaptability is the need to enhance the core competitiveness of the economy. Therefore, the government led higher vocational education is the objective needs of promoting economic development, economic development is inseparable from the cultivation of high-quality, highly skilled personnel, therefore, like grasping the economy, grasp the development of Higher Vocational education. Secondly, China has a large population, abundant labor force and great social pressure for employment. It is the duty of the government to realize the full employment, make the new workers obtain employment smoothly, and make the employed people have a stable career. The development of occupation education, can let the unemployed have industry, the population burden into labor and human resources advantages, promote full
employment and entrepreneurship. Therefore, the government leading higher vocational education is the need of governing for the people and paying close attention to people's livelihood.

4.2. The goal of talent training in Higher Vocational Education

In the 21st century, occupation education in promoting the development of the national economy and promote a more important role, the government attaches great importance to occupation education has intensified the development of occupation education as an important work of the state, the higher occupation education in our country has encountered hitherto unknown development opportunity. Higher vocational education has dual functions in the process of constructing our national education system and lifelong education system because of its dual characteristics of higher and professional. To provide strong support and high-quality talents and intellectual support for China's economic and social development, the cause of higher occupation education has achieved rapid development, has become a new growth point of the development of Chinese higher education, has become a new highlight the development of China's occupation education.

The orientation of our country's higher vocational education is to serve the society and train the talents needed by the society. The orientation of students is the application of advanced technology talents. In order to realize the employment oriented personnel training, reasonable implementation of full employment of graduates, China's large population into the advantage of human resources, development largely depends on the higher occupation education. Vocational education has its own characteristics and development laws. Compared with ordinary higher education, vocational education has different aspects related to personnel training. On the training objectives, higher education is to train research talents, and the higher occupation education for the cultivation of applied talents, which is different from the ordinary higher education on the subject pattern set based on professional, higher occupation education majors should emphasize the occupation orientation, namely professional occupation classification, and in order to better adapt to the the occupation practice needs, the content of the course should pay attention to the application of. These are not from the traditional research university where the post training of higher occupation education talents, higher education is also the essence of occupation characteristics, target planning to develop other all kinds of talents, only in such a guiding ideology of norms, will reflect the essential characteristics of occupation education.

5. CONCLUSIONS

Higher vocational education is the cornerstone of the economic and social development of a country and region, and the source of its core competitiveness. In history, the development of higher occupation education has never been so concerned and blame so widely that the reform of higher occupation education has never as it is today waves repeatedly. This paper from the view of stakeholder theory, with the practice of higher occupation education in our country this year to reform the school as the sample, try to stakeholders influence the educational reform interests demand, interaction, conflict and coordination in this matter and understand the mechanism of higher occupation education reform, and how the system the level of extension and deepening educational reform of higher occupation education in our country to do a further consideration.

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