

Research on the Dilemma and Countermeasures of Rural Vocational Education under the Background of Rural Revitalization Strategy: A Case Study of the Wuling Mountain Area in Chongqing

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Abstract: The context of this study is the rural revitalization strategy in Chongqing. Based on Sen's poverty theory and Schultz's human capital theory, this paper selects the Wuling Mountain area of Chongqing, a representative underdeveloped area, as the research object. Under the actual local development situation, this paper mainly uses the literature research method, questionnaire survey method, and case study method to analyze the development status of rural vocational education in this area, and discusses the influencing factors of its development. The bottleneck problems in the development process are summarized, which are mainly reflected in the asymmetry of educational information, educational resources, and educational talents. Targeted countermeasures and suggestions are put forward to provide ideas and references for the development of rural vocational education in other regions, further promote the process of rural education construction, and strengthen the construction of basic education and talent.

Keywords: Rural revitalization strategy; Rural vocational education; Realistic dilemma; Optimization countermeasures

Online publication: June 20, 2024

1. Research background

The report to the 20th National Congress of the Communist Party of China proposed to comprehensively promote the strategy of rural revitalization to resolve the contradiction between unbalanced and inadequate development and the people's ever-growing need for a better life. The Strategic Plan for Rural Revitalization (2018–2022) is proposed to vigorously develop rural-oriented vocational education and meet the needs of rural industrial development and revitalization. The No. 1 document of the Central Committee in 2023, "Opinions on Comprehensively Promoting the Key Work of Rural Revitalization in 2023," points out that it is necessary to strengthen the construction of rural talent teams and vigorously develop vocational education

for rural revitalization. The effective implementation of the rural revitalization strategy lies in the joint efforts of many factors, but the most fundamental is to crack the bottleneck of talent and focus on human capital development in the first place. Rural education should be the key content of rural revitalization, which is also an important strategic support for rural revitalization. Its internal logic is that education plays a role in people and rural human capital, so rural vocational education is the main channel to train and transport rural talents, thus improving rural human capital for the training of new agricultural talents and the implementation of rural revitalization strategy plays an irreplaceable role.

2. Research the status quo

2.1. The types and scale of rural vocational education schools in the Wuling Mountain District of Chongqing

The types of rural vocational education schools in the Wuling Mountain District of Chongqing are mainly vocational secondary schools and vocational high schools, while vocational-technical schools account for a relatively small proportion. The vast majority of rural vocational colleges in the Wuling Mountain District of Chongqing are on the medium scale, and a few are on the large scale and small scale, and the proportion of local government policy support is taken into account. Therefore, according to the survey results, the Wuling Mountain District of Chongqing should further increase the construction scale of vocational colleges, the local government should improve the policy support, implement the policy, and increase the investment in school funding.

2.2. Education investment and educational resources of rural vocational education in Wuling Mountain District of Chongqing

The investment in rural vocational education in the Wuling Mountain District of Chongqing is mainly due to the lack of investment in infrastructure construction and educational funds. The existing problems are that the utilization efficiency of educational funds is not high and the allocation of educational resources is unreasonable, which leads to the ineffective allocation of educational resources to a large extent. The problems of educational resources in this region are mainly reflected in the lack of teachers, outdated educational facilities, imperfect teaching materials, lack of practical teaching opportunities, and insufficient school funds. According to the actual situation in this region, emphasis should be placed on strengthening the construction of infrastructure in this region, especially the construction of information infrastructure. In addition, attention should be paid to the construction of teaching staff. Emphasis should be placed on the investment of school funds to ensure adequate funding for teachers. In addition, the existing problems of school-enterprise cooperation include few opportunities for school-enterprise cooperation, insufficient support from enterprises to schools, lack of internship and training bases, and neglect of graduates by enterprises. Given the existing problems, the intensity of school-enterprise cooperation in this region is indeed far lower than that in other regions of Chongqing due to some restrictions Attention should be paid to this aspect to divert the attention of enterprises and, at the same time, increase the industrial development of the region, and step by step increase the regional economic attraction.

2.3. The quality and development of students in rural vocational education in the Wuling Mountain area of Chongqing

The problems in the development quality of rural vocational education students in the Wuling Mountain District of Chongqing include incomplete cultivation of students' comprehensive quality, insufficient cultivation of

students' innovative ability, insufficient cultivation of students' teamwork ability, and insufficient cultivation of students' leadership ability. As a result, students' development space is limited, students' development opportunities are unequal, students' development resources are insufficient, students' development planning is not comprehensive, and so on. Students' personal development is also limited to a certain extent. Due to their low academic level and poor ability, they are not competitive in society, causing employment pressure and psychological distress to most students. Therefore, few students choose to receive education locally, let alone talk about employment in the region, which greatly increases the relocation of talents from the region, resulting in the formation of a talent outflow gap in the region ^[1-3].

3. The realistic dilemma

Based on the above methods, the status quo of rural vocational education development in the Wuling Mountain area of Chongqing and the problems are summarized. Under the background of the rural revitalization strategy, the realistic difficulties faced by the development of rural vocational education in the Wuling Mountain area of Chongqing are as follows.

3.1. Information island: Information receiving channels are not comprehensive

In the process of comprehensively promoting rural revitalization with the promotion of digital rural construction in China, the need to consolidate and expand the achievements of poverty alleviation, by establishing a long-term system to alleviate relative poverty, has become an urgent problem to solve the contradiction between information island in rural areas. Wuling Mountain District of Chongqing is relatively outdated in information processing due to the great differences in information infrastructure, information economic environment, information awareness, information usage degree, and other information capabilities compared with other areas of Chongqing, resulting in a large information gap, which brings great problems to the development of rural vocational education. The information gap in Wuling Mountain District of Chongqing will result in a large number of technologically illiterate people, who are limited in their ability to acquire knowledge and technology and receive information. Therefore, it is difficult for them to integrate into the digital economy and enjoy digital technology. Their income and channels for receiving education are becoming less and less. They cannot participate in the creation and sharing of social civilization achievements based on information knowledge. There are many relatively underdeveloped rural areas and poor groups in the Wuling Mountain area of Chongqing. They lack the necessary information infrastructure and investment in education, which leads to insufficient access to public resources such as science and technology, information, and education, and further expands the digital divide between regions. In the case of the Matthew effect, the information gap in the relatively backward areas will continue to deepen ^[11].

3.2. Imbalance between supply and demand: The integration of educational resources is fragmented

Under the background of rural revitalization strategy, the in-depth exploration and systematic integration of educational resources with the promotion of educational equity in China is the general trend of the time. As a general term for human resources, financial resources, and material resources, it is the basic conditions and endogenous driving force for the development of education. The education resources in the Wuling Mountain area of Chongqing are mainly faced with several major problems. The first is the shortage of teachers, the construction of teachers is not perfect and specific enough, the overall number of teaching staff does not match the total market demand, and the teacher resources cannot be effectively allocated, which to a great extent

limits the improvement of the teaching level of rural vocational education and the achievement of educational effects, which fundamentally hinders the improvement of local education quality. Second, the setting of majors is unreasonable, as the opening of majors is derailed from the needs of industrial development, the positioning of majors is vague, the goal is confused, and the value is different, resulting in the local characteristics are not obvious and the requirements are not prominent. It is difficult for rural vocational education to give play to its advantages, and it is difficult to establish an education development system with its characteristics ^[12]. Third, the curriculum resources are old, and the curriculum offered by each school is not compatible with the construction of the new curriculum standard system under the requirements of the new era, which makes it difficult to meet the needs of social development. The original curriculum only emphasizes the development of students' knowledge but does not pay attention to the development of student's abilities, that is, the improvement of comprehensive quality, especially the lack of cultivation of local appreciation. As a result, the talents who nurture rural revitalization are not enthusiastic and have insufficient motivation, which brings great challenges to the development of rural vocational education enabling rural revitalization.

3.3. Talent gap: The phenomenon of brain drain has become serious

Talent revitalization is an important part of building a strong agricultural country, but also an important breakthrough in building a strong education country. At the critical moment of comprehensive rural revitalization, talent resources play an important role. The talents in the Wuling Mountain area of Chongqing City are facing a major talent gap, which is mainly reflected in the loss of talent in the field of rural vocational education development. The reasons are as follows. First, it is affected by personal ability, motivation, values, and other factors. The stronger the vocational ability and the higher the creative potential, the more willing to pursue a wider development space, to get more learning opportunities. The stronger the motivation and the higher the achievement motivation, the more able they are to seek higher levels of competition and challenge. The more open and diverse the values, the easier it is for people to accept different cultures and lifestyles. Second, the employee's working environment, development opportunities, incentive mechanism, and so on, will have an impact on the employee's turnover ^[13]. Good scientific research conditions, a high academic level, a strong atmosphere of innovation, a fair assessment system, and a reasonable salary are conducive to retaining high-quality talents. On the contrary, if the organization has insufficient scientific research resources, low academic level, weak innovation atmosphere, unreasonable evaluation process, unreasonable salary treatment, and so on, it will result in a lack of human resources. Third, the policy support, living security, and cultural identity of the local environment for individuals will have an impact on the retention and loss of individuals. If the talent policy is more sound, the quality of life is higher, and the cultural charm is greater, the talent is easier to stay around. On the contrary, if there is a lack of talent policy, a low quality of life, and an unattractive culture, it will cause a large outflow of talent ^[4-6].

4. Optimize the countermeasures

4.1. Strengthen infrastructure development and accelerate IT application

To solve the problem of the information gap mentioned above, the optimal countermeasures are to focus on the information utilization degree, information awareness, information economic environment, and information infrastructure construction, and establish a long-term system to alleviate the information gap in the field of education development in Wuling Mountain District of Chongqing based on education equity, which is mainly reflected in two aspects of effective investment in education and consumption of education information. The government should pay attention to the utilization efficiency of education investment, divide the Wuling

Mountain area of Chongqing based on the construction of information infrastructure, increase the investment in the areas with poor information development, and strengthen the information flow between regions to achieve value transmission and data sharing, to create favorable conditions for the development of rural vocational education ^[14]. On the other hand, residents should be encouraged to expand information consumption. First of all, the knowledge of education information consumption is very weak in underdeveloped areas, so it is necessary to further study specialized information education knowledge, train the spending capacity of information education, and encourage regions to widely use information technology and develop information products. Thus, this can promote the information construction of rural vocational education.

4.2. Optimize the allocation of educational resources and build a systematic system

Given the problems of educational resources mentioned above, the optimization strategy lies in the optimization of teachers, professional settings, curriculum arrangements, and other aspects, and the construction of a systematic process of strengthening teachers, adjusting professional settings, and updating curriculum arrangements. The first is to establish an effective salary incentive system, to reflect the superiority of the system implementation, mainly refers to the importance of teachers' personal value realization and professional skills contribution, strengthen the support of teachers' work and life care, so that the majority of teachers are motivated to perform well. Second, the professional setting should be more scientific and future-oriented, so that professionals have clear professional employment prospects and development plans, clear talent training goals for rural vocational education, and meet the needs of social development. At the same time, the cooperation among majors should be strengthened and subject information exchange should be increased. The third is to abandon the traditional education ideas, increase the adaptability and practicality of personnel training, adapt to the difficulties and pressure caused by environmental factors, and pay more attention to improving the professional skills and comprehensive quality of personnel training.

4.3. Improve the job security to make up for the talent loss

Given the talent gap mentioned above, the optimal countermeasures are to improve the training, retention, and attraction of talents, improve the incentive and job guarantee for talents, increase the attraction of local talents and foreign talents, and reduce the mobility of talents to a certain extent. The first is to increase the effective capital investment in talent training and hiring, solve the living security problems faced by them, meet their needs to the greatest extent, and then improve their quality of life and enhance the happiness and sense of life in the region ^[15]. The second is to optimize the job talent environment, with the goal of harmonious coexistence, expand the space for talent development, ensure that the rights and interests of talents are scientifically protected, especially enhance their sense of accomplishment in working in the region, and ensure that their self-value is maximized ^[8]. The third is to actively use the "peer effect" to implement the talent guarantee mechanism, establish a respectful and inclusive cooperative relationship with emotion, and implement the survival of the fittest ideology by taking competition as the driving force to promote the improvement of talent ability, make full use of their job motivation, supervise each other based on common learning, and reduce the mobility of talents ^[7,9].

Disclosure statement

The author declares no conflict of interest.

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