

Dilemma and Outlet of Mixed Ownership in Higher Vocational Colleges

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Abstract: The school running form of mixed ownership in higher vocational colleges is not only the inevitable requirement of the development of the new era, but also conforms to the development trend of the reform of vocational talent training mode in China in recent years. It is the innovative performance of mixed ownership in higher vocational education. A reasonable school running form of mixed ownership helps to stimulate market vitality and attract more social resources to participate in the training of professional talents. However, at present, there are still many weak links in the process of running schools under mixed ownership in China's higher vocational colleges: cognitive deviation, imperfect relevant legal system, insufficient role of government promotion, weak teachers and management. This paper mainly puts forward targeted solutions to the above difficulties, in order to promote the high-quality development of running schools under mixed ownership in China's higher vocational colleges.

Keywords: higher vocational colleges, mixed ownership, school running mode, path exploration

1. Introduction

With the continuous development of social economy and education, the trend of school enterprise integration and industry education integration has become more and more prominent. The Party and the state also clearly pointed out that we should constantly improve China's vocational education model and promote social participation in higher vocational education by means of personnel training and resource allocation. The formation of mixed ownership can be traced back to the reform stage of state-owned enterprises. Although there are great differences in organizational types between state-owned enterprises and higher vocational colleges, they all have the advantages and applicability of the implementation of mixed ownership. Since the 18th National Congress, in order to promote the further development of vocational education in China, relevant national departments have promulgated a series of policies to guide the development direction of vocational education. Running schools under mixed ownership is one of the important measures.

2. The Connotation of Mixed Ownership in Higher Vocational Colleges

In essence, mixed ownership is a specific economic form, which mainly means that the property rights of an economy belong to multiple owners of different nature. Therefore, on the whole, this form is more complex, and its constituent forms also vary. For example, among the owners, there are both non-public and public forms, both state-owned and collective ownership, as well as foreign capital and private ownership. From the perspective of the whole economic development, mixed ownership can be said to be the necessity of socialist economic development. It revitalizes state-owned assets and injects vitality into the development of other economic forms. The introduction of mixed ownership mode in the process of running higher vocational colleges also breaks the original single school running form. The school running mode based on mixed ownership with the government as the main body can not only attract a large number of enterprises to enter, but also adopt the new form of joint-stock system, which can closely combine school running with market development. At the same time, it also injects new vitality into the market and the development of higher vocational colleges^[1].

The mixed ownership school running of higher vocational colleges generally follows the joint-stock school running form with state-owned higher vocational colleges as the main body and various types of enterprises participating in capital, resources and technology. Therefore, if we want to attract enough social enterprises to participate in the running of higher vocational colleges, we must ensure that they enjoy basic power and can obtain practical benefits, and always follow the guiding principle of mutual benefit in the operation of the market.

3. The Main Dilemma of Mixed Ownership in Higher Vocational Colleges

3.1. There Are Cognitive Deviations in Running Schools under Mixed Ownership

From the perspective of the development of higher vocational colleges, many colleges lack the experience of running schools with mixed ownership, and there are many concerns about the use of this model. Many colleges are still in the preliminary stage of exploring the school running model. In order to implement the relevant national policies, some colleges and universities passively carry out the school running reform of mixed ownership, which is finally divorced from their own reality. They change for the sake of change, and the effect of school running improvement is not ideal. Secondly, in order to maximize their own interests, relevant enterprises often avoid the field of education investment, so as to avoid the damage of interests caused by poor return and weak advantages of education investment, and finally fail to participate in the reform of mixed ownership in higher vocational colleges. Finally, various social capitals are unwilling to cooperate with higher vocational colleges because they are worried about the increase of business risks and the lock-in of capital. Therefore, they have failed to try to run schools under mixed ownership. Social investment in the education evaluation mainly starts from the interests. On the one hand, they hope that the invested funds can generate profits as soon as possible; on the other hand, they also hope that the trained talents can be better used for them. However, the process of education and training is generally slow and cannot realize benefits in a short time, which also leads to the dilemma of running schools with mixed ownership^[2].

3.2. The Relevant Legal System Is Not Perfect

The diversified development of the main body of higher vocational colleges is the premise and basis of its mixed ownership, which puts forward higher requirements for the balance of interests and scientific management of higher vocational education management. However, in reality, different school running subjects have great differences in interest pursuit and organizational structure, and also show great differences in value orientation, implementation methods and interest demands, which requires relevant national departments to build a relatively perfect management system through the promulgation of relevant laws and regulations. At present, the mixed ownership school running in the field of higher vocational education is still a developing model, and the formulation of relevant systems is still in the exploratory stage. In particular, a complete institutional framework has not been formed at the level of legal system. Even if the relevant national laws and regulations give policy support to a certain extent, it cannot provide a strong guarantee for mixed school running. For example, it cannot effectively restrict the behavior of all stakeholders and ensure the effective development of basic teaching management. Firstly, at the legal level, the legal person status of mixed ownership schools has not been clearly divided, and there is a controversial positioning among various stakeholders. Secondly, there are no clear provisions on the "mixing" of running schools; various social investors do not recognize their responsibilities, and many people still hold a wait-and-see attitude. Finally, the relevant review and regulatory systems are not perfect. For example, there are no clear provisions on the access of capital investment in the field of vocational education, and the regulatory measures for its behavior are not perfect^[3].

3.3. The Government Failed to Play Its Due Role

Although in recent years, the government and local management departments have issued some stimulating policies to encourage relevant enterprises to reach joint school running cooperation with higher vocational colleges, the role of mixed ownership in school running is very limited, which can not guide the current colleges out of the difficulties encountered in the process of running schools. Firstly, the top-level design is not perfect. There is no in-depth research and design on the running of mixed ownership in higher vocational colleges, and there is also a lack of reasonable planning for future development, resulting in the basic exploration stage of relevant work. Secondly, a series of problems

exposed in the implementation of the mixed ownership school running model have been unable to be solved, such as the ownership of property rights, legal persons, the division of interests, management system, etc. The government has not achieved effective governance in systematic research, supervision and management. Especially when there is personnel mobility, some management opinions or measures did not form legal documents in time, so that the cooperation conditions initially reached by interested parties could not become a reality, affecting the implementation process of mixed ownership school running^[4].

3.4. Higher Vocational Colleges Are Weak in Teachers

From the current mixed ownership school running carried out by higher vocational colleges, it is difficult for both schools and enterprises to establish a relatively perfect teacher training mechanism when the mixed ownership school running cooperation is reached, and the success of the "mixed reform" of higher vocational colleges generally depends on the achievements of both schools and enterprises in the construction of teachers team. On the one hand, the enterprise's teachers have long been rooted in the enterprise's working environment and are not familiar with the school teaching and education system. At the same time, the enterprise has not formed a complete set of teaching and education teacher system. On the other hand, teachers in higher vocational colleges generally lack practical experience and understanding of the operation and management and operation mode within the enterprise organization. Therefore, how to use the school running advantages of mixed ownership to realize the teacher community between schools and enterprises has become a major difficulty in the school running of mixed ownership in higher vocational colleges, which requires both schools and enterprises to jointly coordinate the school running funds in the next work, make use of their respective advantages to supplement the shortcomings of their counterparts, and jointly explore a new road of teacher assessment, appointment and management^[5].

3.5. There Are Deficiencies in School Management in Higher Vocational Colleges

When the mixed ownership school running mode of higher vocational colleges is formed, it means that more school running subjects will participate, and their identity will gradually change into managers to jointly participate in the management and construction of higher vocational colleges. However, at present, many higher vocational colleges still don't understand the school running form of mixed ownership, and even think that once the mixed ownership reform is carried out, its internal structure will change greatly, and even affect the actual interests of many teachers, students and managers. Therefore, it is more against this practice, which leads to the implementation of relevant systems. Managers can not achieve efficient cooperation, which eventually makes the internal management of the school imperfect. Secondly, as a new school running mode in vocational education, the operation mechanism of the whole system is not perfect. The effect of coordination and cooperation is often not ideal due to the difference between the school and other participants' internal management mechanism, and the outstanding advantages of each school running subject can not be utilized to the greatest extent, resulting in problems in management and operation^[6].

4. The Main Outlet of Mixed Ownership in Higher Vocational Colleges

4.1. To Improve the Overall Design and Layout

Running a school with mixed ownership in higher vocational colleges is a new attempt of higher vocational education. Therefore, in the systematic design of running a school, we should economically absorb the guidance of all parties, and the relevant departments should actively provide legal basis for it. At the national level, we should make an in-depth layout of the integration of industry and education and the joint running of schools and enterprises in higher vocational education. Local governments at all levels should also change the implementation of policy guidance in the past, strengthen the introduction of laws and regulations, and stereotype and standardize the previous principled and flexible laws and regulations, so that many higher vocational colleges can really enjoy policy support and get more direct benefits in the process of running schools under mixed ownership. Secondly, we should constantly promote the implementation of the pilot work and do a good job in evaluation. The pilot work will always be the "outpost" of the reform work. We should pay close attention to the speed of the pilot work and promote it by type and level.

4.2. To Remove Institutional Barriers and Optimize Internal Management

In order to form a school running mode of industry education integration and school enterprise cooperation, both schools and enterprises are indispensable. The government should actively make use of its own resource advantages and strive to break the institutional obstacles in school enterprise cooperation. First, it should clarify the legal person status of mixed ownership school running, protect the legitimate rights and interests of different legal organizations, and constantly carry out legal person construction, to encourage the existence of various independent legal persons and non independent legal persons. Secondly, we should explore the property right system suitable for higher vocational colleges. Property rights and legal persons are closely combined. We should clarify the property right ownership of various resources according to the principle of equality and comprehensiveness, so as to stimulate the enthusiasm of enterprises in running schools^[7].

4.3. To Highlight the Subjective Characteristics of Running a School

By virtue of its unique advantages, enterprises will become one of the subjects of property rights after participating in mixed ownership school running, and will have the power to participate in decision-making and management. Therefore, standardizing the behavior of school running subjects is the key to solve the problems of governance and property rights. The government should strengthen the construction of external governance system, promote the separation of management, evaluation and office, and gradually change to the identity of investors. Secondly, the government should also actively assume the responsibility of education management, such as implementing subjective rights through the council and the board of supervisors, and bearing potential risks with schools and enterprises. Higher vocational colleges should also strengthen the subject consciousness, strengthen the contact with the government and enterprises, carry out constructive exchanges with other property rights parties, improve the effectiveness and initiative of running schools in cooperation with enterprises, improve the internal management mechanism, optimize the incentive mechanism, assessment mechanism and personnel system, and realize scientific management^[8].

5. Conclusions

China's higher vocational education started and developed relatively late, and there are still obvious deficiencies in resource allocation and the improvement of education system. On the other hand, with the increasing demand for high-level professionals from all walks of life, the school running scale of higher vocational colleges is also expanding step by step. Therefore, The reform of school running mode of higher vocational colleges plays a very important role in China's future economic construction. From the current situation, China's current higher vocational colleges are mainly divided into private and public type. However, due to the inherent limitations of the two types of colleges, the current higher vocational education has been unable to meet the social education and training needs of talents in the new era. Higher vocational colleges must recognize their own conditions and school running characteristics, clarify weak links, constantly expand financing channels, choose effective ways according to local conditions, and comprehensively improve the quality and level of talent training in their own colleges.

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