

The Implementation Path of Internal Management System Modernization in Higher Vocational Colleges

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Abstract: *The modernization of internal governance is the only way for the high quality development of higher vocational colleges. In order to effectively grasp the implementation of the modernization of the internal management system in higher vocational colleges, a total of 2927 questionnaires were sent through the questionnaire survey method, 2927 questionnaires were recovered, of which 2919 were valid, with a recovery rate of 100% and an effective rate of 99.73%. The core content of the research is 48 items in 6 major aspects, including internal governance modernization, the three most serious problems, the implementation of the power of students and student congresses, the construction of the charter of higher vocational colleges, the construction and operation of mechanisms, and the quality of talent training. It is found that the results are remarkable in the aspects of system construction, type development, promoting students' comprehensive and free development, caring for students, etc. There are also prominent problems such as the insufficient status of diversified governance subjects, the weak democratic governance, and the contradiction between administrative power and academic power. In this regard, we need to establish the governance concept, construct a flat, orderly and benign governance organization; Strengthen the construction of "rule of law" and implement the implementation of various systems with the constitution as the core; Balance administrative power and academic power, form the academic committee as the core of the professor's academic operation mechanism, three main ways to solve the main problems in a fundamental and systematic way.*

Keywords: *internal management system; modernization; implementation path; vocational college; internal governance*

1. Introduction

China has put forward the major judgment of the modernization of China's governance system and governance capacity on the overall goal of comprehensively deepening reform, so that the modernization of education governance system and governance capacity should become an important part of the modernization of China's governance system and governance capacity. Therefore, the academic circle and higher vocational colleges have started the theoretical research and practical exploration of the modern internal management system, so as to promote the modernization of the internal governance system and governance capacity of higher vocational colleges, boost the high-quality development of higher vocational colleges, and achieved phased results.

However, due to the short construction time of Chinese higher vocational colleges, the research time on their governance is shorter, and the exploration and practical experience in the specific operation level is seriously insufficient. Therefore, it is more necessary and important to strengthen the research on the implementation path of internal management modernization in higher vocational colleges, pay more attention to the exploration of medium and micro implementation level, summarize the experience from the current implementation effect, and study the future solutions from the existing problems in the implementation.

2. Literature Review

In general, there are not many academic papers related to the research and practice of the modernization of internal management in higher vocational colleges. For example, only more than 470 academic papers were searched through the keyword "internal governance of higher vocational colleges" through CNKI, and related systematic monographs are rare. Of course, from the current research or achieved certain results, mainly have the following representative views.

On the basis of analyzing the significance of promoting the modernization of governance system and governance capacity, Zhou in 2022 put forward the path of the modernization of governance system and governance capacity of higher vocational colleges^[1].

In the internal governance problems of higher vocational colleges, on the basis of power configuration, operation imbalance, absence of supervision is the main problem of higher vocational colleges, its root lies in the system, to continue to strengthen system consciousness, rational construction system system, effective implement system implementation, improve the system feedback path systemic solution (Cao and Nie, 2022)^[2].

Zhang Hengyu et al. (2021) believe that the actual environment matching degree of higher vocational education is low, which requires the modernization path of internal governance of lasso. Breakthroughs should be made by reconstructing the governance system, improving the governance mechanism of relevant parties, strengthening academic power and promoting grass-roots democracy^[3].

On the other hand, Liu (2019) focused on the analysis of the main problems of internal governance in higher vocational colleges, such as the low degree of collaborative governance of multiple subjects, the lack of the effectiveness of the "law" of the constitution, and the imperfect supervision and guarantee mechanism^[4]. Also, Pang (2019) studied the internal governance of higher vocational colleges under the background of "delegating power, administration and service", and believed that the management of school-running system is not sound, and the development dilemma of school-running anomie and offset by governance fell^[5].

From the background of quality improvement and training, the reform and development status of higher vocational colleges with the theory of root, summarized the construction experience and problems, and put forward the strategies of improving the internal governance ability from the four dimensions of good governance, autonomy, legal system and long governance (Zhou and Zou, 2022)^[6].

From the existing research literature, domestic scholars have done more research on the internal system of higher vocational colleges, mostly from the perspective of studying the governance subject, finding the problem, and analyzing the causes of the problem; the internal governance dilemma, especially the investigation and analysis methods, the in-depth and comprehensive research cases are not enough, the "grounding gas" of the problem is insufficient, and the feasibility of relevant strategies in practical operation. In view of this, this paper uses the main research means of investigation and analysis, uses first-hand data to analyze, refine the problems related to the modernization of internal governance, and puts forward the targeted implementation path.

3. Theoretical/Conceptual Framework/Paradigm of the Study

3.1 Modernization of the management system.

The modernization of the management system emphasizes the need of adapting to the current reality, the future changes in the management concept, way, method, path and so on, and the systematic reform of the management system, at the present, emphasizes the comprehensive reconstruction of the management system based on the thinking of governance. By the fourth plenary session of the party's 19 "the central committee of the communist party of China about upholding and improving the system of socialism with Chinese characteristics, promoting the modernization of national management system and management ability of some issues decision, points out that" uphold and improve the system of socialism with Chinese characteristics, promoting the modernization of national management system and management ability, is a major strategic task of the party " (Central Committee of the Communist Party of China, 2019)^[7].

From this perspective, the national governance system belongs to the national system, which is the general summary of the systems, mechanisms, laws and regulations in the fields of economy, politics, culture and society, and the national governance capacity is the ability of a government to effectively manage social affairs through various systems, including the ability of party governance, domestic and foreign affairs, as well as social development and management. (Xi, 2018)^[8]. Promote the modernization of national management system and management ability is to realize the country from "rule" to "governance", social "from" management "to" management " important innovation, is the communist party of China in the ruling idea and ruling way of major turn, to promote and realize the modernization of socialism with Chinese characteristics has milestone significance.

3.2 Higher vocational colleges.

One type of education in China is Vocational education, which is divided into secondary vocational education and higher vocational education, among which the higher vocational education can be divided into two educational levels: junior college and undergraduate vocational education. As an important form of higher vocational education, the main task of higher vocational colleges is to train technical and skilled talents for the front line of production, construction and service, which plays an important role in the economic and social development. Higher vocational colleges on the talent training orientation, without paying attention to students basic knowledge, pay more attention to the application of practical knowledge and operation skills, through teaching fusion, university-enterprise cooperation personnel training, strengthen the contact between the society and enterprises, strengthen students' practical work skills, provide practical talents for the society, promote the coordinated development of regional economy and society.

3.3 Stakeholder theory.

The stakeholder theory originated in developed countries in the 1960s, and its influence expanded rapidly in the 1980s. In 1984, Freeman's book *Strategic Management: Analysis Method of Stakeholder Management* was clearly put forward as a concept, which influenced the reform of corporate governance model in the United States and the United States. Stakeholder-based management is essentially management activities based on the interests of all stakeholders, and the stakeholders here include all stakeholders affected by the decisions and actions of the organization. Therefore, from the perspective of stakeholders, the stakeholders of the internal management of higher vocational colleges, including school leaders, administrators, teachers and students, have all received the influence of various policies and actions of the organizational content of higher vocational colleges, and have a significant correlation with their own interests.

3.4 Governance theory.

In the 1990s, "governance" became a more popular and important concept in international politics, and gradually extended to public governance, while also emphasizing the importance of global governance. Rosenau is one of the main founders of the theory, mainly from the management mechanism method, and regards it as a management mechanism in many areas of activities. Governance committee of the United Nations is more detailed, system, that "governance" is a variety of public or private individuals and institutions to manage their common affairs of the sum of the many methods, is to reconcile conflicting or different interests, and to take the continuous process of joint action, in the institutional arrangement, this has both by means of formal rights and safeguard formal system, and with people to private position mutual consultation, compromise and reach the informal system, make the system of expand and rich. Management system is essentially a system, in terms of modern national governance system, it is an organic, coordinated, dynamic and overall system, measure a national governance system modernization is to see whether the public power of institutionalization, standardization, democratization, rule of law, efficiency and coordination of the "five standards" (Yu, 2018)^[9].

3.5 Significance of the Study

The modernization of internal management in higher vocational colleges is an effective extension of the modernization of national governance to the field of vocational education, and is the fundamental change of management concept, paradigm and method. This paper to carry out the research will effectively summarize the current internal management modernization of higher vocational colleges implementation effect and effective experience, understand the main problems of its implementation, targeted to put forward the effective path, to realize the modernization of internal management in higher vocational colleges, promote the development of higher vocational education high quality has important theoretical value and practical significance.

3.6 Objectives of the Study

Through research and analysis, concise the current modernization of higher vocational colleges, achievements and internal management experience, for the main contradiction of the current targeted crack path, effectively resolve the conflicts of interest, build multiple participation, rights and

responsibilities clear internal governance structure and multiple governance subject collaborative mechanism, provide modern internal management in higher vocational colleges can fall to the ground, easy to copy, can promote the practice of paradigm.

4. Materials and Method

4.1 Study Design

The study utilized quantitative descriptive design adopting the questionnaire survey method. The researcher conducted questionnaire survey on the contents related to the modernization of the internal governance system of higher vocational colleges, and makes a statistical analysis of the relevant data by means of quantitative analysis. It focused on the three dimensions of managers, staff and students. The questionnaire was designed in terms of the governance subject's participation in the internal governance of the school, the implementation of the school charter, the relationship between academic power and administrative power, etc., the main problems related to the modernization of the internal governance system of higher vocational colleges were analyzed statistically, and the targeted implementation path was proposed.

4.2 Sample/ Population of the Study

The questionnaire was distributed to three categories of respondents: managers (school leaders, middle-level cadres, general managers), faculty and staff, and students. A total of 450 managers, 625 faculty and staff, and 1852 students from 15 higher vocational colleges were selected, which extensively covers the internal governance subjects of higher vocational colleges and has significant representation. The over-all total of respondents was 2,927. From the size and groups of respondents, it can fully and truly capture the main demands, problem focus and solutions of the main body of internal governance in higher vocational colleges from multiple perspectives.

4.3 Data Gathering Tools

This survey was carried out through the preparation of a questionnaire. The questionnaire has 13 major items and 62 minor items in the topic design, of which 1 is entitled multiple choice and the others are single choice. The content covers the identity, role and rights of the main body of governance, the problems of governance modernization, the implementation of the school charter and the establishment and operation of the governance system, and the quality of talent training. Therefore, the questionnaire can comprehensively cover all aspects of the development of school running, has a good scientific, and can provide strong support for the effectiveness of investigation and research.

4.4 Data Gathering Procedures

A total of 2927 questionnaires were sent and 2927 were recovered, of which 2919 were valid, with a recovery rate of 100% and an effective rate of 99.73%. This questionnaire is completed independently under the voluntary, serious, objective and true attitude of the respondents, and the questionnaire issuing personnel timely collect and count, and statistical summary and analysis of relevant data, so as to truly present the investigation situation and reflect the aspirations of the respondents.

4.5 Ethical considerations

The investigator will comply with all research ethics. The researchers will inform the respondents of the purpose of the study in advance, and conduct the questionnaire survey after soliciting the consent of the respondents to ensure that participation in the survey is voluntary. The questionnaire was anonymous to ensure that respondents did not worry about their privacy disclosure and answered truthfully. The respondents can suspend the survey at any time. The questionnaire questions only need to fill in the answer sheet, ensuring that each respondent can take the time to answer the questions, and the method is easy to calculate and analyze. During the study, the investigator signed a confidentiality agreement to ensure that no privacy was disclosed or violated. The questionnaire was destroyed immediately after the completion of the study. When selecting the research object, according to the distribution of students in various departments and majors, students will participate openly to ensure that the student representatives are extensive. The research results will be published and passed on to the respondents

through certain channels.

5. Results and Discussions

The purpose of this section is to analyse the statistical data and to summarize the problems reflected. In response, the questionnaire focused on six aspects: a) the internal governance modernization of higher vocational colleges; b) the three most serious internal governance modernization problems of higher vocational colleges; c) the implementation of the rights of students and student congresses; d) the construction of the charter of higher vocational colleges; e) the construction and operation of relevant mechanisms in higher vocational colleges, and f) the improvement of talent training quality in higher vocational colleges. It systematically grasp the construction, implementation, effectiveness and problems of the internal governance modernization policy in higher vocational colleges.

Table 1: Problems of internal governance modernization in higher vocational colleges

Problem	Existence and the proportion of serious cases(%)					
	Serious	Relatively serious	Average severity	Less serious	Relatively not serious	Not serious
(1)Administrative power is too strong and academic power is too soft and too weak	92.49	5.48	2.02	0	0	0
(2)Administrative institutions are bloated, administrative personnel are too many, people are too busy, management efficiency is low	56.52	29.46	12.5	1.51	0	0
(3)The relationship between schools and secondary colleges is unclear, and the division of responsibilities and rights is unclear	60.29	28.61	10.41	0.69	0	0
(4)The staff general assembly is merely a formality, and teachers lack the power to participate in major decisions and supervision of the school and the power of major decisions and supervision of the school	63.82	21.65	10.69	3.83	0	0
(5)Students lack the right to participate in major school decisions and supervision	96.95	2.77	0.27	0	0	0
(6)Power rent-seeking and corruption often occur in schools	21.86	29.33	36.49	6.47	5.86	0
(7)Teaching is not implemented	63.65	12.3	21.07	2.98	0	0
(8)The exercise of power lacks transparency	46.11	29.7	2.4	4.76	0	0

Table 1 examines the main problems existing in the modernization of internal governance in higher vocational colleges from 8 aspects. According to statistics, indicators 1 and 5 are the most problematic, with 92.49 and 96.95 people respectively thinking that the problem is "serious", indicating that the respondents are very concerned about it, and the problem of modernization of internal governance in higher vocational colleges is more concentrated and prominent in this aspect. Next are questions 4 and 7,

which are closely related to questions 1 and 5. It further shows that the lack of democracy in the internal governance of higher vocational colleges or serious lack of attention, "rule by man" thinking deep-rooted, inertia is too large. From the questionnaire statistical results, it can be found that the modern governance concept of higher vocational colleges has not been established, with a strong sense of administrative management, professors' research is still an ideal state, and the attention to mobilize students to participate in the internal governance of schools is not enough.

According to the answers to the three most serious questions in the internal governance modernization of higher vocational colleges collected in Table 2, the top three are question 1, question 4 and question 7 respectively. From the results, there is a strong consistency with the problems reflected in Table 1, and the majority of teachers and students pay close attention to the focus of the problem. They all attach great importance to the democracy in the governance of higher vocational colleges, pay attention to the status and discourse power of "professors" in the school, and want "professors to study" rather than "administrative study". Comparatively speaking, the least serious problem is problem 8, which indicates that vocational colleges can well maintain the type characteristics of vocational education in internal governance and development, adhere to demand-oriented, and strengthen the contact and cooperation with industry enterprises.

Table 2: Three statistics of the most serious internal governance modernization problems in higher vocational colleges

Problem	Number of selections
(1)Administrative power is too strong and academic power is too soft and too weak	2537
(2)Administrative institutions are bloated, administrative personnel are too many, people are too busy, management efficiency is low	713
(3)The relationship between the school, faculty, and department has not been clarified, and the division of responsibilities and powers is unclear	984
(4)The faculty representative will be a mere formality, and teachers lack the power to participate in major decisions and supervision of the school	2462
(5)Students lack the right to participate in major school decisions and supervision	1892
(6)Power rent-seeking and corruption often occur in schools	697
(7)Teaching is not implemented	2269
(8)The mechanism for industry and enterprise to participate in school governance has not yet been formed	86
(9)The exercise of power lacks transparency	706
(10)The selection and appointment of cadres are decided by their superiors, and teachers, students and other school running subjects have no right to ask	1739

In terms of the protection of students' vital interests and rights, it can be seen from the statistical data in Table 3 that questions 3, 7 and 8 have the highest satisfaction, all of which exceed 90%, indicating that higher vocational colleges can only grasp the implementation of the fundamental goal of education based on employment-oriented and focus on cultivating students' comprehensive and free development. The lowest rating was given to question 1, with only 7.7% reporting completion, which is consistent with the responses to the relevant questions in Tables 1 and 2. The results of other aspects of the answer are generally good, indicating that vocational colleges in the process of internal governance system modernization of the concern and implementation of students is solid and strong, and the effect is basically in line with expectations.

As shown in Table 4, it can be said that all higher vocational colleges have formulated the charter, which is the "fundamental law" of the school, and have also carried out a good publicity work and achieved a good publicity effect. They have also basically refined the charter and formulated a series of supporting documents, which have played a good supporting role in the specific implementation of the charter.

However, the real implementation of the charter is seriously inadequate, such as the answer on the construction content 3, that "fully implemented" accounted for only 37.99%, that "generally not implemented" accounted for 31.93%, indicating that there is still a large gap in the implementation of the internal governance system in higher vocational colleges, and the status of the "fundamental law" of the charter has not received enough attention. Higher vocational colleges emphasize the formulation and light implementation of the constitution, and the governance system with the constitution as the core is difficult to highlight the effectiveness of "law".

Table 3: Implementation of the Power of Students and Student Congresses

Problem	The proportion of various types of implementation(%)					
	Complete failure to implement	non-implementation	Normal implement	General implement	Fully implement	Have no idea
(1)Participate in democratic decision-making and supervision of school related matters	0	0	68.14	10.41	7.7	3.6
(2)Different types of students (such as different genders, different origins, different family backgrounds, students with disabilities, etc.) are treated fairly	0	0	7.1	15.66	77.29	0
(3)The students in school receive the education of moral, intellectual, physical, American and labor all-round development	0	0	2.3	6.89	90.82	0
(4)Students from poor families receive corresponding help	0	0	4.76	23.76	71.46	0
(5)The system of scholarships, student loans and grants has been improved and implemented	0	0	0	15.45	84.54	0
(6)You can use your spare time to participate in social service and work-study activities	0	0	15	17.68	67.32	0
(7)Student groups may be organized on campus to carry out activities according to law	0	0	2.22	6.3	91.47	0
(8)Receive effective career guidance and services	0	0	0	7.88	92.12	0

Table 4: Constitution Construction of Higher Vocational Colleges

Construction content	The proportion of various types of construction(%)					
	Complete failure to implement	Less implemented	General non-implementation	Comparative implementation	Fully implement	Have no idea
(1)The school charter has been formulated in accordance with the relevant regulations and requirements of the Ministry of Education	0	0	0	0	98.08	1.92
(2)Based on the charter, a relatively perfect internal management system and a series of normative documents have been formulated	0	1.16	0.89	29.53	63.51	4.9
(3)The school running and management shall be carried out in strict accordance with the charter and various rules and regulations	0	0	31.93	30.08	37.99	0
(4)In all the teachers, students and staff of the school charter carried out in-depth publicity and education	0	0	0	12.06	87.39	0.55

In terms of mechanism building, as shown in the answer results of "mechanism building content 1" in Table 5, 52.24% of the respondents think that it is imperfect, more than half of them, and the results of the three survey contents are the least satisfactory, which is in strong consistency with the survey results of related contents in Table 1, Table 2 and Table 3. It further proves that students' main position and role in school governance have not been paid enough attention. The construction of Party building related work is good, and the overall work can be carried out in accordance with the relevant system requirements.

In terms of the quality of talent training, as shown in Table 6, the answer result of "evaluation content 1" is the best, indicating that higher vocational colleges can adhere to the type orientation of vocational

education and adhere to the philosophy of integration of production and education and cooperation between schools and enterprises. Moreover, the answer results of "evaluation content 2" and "evaluation content 3" can further support this. However, the results of "evaluation content 4" and "evaluation content 5" were not satisfactory, especially in the field of international communication. This shows that the enthusiasm and initiative of higher vocational colleges to learn from the advanced management experience of foreign vocational colleges is not strong, which limits the modernization process of school internal management to some extent.

Table 5: Construction and operation of relevant mechanisms in higher vocational colleges

Content of mechanism building	The proportion of various types of construction and operation(%)					
	Not yet established	Far from perfect	Less perfect	Relatively perfect	Very perfect	Have no idea
(1)Before making major decisions, the school will first investigate and study, fully listen to the opinions of students, and fully communicate with students	0	0	52.24	33.74	8.67	5.34
(2)Seriously open a good democratic life of student party members, heart-to-heart talk mechanism	0	0	30.66	36.07	15.04	18.23
(3)Implement the mechanism of making party affairs and school affairs public, and timely inform teachers and students of major decisions and implementation of the school	0	0	21.41	53.96	23.43	1.2

Table 6: Situation of improving talent training quality in higher vocational colleges

Evaluation content	The proportion of all kinds of evaluation(%)					
	Very poor	poor	Generally poor	good	Very good	Have no idea
(1)Continuous innovation of personnel training model and the integration of school and enterprise education	0	0	0	18.84	81.16	0
(2)There is a scientific curriculum system, comprehensive implementation of quality education, professional ethics, humanistic quality education throughout the whole process of training	0	0	0	24.7	75.3	0
(3)The level of teachers' scientific research and teaching research has improved significantly in recent years	0	0	0	29.67	68.04	2.3
(4)Taking teachers' participation in teaching ability competition and instructing students competition as an important basis for teachers' evaluation and recruitment	0	0	15.56	35.01	47.86	1.54
(5)We will strengthen international exchanges and cooperation and continue to promote cooperation between Chinese and foreign vocational colleges in running schools	0	15.48	30.59	27.27	26.65	0

6. Discussion

Through the statistical analysis of the questionnaire data, the author believes that higher vocational colleges have achieved some results and experience in the implementation process of internal governance modernization:

Firstly, institutional construction can be carried out in a timely manner, such as formulating regulations and supporting systems, providing a relatively sound and powerful support for implementation, laying a solid foundation for the establishment of a modern university system, and providing a "basic law" to supervise the "rule of law" of vocational colleges. Secondly, we can adhere to the positioning of vocational education, actively carry out industrial education integration and school cooperation, form a diversified and unique talent cultivation model, and achieve good results in talent cultivation. Thirdly, we should adhere to the comprehensive and free development of education in China, allow and support students to participate in various community activities, and cultivate the fundamental goal of students' comprehensive moral, intellectual, physical, aesthetic, and labor development; Fourthly, it can adhere to the people-oriented development concept, pay attention to the direct interests and practical difficulties of students, and promptly take care of and help students in need. But at the same time, the author believes that there are also many problems in the process of modernization of internal governance system in higher vocational colleges, which need to attach great

importance to and actively solve:

The concept of multiple subjects to participate in governance is missing, the structure is unreasonable [10]. Teachers and students 'governance subject status is not prominent, the "people's wishes" is insufficient, which may be closely related to the governance concept of higher vocational colleges has not been established, the relevant governance subject attention is insufficient, participate in governance channels are relatively single or not clear enough;

One reason is that the top-level system design of internal governance in vocational colleges is lagging behind, the governance structure is "administrative", and power is too centralized,. The democratic nature of governance is not strong, and the rights between various levels of school institutions are not clear, especially the power of students to participate in major decision-making and supervision of the school, which may be more and lack the concept of "rule of law", and the awareness of "rule of law" is not strong^[11];

7. Conclusion and Recommendations

Based on the above analysis, the author believes that in the modernization process of the internal governance system in the future, vocational colleges need to establish governance concepts, create diversified governance structures for school leaders, middle level leaders, general managers, employees, and students, fully utilize and amplify the overall power effect of the unified organizational structure, organically integrate structural functions, strive to reduce functional levels, and break the dilemma of management division of labor, Reduce the inefficiency caused by management level, establish good cooperation relationships between departments, promote the orderly operation of various institutions in universities, and accelerate the coordinated development of internal governance.

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