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PROPOSING AN INNOVATIVE EDUCATION MODEL: INTEGRATING BLENDED LEARNING STRATEGIES INTO VIETNAMESE HIGHER EDUCATION

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Abstract: This article introduces a pioneering educational model tailored for the Vietnamese higher education sector, aiming to significantly improve academic outcomes and align the system with international standards. This model capitalizes on the integration of blended learning strategies, responding to the directives of Resolution No. 29-NQ/TW. It addresses the pressing challenges within the current educational framework, proposing a multifaceted approach to foster a more robust and effective learning environment. The primary objective is to enhance the quality and accessibility of higher education, thereby positioning Vietnam as a competitive player on the global educational stage. Through a detailed exploration of the proposed model, this research highlights the potential for transformative change in the academic landscape, showcasing the benefits of a blended learning approach in achieving educational excellence and innovation.

Keywords: Vietnamese higher education; Blended learning; Educational innovation; Academic outcomes; Global standards; Resolution No. 29-NQ/TW

1 INTRODUCTION

With globalization and the rapid development of information technology, education faces new challenges and opportunities, and Vietnam's education system is no exception. Recognizing these critical situations, the Vietnamese government has promulgated Resolution No. 29-NQ/TW, aimed at the fundamental and comprehensive reform of education and training systems. This program aims to bring the country's educational system into line with the demands of modernization and industrialization within the socioeconomic environment of a socialist market economy and the larger framework of global integration [1].

The resolution explicitly acknowledges higher education's vital role in producing the highly skilled labor force that the nation needs to accomplish its developmental objectives and remain competitive on the world stage. It lays out a comprehensive strategy that involves expanding training facilities, creating a balanced career and training level structure, and finishing up a cohesive network of higher education institutions. This strategy is well-positioned to meet the changing demands of technological advancement, various fields and occupations, and the overarching goals of national defense and international integration. The resolution prioritizes improving the quality of human resources, developing talents, and promoting learner competency.

However, there are several obstacles to Resolution No. 29-NQ/TW's implementation, especially in light of higher education innovation. These challenges highlight the need for creative teaching methods to support the desired change. Adopting the Blended Learning paradigm, which combines conventional pedagogical approaches with state-of-the-art online learning tools, is a viable way to support this transition. The objectives stated in Resolution No. 29-NQ/TW can be achieved by the thoughtful integration of this model within Vietnam's higher education system [1].

The Blended Learning model can significantly improve the quality of education because of its hybrid design, which provides a dynamic and adaptable learning environment. It makes it possible to tailor learning experiences, consider different learning preferences, and create a dynamic and exciting learning environment. Moreover, this model is conducive to cultivating students' critical thinking skills, problem-solving abilities, and propensity for lifelong LEARNING. The Blended Learning model can catalyze novel learning opportunities by integrating the best aspects of face-to-face instruction with the advantages of online learning platforms. These possibilities are critical to helping Vietnam achieve its social development and international integration goals by giving students the knowledge and skills they need to prosper in a world that is changing quickly.

In conclusion, Vietnam must strategically implement the blended learning paradigm in higher education; it is not only an option. It is a proactive strategy that can significantly aid in achieving the objectives of education reform stated in Resolution No. 29-NQ/TW. Vietnam can guarantee the delivery of a high-quality education that is responsive to the demands of the twenty-first century by adopting this approach, setting the groundwork for the nation's future development and integration into the international community.

2 PAPER AND TEXT FORMAT

2.1 Literature Review

2.1.1 Resolution No. 29-NQ/TW

Resolution No. 29-NQ/TW, issued on November 4, 2013, by the Central Executive Committee of the Communist Party of Vietnam, represents a significant milestone in the comprehensive and substantive reform of Vietnam's educational and training landscape against pressing demands to elevate educational standards. This difficulty arises from the imperative to align the quality of education with the requirements of industrialization, modernization, and international integration. The resolution delineates a strategic vision to overhaul the education system to foster high-quality human resources development.

Central to the resolution are objectives aimed at enhancing the quality of education across all levels, advocating for lifelong learning, and fostering an equitable and productive educational milieu. The resolution lists several crucial actions and steps that must be taken to achieve these goals. Notably, it prioritizes curriculum and pedagogical innovations to guarantee that educational content is pertinent to and responsive to societal demands and labor market trends. In addition, the resolution emphasizes how critical it is for educators and academic administrators to continue their professional growth through systematic training and retraining programs in addition to reforms in hiring, evaluation, and remuneration procedures [1].

The resolution also promotes enhancing educational infrastructure and incorporating information technology into administrative and pedagogical procedures to provide the best Learning and teaching environments. To encourage innovation in educational governance, the resolution asks for increased institutional autonomy and improvements to the academic management framework at different administrative levels [1].

The Vietnamese educational system has significantly progressed since Resolution No. 29-NQ/TW was enacted. Notable advancements have been made in information technology and the adoption of cutting-edge teaching approaches. Students' overall growth and the quality of their education have improved due to these adjustments. However, there are ongoing issues that the higher education sector must deal with, such as the discrepancy between higher education standards and the need for highly skilled labor in a knowledge-based economy. Furthermore, there needs to be more luring non-state investment into the educational sector, and higher education investment continues to be inadequate, lacking strategic focus and efficiency [2].

2.1.2 Blended learning

Blended Learning, or combined Learning, emerges as a response to technological advancements and the increasing need for flexibility within the educational process. Characterized as a hybrid of virtual and classroom instruction, blended Learning redefines the teaching landscape by optimizing instructional design and transforming traditional education modalities. Information technology is crucial in removing temporal and spatial constraints and fostering a more effective teacher-student interaction. This model facilitates deep Learning and stimulates creativity and personal potential development.

The blended learning model transcends the traditional constraints of time and space. This model integrates technology-facilitated online interactions with conventional classroom settings, offering a dynamic and flexible learning environment. Blended Learning showcases superior flexibility in both the application location and timing of teaching activities compared to traditional educational models [3-4].

Furthermore, Blended Learning is characterized by employing multiple instructional strategies to convey knowledge and skills to students. This approach not only amalgamates the advantages of collaborative, independent, and problem-based Learning but also caters to diverse learning preferences, including auditory, visual, and kinesthetic learners. By combining traditional pedagogical methods and technology-driven instruction within physical and virtual spaces, Blended Learning leverages various media to enhance educational outcomes [5-6]. This holistic approach underscores the model's capacity to facilitate a comprehensive learning experience, affirming its significance in the evolution of contemporary education.

The adoption of blended Learning spans numerous countries, with universities in the US, Canada, UK, Australia, and Singapore integrating this method into their academic programs. Beyond higher education, training organizations and high schools have embraced blended Learning to elevate educational quality and support student development.

2.1.3 Blended learning

Integrating traditional pedagogical methods with applied approaches, complemented by a systematic deployment of technology in managing and enhancing educational processes, presents a compelling solution to accommodate students' diverse comprehension and learning preferences within classroom settings. This approach, known as the blended learning model, affords unparalleled flexibility and efficiency in knowledge dissemination. However, the success of such models is contingent upon their capacity to align with the specific requisites of the educational context in question. In this regard, "Blended: Using Disruptive Innovation to Improve Schools" by Michael.

B. Horn and Heather Staker emerge as a seminal text, bridging the gap between conventional educational methodologies and the potential of digital learning innovations.

Central to their discourse is the delineation of four principal blended learning models, as identified through rigorous research encompassing the analysis of myriad practical implementations in educational institutions, primarily within the United States, alongside some international studies (Horn & Staker, 2015). As detailed in their publication, these models provide a comprehensive framework for understanding the multifaceted applications of blended learning practices (Figure 1).
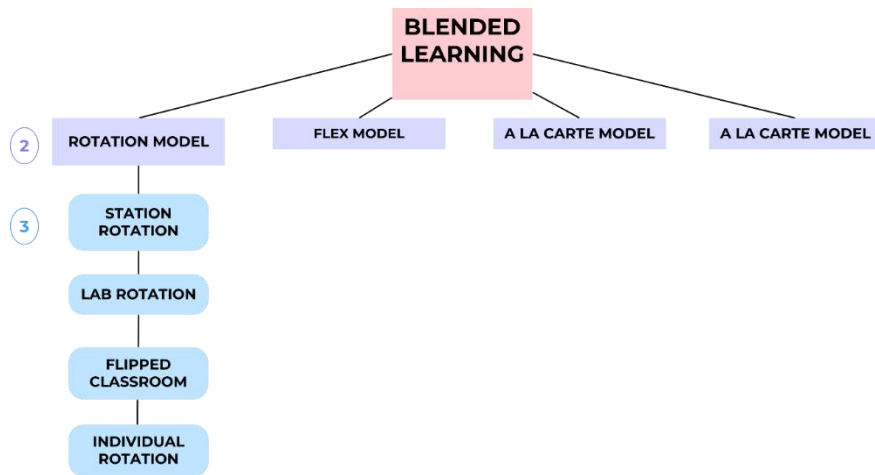
Figure 1 Diagram of Blended learning models

Most blended learning approaches can be categorized into one of four primary types: Rotation, Flex, A La Carte, and Enriched Virtual. Within the Rotation model category are four distinct subtypes: Station Rotation, Lab Rotation, Flipped Classroom, and Individual Rotation.

Firstly, the Rotation Model. The Rotation model is characterized by a course structure where students alternate between different learning modalities on a fixed schedule or at the teacher's discretion. This model is predominantly implemented in brick-and-mortar settings and incorporates at least one online learning modality. Other modalities may include traditional classroom instruction, group projects, individual tutoring, and conventional assignments. The Rotation model is further divided into four sub-models:

Station Rotation: Here, students rotate through all stations in a classroom setting, engaging with various learning activities, including an online learning station (Figure 2).
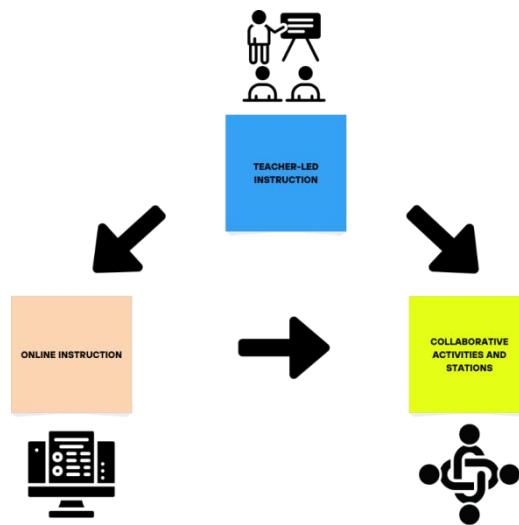
Figure 2 Station Rotation model

Lab Rotation: This sub-model specifically involves rotation to a computer lab for the online learning component, distinguishing it from other stations that might focus on different modalities (Figure 3).
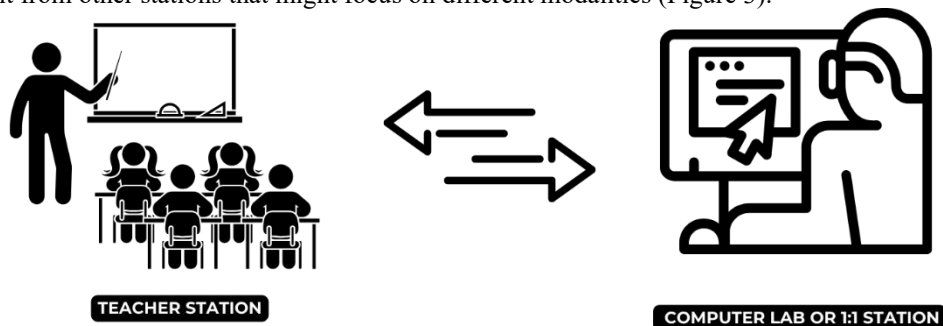
Figure 3 Lab Rotation model

Flipped Classroom: Distinct for its inversion of traditional homework and in-class activities, students first engage with online learning outside of school, then participate in teacher-led practices or projects in the classroom (Figure 4).
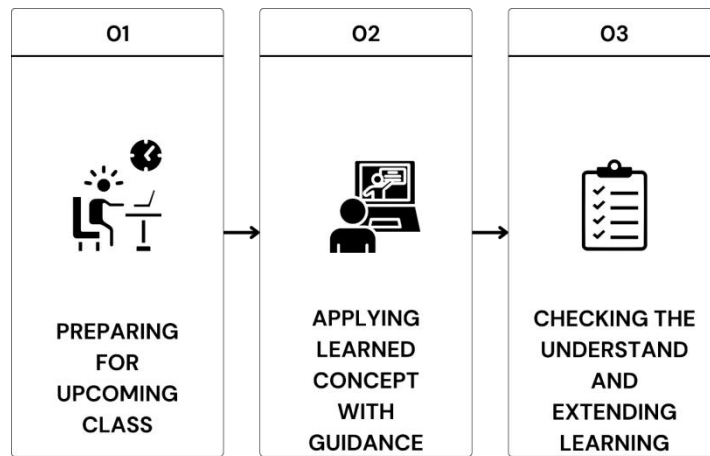
Figure 4 Flipped Classroom model

Individual Rotation: Tailored to each student, this approach employs an individualized playlist of activities. Students do not rotate through all stations but only those assigned based on an algorithm or teacher discretion (Figure 5).
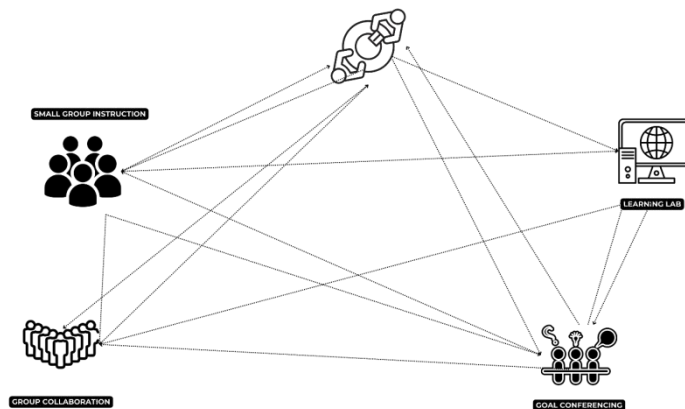
Figure 5 Individual Rotation model

Secondly, Flex Model: The Flex model positions online learning as the central element of student education, supplemented by offline activities. Students navigate through their courses following a personalized, fluid schedule among various learning modalities. Although the primary instruction is online, face-to-face support is provided as needed by on-site teachers or other adults through small-group instruction, projects, or tutoring. The level of in-person support can vary significantly across different implementations of the Flex model (Figure 6).

Figure 6 Flex model

Thirdly, A La Carte Model: Under the A La Carte model, students take one or more courses entirely online alongside other traditional courses at a brick-and-mortar school. This model's key feature is its flexibility, allowing students to complement their in-person education with courses that might not be available or feasible within their school setting. The teacher of record for the online course is responsible for the student's learning in that subject (Figure 7).
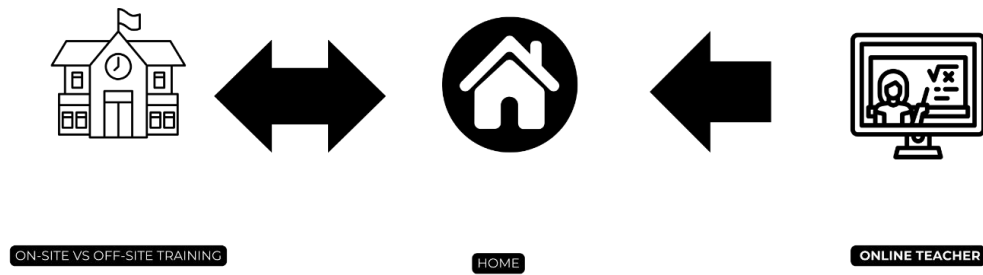
Figure 7 A La Carte model

Fourthly, the Enriched Virtual Model: Originating from full-time online schools, the Enriched Virtual model requires students to attend scheduled face-to-face sessions with their teacher, combined with the flexibility to complete their coursework remotely. Unlike the Flipped Classroom model, face-to-face interactions in the Enriched Virtual model are not daily but scheduled as required, making it distinct from fully online courses. This model facilitates online and in-person learning, with the same instructor typically overseeing both modalities (Figure 8).
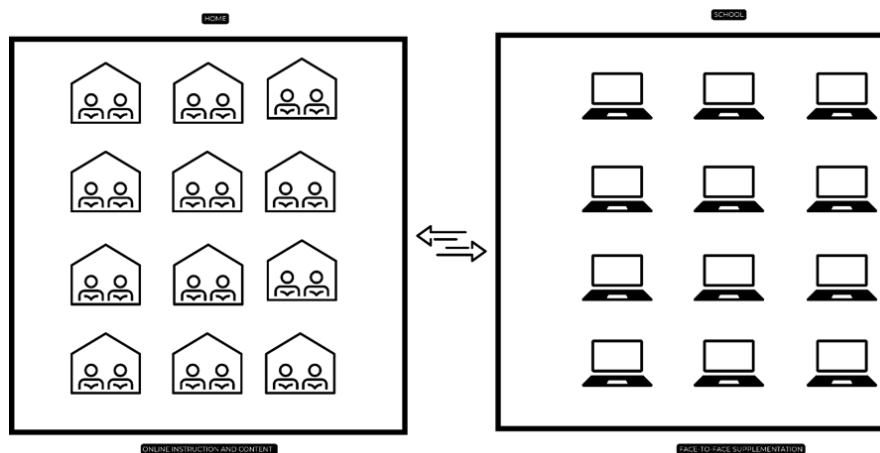
Figure 8 Enriched Virtual model

In conclusion, these blended learning models represent a significant shift in educational paradigms, offering diverse pathways to accommodate various learning preferences and needs. By embracing these models, academic institutions can provide students with a more flexible, personalized, and enriched learning experience.

2.2 Method

This article employs a quantitative methodological framework to propose an innovative educational model that seeks to integrate blended learning strategies within the context of Vietnamese higher education. This model addresses and effectively implements the directives outlined in Resolution No. 29-NQ/TW, aiming at a transformative approach to educational practices. By harnessing the potential of blended learning strategies, this model aspires to foster a more dynamic, flexible, and effective learning environment that can adapt to the evolving educational needs and challenges in Vietnam. Furthermore, this article contributes to the theoretical discourse on educational reform. It provides practical insights and recommendations for policymakers, educators, and stakeholders in the Vietnamese higher education sector, facilitating a more informed and strategic implementation of Resolution No. 29-NQ/TW.

2.3 Proposal Strategy

2.3.1 Technological infrastructure

In the contemporary educational milieu, the cornerstone of any productive blended learning initiative is predicated on a robust technological infrastructure. This infrastructure is imperative to support an array of online learning platforms and digital resources and to provide unwavering internet access to all stakeholders. The development of such an infrastructure necessitates substantial investments in hardware and software components, ensuring that every participant, including students and faculty, is equipped with the necessary tools to engage comprehensively in blended learning environments.

First and foremost, the investment in hardware is of paramount importance. Higher education institutions are encouraged to outfit classrooms with state-of-the-art computing devices, interactive whiteboards, and additional essential multimedia equipment. These tools facilitate a seamless transition between traditional and digital learning modalities. Moreover, to bridge the digital divide, it is prudent for institutions to contemplate initiatives that afford students access to personal computing devices, such as laptops or tablets, through loan programs or subsidies. This

approach guarantees that students can participate effectively in blended learning endeavors irrespective of socioeconomic status.

Secondly, the role of software solutions in the triumph of blended learning initiatives must be balanced. The implementation of advanced Learning Management Systems (LMS) is quintessential. These systems should support many educational tools and resources, offering functionalities like virtual classrooms, discussion forums, assessment modules, and analytics for monitoring student progress. Such comprehensive systems facilitate the integration of online and offline educational activities, rendering the learning experience more cohesive and manageable.

Furthermore, the assurance of reliable internet access across educational campuses is crucial. This entails the augmentation of existing network infrastructures to deliver high-speed internet connectivity. The establishment of Wi-Fi hotspots in strategic locales ensures that students and faculty members have perpetual access to online resources. Entering negotiations with internet service providers to offer cost-effective packages for students may also facilitate access issues beyond the confines of educational institutions.

Lastly, the significance of technical support and maintenance must be balanced. The presence of a dedicated IT support team that is available to address any emergent technical issues promptly is imperative. Regular maintenance schedules and updates are essential to maintain the infrastructure's operational integrity and security, thereby preventing disruptions in the educational process. By giving precedence to these elements, universities can construct a resilient technological infrastructure that adequately supports the diverse requisites of blended learning paradigms.

2.3.2 Faculty training

The efficacy of blended learning initiatives is contingent upon the preparedness and competence of the faculty. Comprehensive training programs must be developed to equip educators with the requisite skills in blended learning pedagogy, instructional design, and the application of technology. The importance of continuous professional development cannot be overstated in ensuring the sustained quality of blended learning delivery.

Initially, universities should inaugurate intensive workshops and training sessions that concentrate on the fundamental principles of blended learning. Such programs should encompass strategies for effective online instruction, integrating technology within the curriculum, and designing interactive online activities. Faculty members must grasp the methodology of creating a harmonious blend of online and offline learning experiences that both engage students and fulfill educational objectives.

The significance of ongoing professional development remains paramount. Establishing continuous professional development programs will enable faculty to stay current with the latest advancements in educational technology and pedagogy. Frequent workshops, online courses, webinars, and conferences allow faculty to refine their skills and remain informed of emerging trends and best practices in blended learning.

Moreover, mentorship and peer support play pivotal roles in faculty training. The institution of a mentorship program, wherein seasoned faculty members guide their colleagues in adopting and refining blended learning practices, is highly advantageous. Encouraging peer support groups facilitates the exchange of experiences, challenges, and best practices, thus nurturing a collaborative learning atmosphere among educators.

Implementing evaluation and feedback mechanisms is essential to appraise faculty performance within blended learning environments. Regular feedback obtained from students and peer assessments can yield valuable insights into the efficacy of teaching methodologies and pinpoint areas necessitating enhancement. Tailoring professional development initiatives based on this feedback ensures the relevance and effectiveness of faculty training.

By furnishing robust training and ongoing support, universities can guarantee that faculty members are adequately prepared to deliver high-quality blended learning experiences, thereby augmenting the overall educational experience for students.

2.3.3 Curriculum development

Integrating online and offline activities within a curriculum is imperative for the efficacy of blended learning approaches. This curriculum must be meticulously designed to align with specified learning outcomes while incorporating interactive and collaborative elements, thereby augmenting student engagement and the effectiveness of the learning process.

Initially, ensuring the curriculum's alignment with the intended learning outcomes is crucial. The curriculum's online and offline segments must be purposefully crafted to fulfill these outcomes. This entails a detailed mapping of specific objectives for each delivery mode and ensuring a cohesive relationship between them. Such alignment facilitates a comprehensive understanding among students regarding each activity's purpose and contribution to their overarching learning objectives.

The infusion of interactive and collaborative activities is vital in sustaining student engagement. Online discussions, group projects, peer evaluations, and interactive simulations are quintessential examples that can significantly boost engagement and learning. These methods encourage students to immerse themselves actively in the learning process, thereby cultivating a sense of community and collaboration.

Diversifying assessment strategies is essential for effectively evaluating learning across both online and offline platforms. This diversity can be achieved through various assessments, including quizzes, assignments, projects, and exams, designed to gauge students' comprehension and application of knowledge in differing contexts. Providing timely and constructive feedback on these assessments is pivotal in aiding students' academic progression and success.

The curriculum must also accommodate flexible learning pathways to address students' varied needs and preferences. This flexibility can be attained by offering options such as self-paced learning, blended modules, and elective courses,

allowing students to tailor their learning journey according to their interests and career aspirations. Such adaptability empowers students to take control of their learning process, fostering increased motivation and engagement.

Moreover, integrating real-world applications within the curriculum enhances its relevance and practicality. Incorporating case studies, internships, and project-based learning opportunities enables students to bridge theoretical knowledge with real-world situations, thereby sharpening their problem-solving and critical-thinking capabilities. By emphasizing these elements, educational institutions can develop curricula that adhere to academic standards and actively engage and motivate students within a blended learning framework.

2.3.4 Policy and Support

The imperative of instituting robust policies and frameworks to foster the adoption of blended learning methodologies within academic institutions must be addressed. Such policies are instrumental in providing the necessary incentives for faculty members, ensuring comprehensive support systems for students, and establishing mechanisms for ongoing evaluation and enhancement of blended learning initiatives.

To begin with, universities must formulate policies that offer tangible incentives for faculty members to embrace and excel in implementing blended learning strategies. The recognition and reward of faculty efforts could encompass financial bonuses, accolades, advancements in professional standing, and opportunities for continued professional development. These forms of motivation are essential in encouraging faculty members to dedicate the requisite time and effort toward creating superior blended learning experiences.

Equally pivotal is the provision of extensive support services for students. These services are vital in aiding students in effectively navigating the complexities of the blended learning environment. They should include, but not be limited to, academic advising, technical assistance, counseling services, and access to comprehensive learning resources. Affording students with such support significantly bolsters their educational experience and academic achievement.

Furthermore, implementing a system dedicated to continuously evaluating and refining blended learning programs is crucial for preserving their quality. The employment of regular surveys, feedback mechanisms, and performance analytics serves to pinpoint areas needing enhancement and facilitates the making of informed decisions. A commitment to ongoing improvement ensures that blended learning initiatives remain efficacious and attuned to the evolving needs of students and faculty.

Policies that are inclusive and cater to the diverse needs of the student body are of paramount importance. This includes making provisions for students with disabilities and those from disadvantaged backgrounds. To ensure equitable access to education, it is imperative to offer learning materials and support services that are accessible and tailored to the varied needs of a diverse student populace.

Lastly, the engagement of all stakeholders in the policy development process is a critical aspect of crafting successful blended learning frameworks. Involving faculty, students, administrators, and external partners in both the development and implementation phases of blended learning policies guarantees that these policies are comprehensive and address the needs of the entire educational community. Regular consultations and collaborative efforts are essential in cultivating a unified vision and commitment towards the flourishing of blended learning initiatives.

In conclusion, by establishing supportive policies and frameworks, universities can engender an environment conducive to the growth and sustainability of blended learning, ultimately elevating the quality of education for all students.

2.3.5 Expected outcomes

The proposed blended learning model is meticulously designed to significantly enhance the quality and accessibility of higher education within Vietnam. This innovative model aims to leverage the myriad potentials of blended learning methodologies to furnish more adaptable and individualized educational experiences. Such experiences are paramount in equipping students with the requisite skills for success in the contemporary workforce.

A primary outcome anticipated from this initiative is the notable improvement of learning outcomes. By amalgamating online and face-to-face instruction, blended learning facilitates a comprehensive spectrum of teaching methodologies that cater to diverse learning styles and preferences. This adaptability enables students to engage more efficaciously with the course content and fosters enhanced retention and practical application of knowledge. Consequently, students are expected to witness an improvement in academic performance and gain a deeper understanding of their studies.

Furthermore, this model is set to expand the accessibility of higher education significantly. By incorporating online components, universities can extend their educational reach to students impeded by geographical, financial, or personal constraints from participating in traditional on-campus classes. This augmentation of inaccessibility ensures that quality education opportunities are available to a broader audience, including individuals in remote locales.

Another pivotal advantage of the blended learning model is its capacity to facilitate enhanced student engagement. Integrating interactive and collaborative online activities is anticipated to cultivate active participation in the learning process. Access to diverse and stimulating learning resources can amplify students' motivation and satisfaction with their educational experience, leading to more engaged learning communities.

Moreover, the model is poised to produce graduates better prepared for the demands of the modern workforce. By integrating real-world applications and accentuating critical thinking and problem-solving skills, blended learning equips students with the competencies essential for professional success. This preparation not only enhances their competitiveness in the job market but also contributes to the overall quality of the workforce.

Lastly, adopting blended learning is expected to facilitate the development of sustainable and adaptable education models. These models can swiftly transition to fully online formats in response to emergencies, such as pandemics or natural disasters, ensuring education continuity and minimizing disruptions.

In summary, emphasizing these anticipated outcomes, the proposed blended learning strategy aims to revolutionize higher education in Vietnam. Its implementation is expected to render the educational system more efficient, accessible, and responsive to the evolving needs of both students and the labor market.

2.3.6 Implementation plan

A meticulously structured implementation plan is imperative to systematically embed blended learning within the higher education framework. This document delineates a comprehensive approach encompassing sequential phases, timelines, and requisite resources to integrate blended learning methodologies into the academic fabric seamlessly. The proposed implementation strategy encapsulates the following phases:

Phase 1: Planning and Preparation:

A foundational step involves a thorough needs assessment to ascertain the prevailing technological landscape, faculty preparedness, and student requirements. This assessment will serve as a cornerstone for the strategic blueprint.

Subsequently, the formulation of a strategic plan is crucial. This plan should articulate clear goals, objectives, and timelines, detailing actionable steps and assigning responsibilities for each phase of the endeavor.

Securing adequate funding and resources is paramount for the initial setup and sustained support of the blended learning infrastructure. This may entail exploring avenues such as government grants, private investments, or collaborations with technology vendors.

Phase 2: Infrastructure Development:

Essential hardware and software investments are critical to support the blended learning model. This encompasses the procurement of computers, interactive whiteboards, and multimedia devices, along with the deployment of sophisticated Learning Management Systems (LMS).

Enhancing internet connectivity across all campuses is vital, ensuring the availability of high-speed internet and Wi-Fi hotspots in strategic locales. Negotiations with ISPs for cost-effective student packages are also recommended.

Establishing dedicated IT support teams and regular maintenance schedules will ensure optimal technological infrastructure performance. Routine updates and maintenance are indispensable for minimizing disruptions and safeguarding security.

Phase 3: Faculty Training and Curriculum Development

The initiation of training programs for faculty on blended learning pedagogies and technological applications is essential. These should encompass modules on online teaching methodologies, technology integration, and the creation of engaging online activities.

A curriculum redesign process to incorporate both online and offline elements is imperative. Implementing this revised curriculum in selected courses will allow for iterative feedback from faculty and students, facilitating ongoing refinement.

The institution's continual professional development initiatives will ensure faculty remain abreast of the latest educational technology and pedagogical advancements. This could include workshops, online courses, webinars, and conferences.

Phase 4: Policy Development and Support Services

Creating and enforcing policies that foster the adoption of blended learning is essential. Policies should outline incentives for faculty, delineate student support services, and establish mechanisms for ongoing evaluation and enhancement.

Comprehensive support services for students are crucial to effectively navigating the blended learning landscape. This includes academic advising, technical support, counseling services, and access to learning materials.

Stakeholder engagement throughout the policy development and refinement process is vital. Regular consultations and collaborative efforts will cultivate a collective vision and commitment to the initiative's success.

Phase 5: Evaluation and Continuous Improvement

Implementing mechanisms for the regular assessment of the blended learning initiative is critical. This involves the collection and analysis of data to identify areas for enhancement.

Leveraging student and faculty feedback and performance metrics will inform data-driven decision-making. A commitment to continuous improvement ensures blended learning programs' enduring efficacy and relevance.

Adaptation and scaling based on evaluative insights and feedback are necessary. Expanding successful strategies across other courses and programs will ensure institution-wide benefits from the enhancements.

By adhering to this comprehensive implementation plan, higher education institutions can methodically and effectively incorporate blended learning into their educational offerings, aligning with students' evolving needs and the contemporary workforce's demands.

3 DISCUSSION

Blended learning methods within Vietnam's higher education context are critical and timely, aligning with the ambitious objectives outlined in Resolution No. 29-NQ/TW. This policy underscores the imperative for educational reform to boost the competitiveness and quality of Vietnam's workforce internationally. Blended learning, which merges online and traditional in-person teaching, emerges as a critical strategy for revitalizing Vietnam's higher education by fostering a more adaptable, learner-centric educational approach. This model addresses significant challenges such as improving accessibility, teaching quality, and promoting essential skills like critical thinking and lifelong learning in students.

Blended learning's potential benefits for academic achievement are vast, offering students a personalized and interactive learning journey that caters to diverse learning preferences. This approach is anticipated to enhance academic performance and produce well-prepared graduates for the global job market. Furthermore, it promotes cultivating vital 21st-century skills, including digital literacy, critical thinking, collaboration, and problem-solving, in a more engaging learning ambiance that encourages active student participation.

For educators and institutions, the transition to blended learning provides substantial advantages, such as integrating innovative teaching methods and digital resources into the curriculum, enhancing the educational experience, and efficiently tracking student progress. Institutions can also achieve higher efficiency and cost savings by diminishing physical infrastructure needs while extending their reach and capacity to admit more students.

4 CONCLUSION

By embedding blended learning strategies into its higher education system, Vietnam positions itself to enhance educational quality and accessibility, fostering a workforce endowed with critical 21st-century competencies and improving its global competitiveness. Although the journey ahead demands resilience, adaptability, and innovation, the potential gains for the nation and its citizens are expansive. The move towards blended learning represents a significant stride towards educational excellence and equity and empowers a new generation of leaders and learners in Vietnam. This shift promises to elevate academic achievement and inclusivity and equip learners with necessary contemporary skills.

However, realizing blended learning's full potential necessitates collective action from policymakers, educators, students, and the wider community, alongside considerable investments in digital infrastructure and educator training. It also involves a cultural shift within education towards embracing innovation and constant enhancement. By encouraging teamwork and harnessing technology, Vietnam can build a more robust and adaptable educational system that is ready to meet future challenges. In sum, adopting blended learning is a fundamental, forward-looking step for Vietnamese higher education, aligning with global educational trends and addressing the sector's unique needs to advance Toward a brighter future for Vietnamese education and its graduates.

COMPETING INTERESTS

The authors have no relevant financial or non-financial interests to disclose.

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CULTURAL TOURISM NARRATIVE, CIVIC AND POLITICAL EDUCATION: RESEARCH ON THE PATH OF INTEGRATING ZHAOQING'S CULTURAL TOURISM RESOURCES INTO CIVIC AND POLITICAL EDUCATION IN COLLEGES AND UNIVERSITIES

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Abstract: This paper takes the construction of "big ideology and politics course" and the era of "two big situations" as the background, and advocates the construction of a new pattern of "cultural tourism narrative, ideology and politics cultivation" for the cultivation of human beings. The study found that Zhaoqing cultural and tourism resources have the value of "new vision, big picture" education internalization, "cultural heritage and cultural confidence" cultural nourishment value, "spirit and faith" national emotion value and "moral edification" value. The study proposes four values: traditional culture nourishment - internalization path in school education, national emotion cultivation - family education and moral education.Cultural Identity, Cultural Heritage-Home-School Collaboration Three Paths of Provincial Tourism Resource Development.
Keywords: Civic education; Cultural tourism; Tourism resources; Cultural tourism narratives; Development paths

1 INTRODUCTION

In 2021, the "two sessions" of the National People's Congress proposed to make good use of the important assertion that "the major ideological and political courses must be combined with the reality". In the face of the "two big picture" of the special background of the times, to play the local cultural resources, especially cultural and tourism resources of the demonstration effect of ideological and political education, to build a "cultural and tourism narrative, ideological and political education" of the new pattern of education, which is to comprehensively enhance the level of student thinking, political awareness, This has immediate effect on comprehensively improving students' ideological level, political awareness, moral quality and cultural literacy, and is also a key link in the implementation of the fundamental task of moral education[1]. Ancient Duanzhou - new Zhaoqing has rich historical, cultural and tourism resources, Zhaoqing is unique in further exploring the cultural and tourism resources of Zhaoqing, and giving full play to the cultural driving force of "cultural and tourism narrative, ideological and political education".

2 ANALYSIS OF THE CURRENT SITUATION OF CULTURAL AND TOURISM RESOURCES IN ZHAOQING

Zhaoqing, known as Duanzhou in ancient times, is an important node city in the Guangdong-Hong Kong-Macao Greater Bay Area, and an important part of the "Guangzhou-Foshan-Zhaoxing Economic Circle" and the Pearl River-West River Economic Belt. Zhaoqing City has three districts (Duanzhou District, Dinghu District, Gaoyou District), four counties (Guangning County, Deqing County, Fengkai County, Huaji County), the city of Sihui, and two economic functional zones (Zhaoqing New District, Zhaoqing High-tech Zone), with a total area of about 14, 897.45 square kilometers. Zhaoqing is rich in landscape resources, humanities and historical resources. in January 1994, Zhaoqing became the third batch of national historical and cultural cities, Zhaoqing is the birthplace of Guangfu culture and Cantonese, and has been the center of rectification, economy and culture of the Lingnan region for many times in the past, and also one of the earliest intersections of the Central Plains culture and Lingnan culture, and the Western culture and traditional Chinese culture. There are more than 300 cultural tourism resources in Zhaoqing, ranging from national, provincial, municipal and county-level key cultural relics protection units to national, provincial and municipal intangible cultural heritage and other categories of cultural tourism resources. By the end of 2022, Zhaoqing will have 6 national key cultural relics protection units, 41 provincial cultural relics protection units, 220 municipal and county cultural relics protection units; 3 representative items of national intangible cultural heritage, 24 representative items of provincial intangible cultural heritage, and 51 representative items of municipal intangible cultural heritage.Zhaoqing's national cultural and tourism resources can be seen in the table 1 below.

Table 1 National Cultural and Tourism Resources in Zhaoqing

taxonomy	name	position	value of the Civic and Political Parenting
	Plum Nunnery	Duanzhou	Aesthetic, Historical, Scientific, and Artistic Values
	Deqing Academy	Deqing	The oldest Confucius Temple in the South
national flagship point of reference	Yuecheng Longmu Ancestral Temple	Deqing	deep culture of architecture and praying
	ZhaoqingAncient City Wall	Duanzhou	Millennium "Zhaoqing Prefecture" city lineage
	Seven-Star-Rock Cliff Carving	Duanzhou	the highest quality stone carving group in the South
	YeTing'sIndependent Regiment (military)	Duanzhou	Inheriting the Red Gene of the Iron Army
national non legacy project	Duanxi stonemade	Duanzhou	Craftsmanship, artistic value and humanistic value
	Yuecheng Dragon Mother's Birthday	Deqing	cultural identity, religious folklore, historical value
	Gao Yao Chun She	Gao Yao	cultural inheritance, family and national identity

Zhaoqing existing cultural resources endowment, level and connotation is very rich, for further play the role of cultural internalization, ideological education, spiritual drive has laid a better resource base and cultural foundation. By integrating the existing cultural and tourism resources in Zhaoqing and further exploring the value of cultural and tourism resources for ideological and political education, the existing local cultural and tourism resources in Zhaoqing are summarized in Table 2 below.

Table 2 Local Cultural and Tourism Resources in Zhaoqing

taxonomy	name	position	value of the Civic and Political Pare
Revolutionary Sites in Guangdong Province	Shigang Battery	Duanzhou	Military history, national cohesion
	Reading River Tower	Duanzhou	history and refining party character
	Li Qiao tower	Duanzhou	mission and rejuvenate the nation
	Gao Yao Academy	Duanzhou	spirit of the Iron Army
	Xijiang Special Committee	Duanzhou	Party history and national education
Zhaoqing Patriotic Education Base	Memorial to Collar Village	Gao Yao	honoring ancestors and heroes
	YeTing Independent Corps	Gao Yao	Red and Revolutionary Tradition
	Shapu Martyrs' Monument	Dinghu	Patriotism, socialist core values
	Shapu Comprehensive Station	Dinghu	Patriotic and Defense Education

3 VALUE OF CULTURAL AND TOURISM RESOURCES OF ZHAOQING IN IDEOLOGICAL AND POLITICAL EDUCATION

3.1 Internalized Value of "New Vision, Big Picture" Education

As the birthplace of Guangfu culture and Cantonese language, Zhaoqing, facing the new development opportunities and situations, the talent and "attraction and education" is crucial, which is based on Zhaoqing's heavy cultural and tourism resources, to play a "big pattern" of new values of cultural education is of profound significance. Contemporary students face the complex network world and changing times, values are easily infected by complex information, how to guide students in education "set up a swan ambition, strive to be an example of the times, " the new vision and big pattern, the value of Zhaoqing and the country's long-term development and the great renaissance of the nation is extraordinary. The existing cultural and tourism resources of Zhaoqing can give students the double shaping of theoretical thinking ability and value judgment ability, and further guide students to resonate their personal growth with the development of the times and the country, which can effectively stimulate the internal driving force of students' personal long-term development. To a certain extent, it is also a way to drive students to extend their small classroom and school learning to the national, social and national renaissance of the times[2]. As young students in the new era, understanding and practicing socialism with Chinese characteristics from the people's point of view and from a new standpoint, and striving for the Chinese dream of the great rejuvenation of the Chinese nation should become the main theme and internal driving force. Zhaoqing's rich cultural and tourism resources can further bring into play the value of students' personal development into the national renaissance, which is of far-reaching value in cultivating talents with "new vision, big pattern and sentiments".

3.2 Cultural Nourishment Value of "Cultural Heritage and Cultural Self-Confidence"

Zhaoqing cultural tourism resources have a wide range of content, rich level, long history of significant features, which is the Chinese nation's deep and excellent traditional culture. The thousands of years of Chinese culture can continue, orderly inheritance and maintain an inexhaustible vitality, thanks to cultural heritage, cultural innovation and cultural confidence[3]. Tapping the inherent cultural value of Zhaoqing's cultural and tourism resources is an effective inheritance and orderly innovation of the excellent traditional culture, but also an important way to enhance the students' national self-confidence and cultural pride, and an intrinsic need to enhance the soft power of the Chinese

nation's culture. The introduction of Zhaoqing's rich cultural and tourism resources into classroom teaching further guides students to pay attention to the protection of traditional culture, the revival of national culture, and the establishment of national sentiment, which can effectively enhance the students' consciousness of inheriting and protecting the traditional culture, and enhance their pride as a member of the Chinese nation while enhancing the effectiveness of classroom education. On the other hand, students are guided to enter the cultural and tourism attractions in Zhaoqing to create an immersive atmosphere of education, and feel the temperature, depth and thickness of Zhaoqing's cultural and tourism resources in the cultural cultivation. The condensation and sublimation of Zhaoqing's profound cultural and tourism resources is a clear spiritual pillar and action orientation for students to establish the consciousness and pride of inheriting culture.

3.3 National Emotional Value of "Spirituality and Faith"

Cultural and tourism resources are the organic fusion of material and non-material forms, covering not only the tangible existence of witnessing history, such as cultural sites and relics, buildings, newspapers, letters and so on, but also the spiritual existence of the heroic revolutionary deeds and the spirit of the revolution through the long-term revolutionary practice, which is the deep precipitation and condensation of the long-term revolutionary practice led by the Communist Party of China (CPC)[4]. Zhaoqing cultural and tourism resources have deep precipitation, coexist with material and spiritual values, and contain rich cultural value functions and social education effects, which will continue to produce edification value, inheritance value and internalization incentive value. In the face of the rapid progress of science and technology and the continuous fast pace of social development, more and more students feel continuous pressure, anxiety and loss of confidence in the future development, cultural and tourism resources inherent spiritual power should become a supportive force for the development of contemporary students, and should also be the source of confidence, spiritual power, source of living water and internal driving force for the contemporary young people to integrate their personal development into the renaissance of the country and the nation.

Existing cultural and tourism resources in Zhaoqing highlight the difficulties, twists and turns of the economic and social development process in Zhaoqing, and can figuratively guide students to cherish the hard-won good life. The cultural and tourism resources in Zhaoqing are an integral part of the list of revolutionary sites in Guangdong Province, and the value of the existing cultural and tourism resources in Zhaoqing covers the deep traditional revolutionary spirit and cultural code, which is an effective spiritual driving force to drive the youth of Zhaoqing to integrate the spirit of cultural and tourism with the great rejuvenation of the Chinese nation, and to forge the national beliefs of the youth of Zhaoqing. Based on the value of "spirit and faith" contained in the cultural tourism resources of Zhaoqing, how to revitalize, pass on and protect the value of cultural tourism resources in practice is a topic that deserves the continuous attention of the academia and the industry.

3.4 Value of "Moral Education and Moral Cultivation" in Family Education

Good moral education and moral training is an important symbol of the progress of social civilization, but also an important embodiment of the results of family education. Existing cultural and tourism resources in Zhaoqing contain traditional culture, traditional spirit and national genes, which are important carriers for family education, parents' teaching and family study, and can nourish students' good moral qualities in family education by subtle influence. With the increasing standard of living, more and more family education pays more attention to the material care of the students and the educational input of subjects and interests, neglecting the cultivation of students' inner moral qualities, which leads to a series of inner spiritual problems affecting the long-term development of the future, such as the lack of independent living ability, lack of enterprising spirit, emotional anxiety, and imbalance of the mentality of the students. Zhaoqing's unique cultural and tourism resources can become an important platform for parents to guide their children to understand the history of the country and the nation, educate their children about patriotism and national sentiment, cherish their hard-won happy life, further enhance their upwardly mobile family and national sentiment, and improve their intrinsic motivation for self-learning. With the further development of the national economy, more and more families have been greatly enriched material life, many students can not empathize with the understanding of the predecessors for the national renaissance and prosperity of the country's arduous efforts, can be further guided through the family study in the students to remember the mission and responsibility, positive efforts, thrift and frugality, down-to-earth, industrious and courageous, and enterprising spirit. Nourish students' moral mind and moral quality with cultural and tourism resources, and enhance the effectiveness and role model power of family moral education[5].

The value of Zhaoqing cultural and tourism resources is mainly reflected in the "new vision, big pattern" education internalization value, "cultural heritage and cultural confidence" cultural nourishment value, "red spirit and red faith" national emotion value and "moral education, moral education cultivation" family education inculcation value in four aspects. The mechanism for generating the value of Zhaoqing's cultural and tourism resources can be summarized in Figure 1 below.
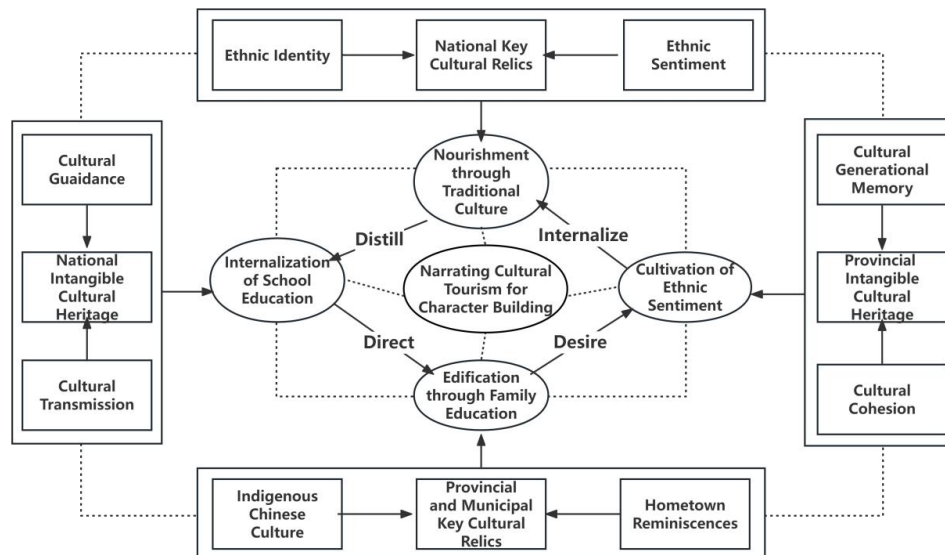
Figure 1 Value Generation Mechanism of Cultural and Tourism Resources in Zhaoqing

4 PATH OF IDEOLOGICAL EDUCATION IN COLLEGES AND UNIVERSITIES

Zhaoqing cultural and tourism resources are blessed with four values, namely, education internalization, cultural nourishment, national emotion cultivation and family education, and the development of Zhaoqing cultural and tourism resources needs to adhere to the spiritual kernel and value orientation of "cultural and tourism narratives, ideological and political cultivation", and continue to give full play to the spiritual nourishment effect of all kinds of cultural resources in Zhaoqing. Constructing the development path of Zhaoqing cultural tourism resources based on the value orientation of school education, family inculcation, cultural nourishment and national emotion cultivation and the spiritual core of "cultural and tourism narrative, ideological and political educating people", and practically playing the spiritual leading role of "ideological work for the heart of the country and the soul of the nation". Spiritual leadership[6].

4.1 Traditional Cultural Nourishment - Internalization Path in School Education

Relying on Zhaoqing's profound cultural and tourism resources, we have formed the "Neighboring Village Revolutionary Martyrs Monument - the former site of Ye Ting Independent Regiment Command - Shigang Battery - Reading River Tower" as an important cultural and tourism resources node, and constructed the " traditional culture nourishment - school education internalization" thought-led cultural and tourism resources development path. Traditional culture nourishment - school education internalization" thought-led cultural tourism resources development path. General Secretary President Xi once made an important instruction "to pay attention to and strengthen the construction of the second classroom, pay attention to practical education, adhere to the combination of education with production and social practice, widely carry out all kinds of social practice, so that students in the hands-on participation in the understanding of the state of the country, understanding of the community, education, and long ability"[7]. School education is one of the most important ways to cultivate students' growth and success, and plays a pivotal role in shaping students' knowledge and moral qualities. The cultural and tourism resources represented by the Monument to the Revolutionary Martyrs of Neighboring Villages - the former site of the command headquarters of the Ye Ting Independent Regiment - the Shigang Battery - the River Reading Building are introduced into classroom teaching, and the spiritual connotations and cultural qualities of classroom teaching are further enriched in the form of case narratives, speech contests, expert sharing, knowledge contests, and classical recitation, etc., strengthening the cultural attributes of classroom teaching. The cultural attributes, spiritual leadership and value-oriented effects of classroom teaching were strengthened. Making full use of winter and summer vacations, weekends and legal holidays or school practice activities, students are organized to carry out volunteer services, project research, in-depth interviews, and other cultural and tourism resources based on the "Monument to Revolutionary Martyrs in Neighboring Villages - Former Site of the Commanding Headquarters of Ye Ting's Independent Regiment - Shigang Battery - River Reading Tower". The school will organize students to carry out volunteer services, project research, in-depth interviews, cultural protection and other practical activities, and guide students to accept the traditional cultural nourishment from the cultural and tourism resources of "Neighboring Village Revolutionary Martyrs Monument - Former Site of the Command of Ye Ting Independent Regiment - Shigang Battery - Read River Building" through the school's education.

4.2 Cultivation of National Sentiments - Family Path of Teaching by Word and Example

Relying on Zhaoqing's profound cultural and tourism resources, it has formed an important cultural and tourism resource node of "Li Qiao Tower - Gaoyao Palace - the former site of the CPC Xijiang Special Committee and the

transportation station - Shapu Revolutionary Martyrs' Monument - Shapu Town Comprehensive Cultural Station of Dinghu District". "as an important node of cultural and tourism resources, to build a "national sentiment cultivation-family teaching by example" thought-led path of cultural and tourism resources development. Family education is an indispensable and important support in the process of students' growth and success, Zhaoqing's existing cultural and tourism resources, especially the "Li Qiao Tower - Gaoyao Palace - the CPC Xijiang Special Committee and the former site of the traffic station - Shapu Revolutionary Martyrs' Monument Dinghu District Shapu Town Comprehensive Cultural Station" as the representative of cultural tourism resources, has a very good family parent-child participation, experiential, educational and inspirational. Using weekends, holidays, summer and winter vacations and other leisure time, family members can be led into the cultural tourism resources, close experience of the traditional spirit, traditional culture, national sentiment, national rejuvenation, revolutionary spirit. Lead to the family as a carrier, to carry out traditional cultural courses, cultural practice, cultural exploration, cultural parent-child activities and other forms of activities, and further play "Li Qiao Tower - Gao Yao Palace - the CPC Xijiang Special Committee and the former site of the traffic station - Shapu Revolutionary Martyrs Monument", the town of Dinghu District, Shapu Town, the town of comprehensive tourism resources. -Shapu Town Comprehensive Cultural Station of Dinghu District" in the cultivation of national sentiment, the formation of cultural tourism resources and family teaching good interaction between the "national sentiment cultivation - family teaching" cultural tourism development path.

4.3 Cultural Identity, Cultural Inheritance - Path of Home-School Collaboration

Relying on Zhaoqing's profound cultural and tourism resources, forming the "Ye Ting Independent Regiment Command Site - Shigang Battery - Reading River Tower - Gaoyao School Palace - Shapu Revolutionary Martyrs Monument" as an important cultural and tourism resources node, building a "cultural identity, cultural heritage - home-school collaboration" thought-led cultural and tourism resources development path. Node, build "cultural identity, cultural heritage - home-school collaboration" thought leadership of cultural tourism resources development path[8]. Through the school to carry out culture into the school campus - home and school collaboration and parenting activities and cultural tourism scenic spots "immersive home and school interaction" and other practical activities outside the school, play Zhaoqing "Ye Ting Independent Regiment Command Site - Shigang Battery - read the River Tower Gao Yao Palace - Shapu Revolutionary Martyrs Monument" cultural tourism resources on students' cultural self-confidence, cultural self-awareness, cultural self-improvement, cultural introspection and other spirit-driven effect, guiding teachers, students, parents, relying on cultural tourism resources, cases and other interactive exchanges. In the immersive activities and exchanges, we fully understand the profound connotation of the strategy of cultural power and national greatness review, and advocate teachers, students and parents to consciously shoulder the responsibility of traditional cultural heritage, and contribute to the cultural power and national greatness renaissance.

5 CONCLUSION

Ancient Duanzhou - new Zhaoqing has a rich history of culture and tourism resources, further explore the cultural and tourism resources of Zhaoqing, to play the "culture and tourism narrative, thinking and educating people" cultural internal drive, Zhaoqing is unique. Zhaoqing existing cultural resources endowment, level and connotation is very rich, for further play the role of cultural internalization, ideological education, spiritual drive has laid a better resource base and cultural foundation. Through the integration of existing cultural and tourism resources in Zhaoqing, and further explore the value of cultural and tourism resources for ideological and political education, the integration of existing cultural and tourism resources in Zhaoqing can help build a new pattern of "cultural and tourism narrative, ideological and political education".

COMPETING INTERESTS

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OUTCOMES OF INTERNATIONAL HIGHER EDUCATION: EMPLOYABILITY OF STUDENT RETURNEES

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Abstract: The growing internationalisation of higher education has brought about an increase in the number of student returnees. However, the employment of student returnees, as an important part of international higher educational outcomes, is widely focused on by educators. Based on the graduate capital model, this paper analyses the employment of returnees in mainland China in recent years through literature analysis and finds that employability is a direct factor affecting employment outcomes. In assessing whether international education has enhanced students' employability, it is necessary to identify which specific types of employment capital have been enhanced. Currently, Chinese employers do not consistently rate the employability of returnees. Returnee graduates should pay attention to changes in the labour market in the pre-study, study and post-study phases, and actively participate in the activities of other employers in order to maximise the employability capital of graduates. Therefore, cultivating and enhancing employability is a process that requires the joint development of universities, students and employers.
Keywords: Employability; Student returnees; International higher education; Graduate capital model

1 INTRODUCTION

China, as a populous nation, has a significant number of young students who pursue their education overseas and subsequently come back to China upon completing their studies. These individuals are commonly referred to as returnees. In recent years, more than 80 percent of Chinese students who study abroad decided to return to China for employment upon finishing their education [1].

The question of Chinese returnees' employability has generated debate, nevertheless. In one respect, a number of returnees have secured lucrative employment opportunities and advanced their careers. For instance, empirical data revealed that the yearly income of postgraduates who returned China after studying abroad was approximately twenty percent higher than that of graduates who graduated from domestic universities in China [2]. Conversely, the employability of certain returnees is significantly low. In contrast to Chinese individuals who returned to their home country in the twentieth century, those who return in the twenty-first century are unable to secure high employability solely based on their status as returnees [3].

The employability of international alumni is vital to the host university's status in the education marketplace, its aim of internationalization, and its ethical commitments to alumni and learners from other countries [4]. The employability of Chinese returnees has become a critical concern. Primarily, it has an impact on social development. They acquired a global perspective, the capacity to communicate across cultures, and expertise in their field. They are key talent treasures for the nation and society [5]. Furthermore, the reintegration of returnees into the workforce has the potential to stimulate industrial advancement and foster economic expansion. Addressing the issue of returnees' employment is essential in order to fully harness their constructive impact on the economy [6-7]. Additionally, the limited job prospects for returnees impose significant strain on both the individuals and their families. This not only hampers their personal growth, but also contributes to social discontent and instability. Hence, enhancing the employability of returnees holds great significance [8].

Employment of returnees is determined via macro and meso variables. The former encompasses the influence of stricter work visa and immigration laws in several countries where students study abroad [9-10], as well as the attraction of incentives for business provided by the national and provincial government for returning talents [11]. Additionally, it encompasses economic expansion, resulting in more favorable employment opportunities, but also heightened competition [12]. Organizations require workers with a variety of talents and have different views about individuals returning to work. Certain individuals prioritize the needs of returnees, while others engage in discriminatory practices against them [13].

2 NOTIONS AND APPROACHES TO EMPLOYABILITY

The concept of employability is undergoing dynamic changes. Employability is an intricate and multifaceted phenomenon that requires comprehensive examination from various perspectives and backgrounds [14]. Consequently, the factors that determine employment success will differ based on individual background, labor market conditions, and the broader socio-economic environment.

Employability is defined as a sequence of accomplishments that encompasses personal characteristics, knowledge, and skills [15]. These accomplishments not only facilitate the employment process for graduates and their success in their

chosen professions, but also have a positive impact on the labor force, community, and economy as a whole. Nevertheless, I contend that this definition overestimates the importance of skills.

Employability refers to an individual's capacity to navigate the job market and achieve their full potential through secure employment [16]. Traditionally, the emphasis has been on equipping graduates with the skills and resources needed to secure and retain jobs. However, contemporary society's expectation for graduates to sustainably maintain employment is becoming increasingly difficult. A recent understanding of employability includes not only obtaining and retaining meaningful employment, but also being adaptable and experiencing career growth [17].

While there are many different approaches to employability in practice, they are not always useful [18]. According to research, the possession, position, or procedure are considered to be important factors [19]. Employability, from a possession standpoint, is determined by the skills and traits that graduates possess or can acquire. These talents and attributes can be tested and strengthened through schooling and instruction. Although this gives a clear framework for assessing graduates' employability, it concentrates too much on individual effort and ignores social and economic issues. The concept of position views employability as a social construct that mirrors the influence and prestige of various societal groups. It highlights the importance of education in reinforcing social inequality and dominance patterns. The benefit of this viewpoint is that it offers an in-depth insight into the different aspects that affect employability. However, it also overemphasizes the structural obstacles to employability. Finally, the process highlights the relationship between students and employers, as well as how graduates build and negotiate their identity depending on the expectations of the job market.

These three approaches offer distinct insights into comprehending the employability of returnees. While developing policies and strategies to enhance graduate employability, it is crucial to thoroughly consider these three perspectives.

3 TWO CAPITALS TO SUPPORT EMPLOYABILITY

3.1 The Graduate Capital Model

The graduate capital model thoroughly encompasses five basic employability capitals, namely culture, human resources, society, identity and psychology [20]. Cultural capital denotes the capacity to effectively address social norms, expectations, and behaviors in a variety of cultural and social contexts; Employers can make good use of their employees' knowledge, skills, and abilities when they have human capital; The capacity to build and preserve professional relationships with coworkers, mentors, and employers is known as social capital; Identity capital refers to one's capacity to envision, pursue, and achieve one's life's objectives in light of one's aspirations for the future; Psychological capital which is the capacity to adjust to one's work environment, is the capacity to learn from experience gained in the face of difficulties, improve resilience to pressure, and recuperate in order to create proactive coping mechanisms [20].

Furthermore, the notion of dynamic capital refers to the capacity to assess individual strengths and limitations and incorporate diverse forms of capital and resource [21]. This notion enhances the dynamic quality of the graduate capital model, despite being distinct from other forms of capital that are defined as resources.

3.2 Human Capital

This paper explores the advantages of Chinese returnees' employability by focusing on human capital. Specifically, it examines how their learning ability, which includes academic and scientific achievements, and their experience value, which includes internship and practice information, impact their job search outcomes. In essence, human capital is acquired via education, but it mainly depends on individual aptitude and prior learning [22]. Education in schools introduces students to the general skill impact and signal influence in the labor. People who lived abroad and then came back will invest in their education in a variety of approaches to enhance their skills and build up more human capital while they are in study. Investing in education and job preparation does not ensure a guaranteed return when seeking employment in China [23]. Variations in personal ability, cognition, random factors, and incomplete signal transmission make it challenging to achieve identical employment outcomes, even with similar levels of educational experience.

It is also worthwhile to consider the influence of this unpredictability on employment pressures and outcomes. Human capital highlights that a person's productivity may be increased through education, which will boost their performance at work [24]. This also indicates that persons with international higher education, such as returnees, obtain greater pay and better work chances in the labor market.

While the mainstream perspective on the connection between educational attainment and employment outcomes has traditionally focused on human capital, this viewpoint has faced criticism. The theory assumes that employers possess the ability to accurately predict and impartially assess the skills and capabilities of prospective job applicants. However, the current labor market situation is frequently fraught with uncertainty, including an incomplete understanding of job seekers' characteristics, worries regarding the quality of education, along with a not complete knowing of future marketplace demand and supply, making it challenging for employers to thoroughly assess job seekers. As a result, present human capital can easily become a factor that makes it harder for returnees to find ideal work.

3.3 Psychological Capital

Psychological capital is the other factor to support employability. As a personal characteristic aspect, psychological capital could improve person's spontaneous development, increase person's job performance and career advancement. They departed from the mainland and traveled to a foreign country to pursue their studies. They successfully overcome linguistic and various other obstacles, resulting in the development of a strong psychological capital [25]. Psychological capital helps returnees retain a healthy and happy psychological state, and keep optimism in the strain and failures of education and life, thinking that success can be conquered by oneself. Promoting psychological capital is highly important for improving the employability of university students [26]. A strong psychological capital fosters the self-assurance of individuals returning from abroad. When students experience failure in their job search or career advancement, possessing a substantial amount of psychological capital could enhance their resilience and promote a sense of tranquility. In addition, psychological capital can enhance the well-being of individuals who have returned to work and contribute to the long-term and positive growth of their employability.

4 A PROGRAM TO IMPROVE EMPLOYABILITY

According to the analysis provided, this study has developed an online instruction workshop for Chinese individuals who have returned to their home country, with a focus on enhancing their human capital. The primary objective of this project is to facilitate the efficient integration of young Chinese returnees' skills and knowledge with the current demands of the local Chinese labor market. For two months, it is intended to be conducted in small groups. The grouping approach can be categorized based on industry or professional areas, where individuals within the same industry or field are placed together in a group, facilitating the accumulation of contacts for them. The criterion for selecting alumni or trainers will need them to have plans to return to China within a period of 5 years and possess up-to-date knowledge about the current circumstances of employers and returnees in mainland China.

There will be a total of eight live online sessions, each lasting two hours, over the course of two months. The specific course material involves inviting returned alumni with international and Chinese work experience to offer focused vocational skills, like programming, financial analysis, branding, and so on, based on their work experience and market need in China. Furthermore, team members can role-play mock interviews and written exams. Moreover, team spirit is fostered by replicating the real working scene, which helps returnees in China adjust to the local workplace. The project's executors will consist of managers from various industries in China, with a particular emphasis on Human Resources recruiters.

5 JUSTIFICATION FOR THE TRAINING

The alumni workshop is an effective structure designed to enhance the employment of fresh returnees with precision. The effectiveness of this approach has been demonstrated through interviews conducted with Vietnamese individuals who have returned to their home country, as well as through alumni workshops or industry connection initiatives, which have proven to be incredibly advantageous [4]. It is due to alumni's background has a great value for reference in human capital [27].

Furthermore, workshops offer participants the chance to acquire and excel in professional expertise and abilities in a given domain through participatory methods, enabling them to develop a profound comprehension and mastery of said knowledge and skills [28].

The rationale behind the grouping of returnees from a similar major or industry is to facilitate the identification of their current level and the improvement of their skills through peer review. Many individuals who have returned from studying abroad sometimes lack a clear and unbiased assessment of their skill levels. They tend to rely on the prestige of graduating from top colleges worldwide, while disregarding the fact that they may have several deficiencies compared to their peers in the same field [29]. The group members can alternate conducting mock interviews using the live conference software to expand their perspectives and identify errors and suggestions via peer review [30-31]. This program offers a limited selection of trainers who have just returned from China within the past 5 years. These trainers are knowledgeable about the current labor market scenario and can provide up-to-date information.

In addition, the features of this project have been thoroughly addressed. The program is developed as an internet-based platform, as it offers convenience for both individuals who have returned and those who are considering returning. Whether individuals are in the process of planning to return to China but are yet to do so, or have recently returned, they can easily fulfill the necessary requirements. Small cohorts within the same industry facilitate seamless communication and the exchange of up-to-date professional information.

6 CONCLUSION

Employability is the process of increasing the overall worth of graduates' employability assets by encouraging college students to take initiative and effectively communicating their employability to employers. However, it should be noted that the profitable switch of graduates from academia to the professional world is not solely reliant on individual efforts. Various stakeholders within the organizational field or institutional system play an equally crucial role in fostering and establishing employment capital. To facilitate the seamless integration of college and university graduates into the workforce, the collaboration of higher education institutions, companies, the government, and other societal players is vital. Every participant, including graduates, must possess a comprehensive understanding of the responsibilities of the others and actively engage in the activities of other parties in order to optimize the employability capital of students.

Thus, the process of fostering and improving employability necessitates the collaborative development of universities, students, and companies.

Employability can encompass skills and qualities. Thus, in assessing the impact of international education on students' employability, it is crucial to identify the particular form of employment capital that has been improved. Currently, Chinese businesses lack uniformity in their assessment of returnees. More specifically, certain employers may value the employment capital, which includes skills and traits, possessed by certain international graduates, while others may not recognize its worth. This disparity is generated by the contrasting opinions of employers and how these perspectives are institutionalized in a certain job market. Hence, in order to examine the perspectives of foreign graduates and employers regarding the employability associated with overseas experience, it is imperative to carry out a thorough analysis of both similarities and discrepancies. An investigation of their perspectives should ascertain their consistency or inconsistency and whether they pertain to the same category of employment capital. In other words, the investigation should not just simply evaluate whether the company supports the foreign experiences of graduates, additionally analyze the unique employability capital earned via global expertise that the employer acknowledges.

COMPETING INTERESTS

The authors have no relevant financial or non-financial interests to disclose.

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MANAGING THE CHALLENGES FACING EFFECTIVE IMPLEMENTATION OF GIRL CHILD EDUCATION POLICIES UNDER THE UBE SCHOOLS IN EKITI STATE

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Abstract: The study examined managing the challenges facing effective implementation of girl child education policies in UBE schools in Ekiti state, Nigeria. Two research questions guided the study. Descriptive survey was adopted for the study. A sample of 72 principals and their vice principals (administrations and academy) from the total 24 government-owned UBE schools in Ekiti state was purposively selected for the study. Challenges to Implementation of Girl Child Education Questionnaire (CIGCEQ) served as instrument for data collection. The data was analyzed with the aid of mean and standard deviation and the following results revealed: that poor completion rate of girl schooling, government/limited political will, paucity of data for policy making, implementation and evaluation, and the prevalence of inequalities in geographical as well as socio-economic status among regions of Nigeria, the problem of the supply side in respect of female teachers, limited accountability and transparency in implementing education projects in Nigeria, and lack of interest and commitment to duty by the teachers were not the challenges facing the effective implementation of girl child education policies in UBE of Ekiti State, Nigeria. The result also revealed that the Sustainable Development Goals (SDGs) strategy, the inauguration of civil society organizations, the use of motivating technology in schools, encouragement of citizenship participation, promotion of female teachers' by Local Education Authorities and provision of Scholarships to Girls by the government are strategies to be adopted by the school management for effective implementation of girls' education in UBE schools of Ekiti state. The study recommended the adoption of action plan, employment and retention of qualified personnel, improved funding of girl child education to take care of effective teaching and learning, provision of reasonable incentives to teachers for effective implementation of girl child education policies in Ekiti state.
Keywords: Managing; Challenges; Effective implementation; Girl child; Education policy

1 INTRODUCTION

Girl child education in Nigeria was relegated until the entrenchment of civilization came to reveal their capacity several decades ago which led to the slogan that whatever men can do women can do better. Before then, Women's potential was not tested in formal organization and the belief of the traditional society relegated women to the role of assistance to men. They were meant to be given out for marriage, for farm work, for childbearing, for businesses et cetera. This trend continues until the enactment of education which unequivocally stated and emphasized education for all regardless of sex and tribe was implemented. Despite the proclamation of this policy, it takes the frantic effort of the government in the historical observation of these researchers to convince the rural dwellers to enrol their girl children in schools making the gaps between male and female citizens in Nigerian sectors of the economy to have long been pronounced in favour of male until this very recent times when girl child education policies in the form of protection are enforced in all parts of Nigeria that boosts their population in education as well as sectors of the Nigerian economy.

A girl child as conceptualized by Murtala and Nasiru [1] is a person below 14 years of age. Juliem viewed the girl-child as a biological female offspring from birth to eighteen (18) years of age. Similarly, The girl child in the opinion of Agusiobo [2] is referred to as the female human being, a child under 18 years of age - the girl child who will grow and eventually become a woman; This is the age before one becomes a young adult. This period covers the crèche, nursery or early childhood (0–5 years), primary (6–12 years) and secondary school (12–18 years). During this period, the young child is totally under the care of the adult who may be her parents or guardians and older siblings. It is made up of infancy, childhood, and early and late adolescence stages of development. During this period, the girl-child is malleable and builds and develops her personality and character. She is very dependent on those on whom she models her behaviour through observation, repetition and imitation. Her physical, mental, social, spiritual and emotional developments start and progress to get to the peak at the young adult stage [3]. This means, educating them at this stage is more of catching them young to teach the values of Nigerian society and enable them to become responsible citizens that can contribute meaningfully to the development of the country. It is obvious from the literature elsewhere that there is not any greater precious funding than in girl child education.

Girl child education according to Ifijeh [4] is a technical means by which ladies, who are morphing into girls, are geared up with the skills, knowledge, habits, and expectancies that allow them to be purposeful for themselves and for contributors to society. There is not any greater precious funding than in girl child education. Girl child education is one

of the nice investments her family, her network and her country can make [5]. It is a famous reality that a lady's schooling can set in motion a virtuous cycle of improvement. Girls with better education marry later, have more healthy kids, earn extra cash and reinvest in their households and groups, and play a greater energetic function in maintaining their groups and international locations. More knowledgeable ladies and girls aspire to emerge as leaders, increasing the United States of America's management and entrepreneurial talent. The schooling of ladies creates an area for destiny knowledgeable generations. Women with greater years of schooling are much more likely to discover employment, personal and run businesses; and earn better wages. Highly knowledgeable ladies and younger girls are more healthy adults and feature more healthy kids, ensuing in fewer mothers. Educated ladies/girls are much less probably to be sufferers of home and sexual violence. Educated ladies/girls are more remarkable and effective at paintings and are higher paid. Educated girls assist in minimizing the population explosion and do now no longer permit their daughters to emerge as sufferers of early marriages. It is in light of these contributions that the federal government of Nigeria promulgated and enacted some laws and established bodies to promote girls' education in the country [6].

The federal government enacted laws and established bodies to promote girl child education in an attempt to critically review the legal framework for formal education in order to improve Nigeria's educational attainment. To achieve its educational goals in the country, the federal government made efforts to promote free, compulsory, quality education for school children. This is further to the efforts of worldwide institutions, non-governmental companies and different actors within the schooling sector. Although the point of interest of rules and applications is directed in the direction of kids, in maximum instances the point of interest is on ladies as opposed to boys because of the specificities and vulnerabilities of ladies. The Constitution of the Federal Republic of Nigeria 1999 (as amended): The Government's instructional targets are contained in Section 18(1) of the Constitution of the Federal Republic of Nigeria 1999 (as amended), which states that the Government shall direct its rules to make sure that there are same and suitable instructional possibilities in any respect ranges and that: the nation promotes technological know-how and technology. The authorities will try to eliminate the illiterate and shall offer the loose obligatory and general number one schooling each time possible. The Constitution gives the beneficiary to be loosened from discrimination primarily based totally on race, location of origin, sex, faith or political opinion. One scenario herein governments are reluctant to pursue gender-balanced employment rules is discrimination in opposition to girls' education [7].

According to the UNESCO Institute of Statistics, there are 757 million adults, along with a hundred and fifteen million adolescents, who cannot examine or write an easy sentence. Women make up two-thirds of all person illiteracy (63%), youth. Young girls make up 59% of the hundred and fifteen million illiterate people. South and West Asia and sub-Saharan Africa are away from gender equality: girls elderly 15 and over are much less probably to be literate than guys of the equal age group. Meanwhile, youngsters in East Asia and the Pacific have done gender parity, becoming a member of adults and youngsters in Central Asia, Latin America and the Caribbean, and Central and Eastern Europe. About fifty-seven million kids around the sector are not in college. According to the report, kids in conflict-affected international locations are nevertheless suffering to visit college. 95% of the 28. five million kids who do now no longer get hold of number one schooling stay in low- and middle-profits international locations - 44% in sub-Saharan Africa, 19% in South and West Asia and 14% within the Arab States. Girls make up 55% of the overall and feature frequently been sufferers of rape and different sexual violence related to armed conflict. However, the study intends to examine managing the challenges facing effective implementation of girl child education policies: under the UBE in primary schools in Ekiti state.

2 NIGERIA'S POLICIES ON GIRLS' EDUCATION

Since Nigeria's independence in 1960, the government has made concerted efforts in ensuring its citizens gain access to education. However, the focus on girls' education became more prominent in the late 1980s. The Blueprint on Women's Education was launched in 1986. The Blueprint on Women's Education was aimed at improving the chances of education for women. The curriculum has been reviewed for merging with the 9-year basic education curriculum, with adaptable learning tools such as interactive radio instructions.

In addition, to further ensure that the needs of women were further included as part of the nation's development priorities, the National Commission for Women was created to formulate a national policy for women and development in 1989. According to Adebore and Olomukoro [8], this led to the creation of women's education units at federal and state levels of improving access to education for women and girls at national and sub-national levels. There are limited available statistics to show the enrolment rate or level of literacy within this era. However, the success of this project can be felt with an increase in the enrolment rate of girls in primary school from over 32% in 1970 to over 86% in 1994. In 1991, the National Commission for Mass Literacy Adult and Non-formal Education (NMEC) was created to end illiteracy in Nigeria. Women and girls are well prioritized in the projects of NMEC. Other policies created in the 90s include the Family Support Basic Education Programme which was aimed at increasing access to education for girls living in rural areas. According to Dauda [9], this programme made impressionable steps, including the construction of early childhood education centres and primary schools. It also constructed WASH facilities such as public toilets. In 1999, Universal Basic Education was revised, to reduce inequalities in education relating to gender and geography. As a result of these policies, the literacy rate for 15-24-year-old girls and young women increased from 62.5 in 1991 to 68.2% in 1999. To support global and local development frameworks including the National Economic Empowerment and Development Strategy (NEEDS) and the Millennium Development Goals, in 2004, the Universal Basic Education Act was an instrument enacted to ensure free compulsory qualitative education for all children. This led to the creation

of the Universal Basic Education Commission. It addresses issues such as the role of the government at all levels and parents in ensuring children attend school. The Gender Education Programme (GEP) which also began in 2004 aims to reduce gender disparity through different projects such as the Students Tutoring, Mentoring and Counselling (STUMEC), Mothers Association, Teachers Development Pedagogy Module (TBTD) and Girls' Education Movement (GEM). These projects have recorded successes such as the training of stakeholders through the School-based management committee platforms for mentoring and training of students, and the establishment of the Mothers' Association which is a useful platform to mobilize women to take an interest in ensuring their girls go to school [10].

Over 5000 Mothers' Associations have been created countrywide with workshops on entrepreneurship and income-generating activities to ensure women are empowered to participate in financial decision-making procedures in their households. GEP has also been instrumental in establishing Second Chance Centres which are targeted at girls who have dropped out of school as a result of barriers such as early marriage and teenage pregnancy [11].

The National Policy on Education was created in 2004 and revised in 2007. It outlines the values of Nigeria and resonates with the fact that education is a tool through which Nigeria can be developed. It further aims to ensure all children are educated. It was revised to include early childhood education which is a key tool for improving the quality of education for both girls and boys. The National Policy on Gender in Basic Education was launched in 2007, the objectives are to promote equal access and participation in the basic enrolment of girls and boys, achieve a high level of retention completion and performance rate, advocate for the support of key stakeholders, enabling environment for planning, implementation and achievement of the goals. To support this policy, the Federal Ministry of Education further designed the National Framework on Girls and Women in Education which was aimed at increasing the quality of education accessible to girls through amongst other techniques, a rights-based approach[16].

The National Gender Policy, created in 2006 aims to recognize the differences between men and women while addressing the inequalities between men and women. It highlights important actions such as cultural reorientation through sensitization and dialogues and ensuring strategic partnerships with important stakeholders such as the parliament at national and sub-national levels, civil society organizations, intergovernmental agencies as well as bilateral agencies.

Between 2004 and 2007, when most of these policies such as the National Policy on Education, National Gender Policy, the Universal Basic Education Act and the National Policy on Gender in Basic Education were revised or created, the enrolment rate for girls in primary school grew from 61.47% in 2004 to over 63.24%48 in 2006. The enrolment rate took a downturn to over 62.6% in 2007. It drastically reduced to 56.7 per cent in 2008. This could be explained as a result of the 2007/2008 economic crisis (and Nigeria's dependence on foreign aid for the implementation of education projects), and political transition and policy discontinuation. The enrolment rate gradually began to increase again in 2009 when it was 57.84% and approximately 58.1 in 2010. Female enrolment is a controlling variable in the gender parity index. The number of out-of-school children which was near 4 million in 1999 was reduced to over 3.886 million in 2004, however, despite the efforts of the government through the above-mentioned policies and projects created to support them, the number of out-of-school children increased to over 4.07 million girls in 2007 from an estimated 3.88 million in 2006. It further increased to 4.87 million in 2008 and reached an all-time high of 4.97 million in 2010.

Other policies include the Child-Friendly Initiative and the federal female teachers' scholarship scheme amongst others. The Child Rights Act was adopted in 2003 by the federal government 2003 and as of 2011, UNICEF posits that the Child Rights Act has only been adopted in 24 out of 36 states in Nigeria[17]. From 2010 to date, other policies and projects to support these policies have been adopted. The Conditional Cash Transfer (CCT) programme was also launched as part of a social protection measure to cater for vulnerable households. Pilot programmes ran in Kano (2010, assisted by World Bank), Katsina and Bauchi (assisted by DFID) state. One of the major objectives of this programme is to create incentives for households to ensure the retention and enrolment of girls in school. Other supportive and follow-up actions included the National Policy on Education, (2004 Revised; 2014), the Universal Basic Education Act (2004), the Constitution of the Federal Republic of Nigeria (1999), the Education for All (EFA) Fast Track Initiative and the Commonwealth Plan of Action are working towards meeting all the targets set, in particular, those on education and gender equality.(MDGs 2&3 & SGDs 4and 5). However, this study intends to find out the management of the challenges facing effective implementation of girl child education policies under the UBE in primar schools in Ekiti state.

3 CHALLENGES FACING THE EFFECTIVE IMPLEMENTATION OF GIRL CHILD EDUCATION POLICIES

3.1 Poor Completion Rate of Girls' Schooling

Low completion, drop-out and transition rates continue to plague the education sector, especially in some regions. For instance, a drastic reduction in the completion of primary education by girl children in the north was witnessed in 2004-2006 despite government efforts to mainstream girls into schools. The gender parity still stands at about 0.89%; the primary school completion rate gender parity index is at its lowest point- over 0.79. In the North, only 3% of girls complete secondary school according to the Presidential Committee on the North East[12]. It is yet to be known whether this scenario has extended to UBE schools in Ekiti state in Nigeria.

3.2 Governance/Limited Political Will- Implementation and Ownership by State and Local Governments

While some policies are implemented at the federal level, there is a limited trickledown effect at the local level. This provides a huge gap that needs to be filled by the federal government and civil society. 10 states in Nigeria as of 2016 are yet to provide counterpart funding to access 30 billion Naira worth of funds to provide universal basic education. The counterpart funding enables ownership at the state level. In addition, Nigeria has not been able to implement the UNESCO Declaration of appropriating 26% of its federal annual budget to the education sector. This, therefore, is a political will of the government to limit the status of education in Nigeria. No, known empirical evidence has shown that the Ekiti state government has such a weak political will that halts education to its present state.

3.3 Paucity of Data

Availability of up-to-date disaggregated data acts as a barrier to policymaking, implementation and evaluation. This further brings out the problem of synergy between national and local levels of government and even international development partners. The latest available data for analysis on important databanks such as the World Bank database for education indicators is for 2010 which is obsolete to meet up the current trends [13]. No literature evidence according to the knowledge of the researchers has depicted that data disaggregation is affecting the effective implementation of girl child education policies at UBE of Ekiti state, Nigeria.

3.4 Inequalities

Geographical, as well as socio-economic forms of inequalities, affect access to education for girls. Education indicators from 2012 show high disparities between the North and South of Nigeria even within a particular state. While states like Ekiti, and Anambra show attendance ratios as high as 90, northern states show ratios as low as 19.7 (Yobe) and 32.2 (Borno) (OSSAP-MDGs, 2012). This rate of attendance percentage buttressing Ekiti state in the last 10 years is still doubted in the present time with particular reference to UBE of Ekiti state.

3.5 Supply Side Barriers in Respect of Female Teachers

There is a need for at least 1.3 million teachers to address the learning needs of girls and boys in Nigeria. Furthermore, there is a need for female teachers in particular as research shows that parents are more likely to send their girls to schools when they have female teachers. However, the unprofessionalism of the teaching profession remains a challenge. Because of the limited respect in society, Research evidence is yet to reveal whether male teachers outnumber female teachers in Ekiti state with reference to UBE schools.

3.6 Corruption

There have been reports about the limited accountability and transparency in implementing education projects in Nigeria. Accountability measures set in place to monitor the funds meant for education are low. This has impeded ensuring that vulnerable populations have access to basic goods such as food and shelter, further impeding on their ability to access education. Besides, there are cases of financial misappropriation which affect the provision of quality educational facilities in schools. This may or may not affect Ekiti state UBE schools probably due to an observed strategy for monitoring, and supervision among others by the state government.

3.7 Poor Infrastructure and Inadequate Facilities

Another factor can be attributed to poor infrastructure and inadequate facilities in schools whereby pupils sit on dirty floors to learn. This is a major source of discouragement as the learning environment is not pleasant enough to entice these young girls to remain in school for any reasonable length of time.

3.8 Lack of Interest and Commitment to Duty by the Teachers

This problem is strengthened by the governments, the major employers of teachers, who refuse to pay teachers' salaries and other fringe benefits promptly. This often results in frequent industrial actions embarked upon by teachers for several months at a time.

4 STRATEGIES TO BE ADOPTED FOR MANAGING THE CHALLENGES FACING THE IMPLEMENTATION OF GIRL CHILD EDUCATION

The following are strategies adopted in the management of girl child education policies in Nigeria:

4.1 Location of Schools Nearer to the Communities

Schools should be located closer to communities to encourage girl child attendance and completion. This will bring schools closer to communities, create culturally appropriate facilities, and establish more single-gender schools, particularly in the Muslim areas where co-educational schools are frowned upon [2]. This strategy might not be a factor

in Ekiti state probably due to their earliest enlightenment and exposure to the dividends of education to the elite class the world over and Nigeria as a nation.

4.2 The Sustainable Development Goals (SDGs) Strategy

The SDGs clearly place a strong emphasis on girls' education. The international development framework also strongly highlights the guiding principle of —leaving no one behind. These goals set the agenda for the next 15 years, and like its predecessor, will set the tone for core development actions such as resource mobilization and strategic partnerships that can promote girls' education as well as increase opportunities for accessing education for girls, particularly those living in conflict-affected areas such as the North-East of Nigeria [1].

4.3 Inauguration of Civil Society Organizations

Civil society Organizations for over a century have played a strong role in ensuring access to education for children, especially girls. To this end, the creation process of the SDGs has further identified core civil society groups such as faith-based rulers, community-based organizations as well as the usual actor- the local and international non-governmental organizations who have participated in the making of the sustainable development framework. If these networks are maintained, they will play a strong role in combating numerous barriers to education for girls such as stereotypes, harmful cultural practices, including early marriage and the avoidance of radicalization which has inhibited the access to education for children in the northeast, especially girls [8].

4.4 The Use of Motivating Technology in School

Technology exposes us to a world of numerous possibilities. With the right tools, girls can easily access school learning materials from technology devices. They can even be connected to peers all around the world as well as volunteers and mentors who are available to teach. Furthermore, technology provides a platform through which other challenges such as accountability and transparency can be achieved.

4.5 Encouragement of Citizenship Participation

More citizens are beginning to know their rights and want to engage in governance measures to improve access to education for girls and boys nationwide. Although this is still a growing number, the possibilities from this rising interest from the nation at large pave the way for more accountability from the government, and more volunteers in education, especially in the northeast where help is highly needed.

4.6 Promotion of Female Teachers' by Local Education Authorities

The Local Education Authorities should promote the appointment of female teachers by increasing the supply of female teachers, providing incentives for teachers who teach in rural areas where social conditions are harsh, and providing training locally through the weekend, part-time training programmes such as the N.T.I., distance learning to update the knowledge and skills of teachers already on the job and new entrants into the profession and providing training to meet traditional norms, and values of the people [14].

4.7 Provision of Scholarships to Girls by Government

The government should lower the costs of education to parents by providing scholarships for girls particularly those from poor homes and rural areas, providing textbooks in the core subjects (at primary and secondary levels) and uniforms, and finding ways of reducing the need for girls' labour, particularly among the low- income families [15].

5 STATEMENT OF THE PROBLEM

Over the years, many policies aimed at enhancing girl child education in Nigeria generally and Ekiti state, in particular, have been promulgated but their functionality and efficacy are short-lived probably due to variation in political administration and incessant change of leadership at all levels of education.

Literature evidence shows that many challenges facing the effective implementation of such policies favouring girl child education have been discovered elsewhere as they barricade the actualization of educational objectives of such education but are yet to be known whether they have effects on the education sector in Ekiti state. Research evidence elsewhere has revealed that supply-side barriers, corruption, immediate versus secondary needs, access to education for host communities, limited political will, paucity of data, inequality and very low completion rate are challenges bewitching effective implementation of girl children's education policies in Nigeria but yet to empirically determine their effects on education in Ekiti state. Observations have shown that some plausible strategies such as citizenship participation, a proliferation of technology, and prioritization of civil society effort among others have been synergized in the management of the challenges facing girl child education policies in Nigeria generally but the efficacy is still

doubted hence, there is urgent need to carry out a research on the management of the challenges facing effective implementation of girl child education policies under the UBE in primary schools in Ekiti state.

6 PURPOSE OF THE STUDY

The main purpose of the study was to address the management of the challenges facing effective implementation of girl child education policies under the UBE in primary schools in Ekiti state. Specifically, the study sought to:
1. Find out the challenges facing effective implementation of girl child education policies.
2. Ascertain the plausible strategies to be adopted for the management of the challenges facing effective implementation of girl child education policies.

7 RESEARCH QUESTIONS

The following research questions guided the study:
1. What are the challenges facing effective implementation of girl child education policies under the UBE in primary schools in Ekiti state?
2. What are the plausible strategies to be adopted for the management of the challenges facing effective implementation of girl child education policies under the UBE in primary schools in Ekiti state?

8 RESEARCH METHODS

The study adopted a descriptive survey design. This is because the study is concerned with the description of conditions that exist. This method, therefore, facilitates the easy collection of data. The design was considered appropriate for the study because the researchers do not have any intention to manipulate the study's variables but to study them as they occur naturally.

Ekiti State is the study area. Ekiti State has 16 administrative local government areas with its headquarters at Ado Ekiti. The state has an estimated population of 2,801,887 (National Bureau of Statistics) and is academically blessed with outstanding primary, secondary and tertiary institutions. It is blessed with 25 Basic schools across the state with the exception of one being private (Ekiti State Ministry of Education).

The study population involves all the government-owned UBE principals and their Vice principals (administrations and academy) totalling 72 from the total 24 government-owned UBE schools in Ekiti state. The choice of this population was based on the fact that they are the implementer of these policies and can provide accurate data needed for the study. The sample used for this study was a total of 72 principals including their Vice Principals who were purposively used from the whole 24 government-owned UBE schools for a fair representation of the sample. The sample size cut across the 16 local government areas of Ekiti state.

The instrument for data collection was a self-developed questionnaire titled Managing Girl Child Education Policy Questionnaire (MGCEPQ). MGCEPQ consists of two parts designed to elicit responses from respondents. Section "A" Sought background information about the respondents while section "B" of the MGCEPQ consists of the questions answered by the respondents and was clustered into A and B with a four-point response mode of Strongly Agree (SA) =4, Agree (A) =3, Disagree (D) =2 and Strongly Disagree (SD) =1.

MGCEPQ was carefully read through by three experts. Two experts from Educational Management Department and one from Measurement and Evaluation. All from Ekiti State University, Ado-Ekiti, Ekiti state. This was aimed to ensure that all issues and questions were relevant and properly addressed in the research topic.

To ensure reliability, the MGCEPQ was administered to twenty (20) selected staff outside the study area to ensure the internal consistency of the instrument. Their responses were analyzed by Cronbach Alpha Correlation Co-efficient on the SPSS and yielded 0.82 indicating that the instrument is 82% reliable for use.

The instruments were administered by the researchers to the respondents under the UBE in primary schools in Ekiti state. This was to enable the researcher to get first-hand information from the respondents on the subject.

For the data collection, two research assistants were enlisted and trained on how to administer and retrieve the questionnaire. The researchers visited the various UBE schools with the aid of those assistants and administered the questionnaires which were used to obtain accurate information from respondents.

In analysing the data collected, the researchers made use of mean and standard deviation to determine the factors affecting the effective implementation of girl child education policies under the UBE in primary schools in Ekiti state. The cut-off point for determining the acceptance and rejection was put at 2.50. Any item with a mean of 2.50 above was meant for acceptance while an item with a mean score less than 2.50 was a rejection.

9 RESULTS

Research Question 1: What are the challenges facing effective implementation of girl child education policies under the UBE in primary schools in Ekiti state?

Table 1 Means Responses on the Challenges Facing the Effective Implementation of Girl Child Education Policies in Ekiti State

S/NO	ITEMS	SA	A	D	SD	TOTA	X	DECISION

						L		
1	Poor completion rate of girl schooling	2	4	40	26	1.75	1.32	Reject
2	Government/limited political will	1	2	50	19	1.79	1.34	Reject
3	Paucity of Data for policy making, implementation and evaluation	4	8	20	40	1.66	1.29	Reject
4	Prevalence of inequalities in geographical as well as socio-economic status	5	9	21	37	1.77	1.33	Reject
5	Problem of supply side in respect of female teachers	7	7	26	32	1.85	1.28	Reject
6	Limited accountability and transparency in implementing education projects	4	2	14	52	1.42	1.19	Reject
7	Lack of interest and commitment to duty by the teachers	5	12	25	30	1.88	1.37	Reject
	Overall mean					**1.73**	**1.31 not sign**	

Source: Field work 2022
N_1=72 Respondents

The table above shows the mean responses of respondents on the challenges facing the effective implementation of girl child education policies in Ekiti State. The table shows that items 1, 2, 3, 4, 5, 6 and 7 were rated as 1.75, 1.79, 1.66, 1.77, 1.85, 1.42 and 1.88 with their corresponding standard deviation being 1.32, 1.34, 1.29, 1.33, 1.28, 1.19 and 1.37 showing rejection to all the items as Challenges Facing the Effective Implementation of Girl Child Education Policies in Ekiti State. The overall mean of 1.73 with a corresponding standard deviation to be 1.31 was so close and also not significant meaning that the respondents disagrees with the items of investigation as the obvious Challenges facing the effective implementation of girl child education policies in Ekiti State.

Research Question 2: What are the plausible strategies to be adopted for the management of the challenges facing effective implementation of girl child education policies under the UBE in primary schools in Ekiti state?

Table 2 Means Responses on the strategies to be adopted for the management of the challenges facing effective implementation of girl child education policies in UBE schools of Ekiti state

S/NO	ITEMS	SA	A	D	SD	X	SD	DECISION
8	Location of schools nearer to the communities	2	4	40	26	1.75	1.32	Rejected
9	Sustainable Development Goals (SDGs) strategy	59	10	1	2	3.75	1.94	Accepted
10	Inauguration of civil society organizations	35	31	11	5	3.61	1.90	Accepted
11	The use of motivating technology in schools	44	18	5	5	3.40	1.84	Accepted
12	Encouragement of citizenship participation	36	21	12	3	3.35	1.83	Accepted
13	Promotion of female teachers' by Local Education Authorities	27	37	3	5	3.19	1.79	Accepted
14	Provision of Scholarships to Girls by Government	47	23	1	1	3.61	1.90	Accepted

Overall mean	**3.23** **1.79**	Significant

Source: Field work 2022

The table above shows the mean responses of respondents on the strategies to be adopted for the management of the challenges facing effective implementation of girl child education policies in UBE schools of Ekiti state. The table shows that items 9, 10, 11, 12, 13 and 14 were rated as 3.75, 3.61, 3.40, 3.35, 3.19 and 3.61 with their corresponding standard deviation of 1.94, 1.90, 1.84, 1.83, 1.79 and 1.90 showing acceptance to almost all the items as strategies to be adopted for the management of the challenges facing effective implementation of girl child education policies in UBE schools of Ekiti state. Except item 1 with a mean rating of 1.75 with a standard deviation of 1.32 that was rejected as not a strategy adopted for managing the challenges facing effective implementation of girl child education in the area. The overall mean of 3.23 with a corresponding standard deviation of 1.79 reveals that respondents agree to those items of investigation as the obvious strategies adopted by UBE school management for managing the challenges facing effective implementation of girl child education in Ekiti state.

10 DISCUSSION OF FINDINGS

The first finding of the study revealed that poor completion rate of girl schooling, government/limited political will, paucity of data for policy making, implementation and evaluation, and the prevalence of inequalities in geographical as well as socio-economic status, the problem of the supply side in respect of female teachers, limited accountability and transparency in implementing education projects in Nigeria, and lack of interest and commitment to duty by the teachers were not the challenges facing the effective implementation of girl child education policies in UBE of Ekiti State, Nigeria. These findings are apt considering the organized and performing state of public schools in Ekiti state. This finding is corroborated by Agusiobo [2] who discovered that girl education is one of the bases for sustainable development of any country and should be prioritized by any meaningful government. This finding is supported by Juliem who stated that education should be prioritized in the national issues and budget since education is the bedrock of any society.

The finding of the study also revealed that the Sustainable Development Goals (SDGs) strategy, the inauguration of civil society organizations, the use of motivating technology in schools, encouragement of citizenship participation, promotion of female teachers' by Local Education Authorities and provision of Scholarships to Girls by the government are strategies to be adopted by the school management for effective implementation of girl child education under UBE in primary schools in Ekiti state. This finding is embodied by the study of Murtala and Nasiru [1] who revealed that accurate adoption of suitable strategies for effective implementation of education policies in schools leads to quality actualization of educational objectives in schools. It is obvious from literature that even when the country was experiencing poor enrolment of girl children in schools nationwide, the Ekiti state government was experiencing a high rate of students attendance inclusive of girl children in the state partly due to proper implementation of educational policies in the areas of monitoring, supervision, inspection, provisions and earlier awareness of the dividends of education accruing to the elite class in the area and beyond.

11 RECOMMENDATIONS

Based on the findings of the study, the following recommendations were made:
1. First, the Nigerian Government should incentivise girl-child education through the provision of scholarships around the country. This would enable poor parents and even those that have to consider sending boys to school over scarce resources to be able to send their girls to school.
2. Adoption of an action plan should be appropriated by the Ekiti state government. This will assist them in the prevention of delay in the implementation of policies that requires immediate response by the consumer and beneficiaries of education in the state.
3. Employment and retention of qualified personnel to take care of UBE schools should be prioritized in the annual budget of the state. This will assist them in the maintenance of the status quo and also make them a place of reference in the national agenda.
4. Improved funding of girl child education to take care of effective teaching and learning in school. It will make female teachers stay longer in the teaching job in the state as this will serve as an encouragement to parents who wish to enrol their female children under female teachers in schools.
5. Provision of reasonable incentives to teachers in the forms of promotion, scholarship, study leave with pay, in-service, attendance to conferences, workshops, seminars, capacity buildings etc. These incentives will go a long way in effective implementation of girl child education policies in Ekiti state.

12 CONCLUSION

This study sought to investigate the management of the challenges facing effective implementation of girl child education policies under the UBE in primary schools in Ekiti state, Nigeria and was concluded based on the findings that the Ekiti state government has no problems with a poor completion rate of girl schooling, government/limited

political will, paucity of data for policy making, implementation and evaluation, the prevalence of inequalities in geographical as well as socio-economic status among regions of Nigeria, the problem of the supply side in respect of female teachers, limited accountability and transparency in implementing education projects, and lack of interest and commitment to duty by the teachers facing their UBE schools. However, Ekiti state government based on the findings was able to manage the little challenges facing the implementation of girl child policies through the adoption of the Sustainable Development Goals (SDGs) strategy, the inauguration of civil society organizations, the use of motivating technology in schools, encouragement of citizenship participation, promotion of female teachers' by Local Education Authorities and provision of Scholarships to Girls by government.

COMPETING INTERESTS

The authors have no relevant financial or non-financial interests to disclose.

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LEARNERS' ENGAGEMENT THROUGH CODE-SWITCHING IN ELT CLASSES AT SECONDARY LEVEL IN BALTISTAN

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Abstract: In sociolinguistic contexts, it is a prevalent practice within social settings to exploit various languages for communicative or discursive rationales. A flourishing discourse is done when both the narrator and the listener comprehend effortlessly. For an enhanced and thriving discourse in the pedagogical settings, understandable linguistic items, like words, phrases or sentences borrowing from other languages is ordinary practice. The application of linguistic items like words and phrases from other languages in discourse is called code-switching (CS). Balti speakers (dwellers of Baltistan region of Northern Area of Pakistan) use some English words spontaneously or willingly while communicating in their local language (Balti language) for better and successful interaction. Code switching of local language i.e. Balti, makes teaching and learning of English effective at secondary level in Baltistan. The research method applied in this study is Qualitative research based on case study. This Descriptive study with Purposive Sampling aims at investigating the attitude of learners while teaching English books by the teachers.
Keywords: Learners' engagement; Balti language; Borrowing; CS (Code Switching); ELT (English Language Teaching)

1 INTRODUCTION

Code switching is simply the alternation, replacement or changing of words or phrases in conversation. It is the process of altering from one language to other in the same sentence of discourse [1]. The phenomenon of Code-switching is capable of enhancing the learners' comprehension regarding the complex data and it can foster the social inclusion in the learning atmosphere [2]. It has been noticed that the practice of CS happens both accidentally or by purpose for various reasons and people convey their feeling in different ways while switching code in daily discourses. One of the major features of the bilinguals is that they apply integrated elements or terms from their L1 within the same statement in discourses [3]. In all over the world it is not easy to find out any monolingual nation, as it is said that there bilingual people code switch in their daily discourses. In different fields like education, business and travel, people need to speak a language other than his mother tongue or national language. In Pakistan it is impossible to find a nation who is monolingual so the feature of bilingualism or multilingualism leads to code switching or lexical borrowing in conversation. Baltistan is also a region of Northern Area of Pakistan where bilingualism and multilingualism is common. In educational institutions, business, and travel and other sectors of life, Balti people speak Urdu or English as well. Though several researches have been done on CS but application of CS in Balti language at secondary level was an ignored area. In teaching and learning the code-switching has also vital role in Skardu Gilgit-Baltistan so in this study the researcher tried to identify the applications and strategies of CS by the teachers and its positive influences of applying code switching from English to Balti in the ELT classes at Baltistan. The researchers have analyzed the positivity of L1 codes in the ELT classes at Skardu of Baltistan a region in Pakistan where English is being taught at elementary level for skill purposes.

English subjects are taught in formal setting in Baltistan just like of the other parts of Pakistan. Different teaching methods are used to teach English subjects but GTM is commonly used in our country. It is depended on the teaching method and teachers that how much the lesson is understandable and acquirable. The teaching method is the main thing that makes understand the learners properly. The teachers teach with hard working but sometime it is difficult to make students understand properly by using a single language or single word. In such condition a teacher needs to use lexical borrowing or code switching for easy and better communication. Code switching makes teaching and learning easy and understandable. Code switching of local language i.e. Balti, makes the process of teaching and learning of English effective at secondary level in Baltistan.

English is a compulsory subject in Pakistan at different level study. Different methods are used to teach English subjects in our country and the traditional methods of teaching English is used hitherto. The native language is also used in classroom. In Baltistan the teachers are commonly native speaker of Baltistan who speaks Balti Language. Sometime the teachers and students use Balti words, phrases or sentence while teaching or learning. This causes easy transmission of lesson for students comfortably and easily.

The current investigation aimed at examining the learners' engagement in ELT classes and the effectiveness of code switching while teaching of English Subjects at Secondary level schools. This study will try to give the useful idea of using code switching for better understanding when the learners are also able to understand the borrowing words. The present

research may impress the English teachers of knowing the importance of code switching of Balti Language while teaching English Subjects. It is a new field of study so it will be helpful for further researches in Balti Language and its uses. This research will be helpful for find out new ways on doing researches on Balti Languages and code switching.

This study is based on the research questions like investigating the effectiveness of CS in teaching of English at Secondary level, to investigate the learners' attitude towards Balti CS in English classes and to answer the question of view of English instructors' views about Balti CS in the instructional process.

For the current study, the samples had been taken from District Skardu, Gilgit Baltistan, North Areas of Pakistan and the target school is The Oxford Public School, located in Shagari Kalan of Skardu. Keeping in view the nature and capacity of current research, the first three chapters of 8th grade English book (Punjab textbook board) have been chosen for study.

2 THEORETICAL AND SCHOLARLY OVERVIEW

The inclusions of the codes can enhance vital improvements while unveiling that code in code switching are eminent and critical components in LLMs and indeed it can convey a quality with model performances [4]. Ye states that the application of Code switching is very common in Chinese schools but its functions are not vivid so he highlighted its functions in both Mandarin language and English[5]. Hamdan investigates the functions of code switching in Brueian schools at secondary level and identifies its positivity and importance while applying the typologies[6]. The conclusion of this paper revealed eleven types of functions regarding code switching together with discourse, marker, clarification, referential, quotation in imitation and emphasis etc.

Several popular languages that had applied the Computational method ignored the importance of CS so massive models are not successful to apply diverse CS types[7]. The practice of code-mixing (CM) occurs at the morpheme, word, and phrase level, while code-switching (CS) happens at the clause, sentence, and utterance level. However, intra-sentential code-switching shows no clear distinction from code-mixing, which leads to their classification into both categories [8].

Sobahle suggested that when two or more groups of people with different cultures meet, they are bound to affect each other in the sense that one group will borrow from the other[9]. Code switching has great role in linguistics factors that influences the teaching also.

Code-switching in foreign language instruction setting is considered a common phenomenon that has captured interests of researchers worldwide over the past decades and one of the areas of studies identified that there lack of studies about code-switching in legal English teaching and learning in various languages that gives rise to this current research [10]. The major important types of the code switching included Intra-sentential Switching and Inter-sentential Switching and the Intra-Sentential is more prominent in the instructional settings. In Pakistan and many other countries English is used as L2 that is used in education, trade, business, and offices. Having the characteristic of bilingualism code switching has now become common in different fields of life. Baltistan is also a region of Pakistan where different bilingual nations dwell. They also code switch in their daily life of communication.

Different researchers have written research articles and papers on code switching as Hossain on Code-Switching among Stranded Urdu Speaking People in Bangladesh and Gamback on Code Mixing in Social Media Text. Though several research studies have been done on CS of various languages of the world but still it has been noticed with the help of literature that there is no any research found on Balti CS in English language classes at elementary level. So, there is gap in the CS of language, region and level of the students that have been focused in this study.

3 METHODS AND INSTRUMENTS

Qualitative approach is a popular method in linguistics as it can be applied in many areas of linguistic studies including analyses of the structures, distribution of the rhetorical moves, and the semantic, grammatical or morphosyntactic studies [11]. So, one can fine several types of studies in linguistics with qualitative approach. For this study the researchers have selected Qualitative while considering the nature of area of study in linguistics and code switching (CS).

Recording, a systematic tool in research is identified as a trusted data collection in research instruments as it ensures the validity and reliability [12]. Deductive approach with non probability or purposive technique sampling has been applied for this research.

For data collection voice recordings of three classes / lectures have been utilized to search out the effectiveness of the phenomenon code-switching while English textbooks teaching at secondary level. The recordings, in purpose of data collection, aim at investigating the attitude of learners towards the instructors, lessons and functions of CS. The gathered data have been analyzed to assess the positivity, function and prevalence of CS to first language (Balti Language) in the instructional processes of Language 2 (English Language).

This study is a case study as under the umbrella of descriptive research it has discussed a current trend named Code Switching CS in teaching of English and it is qualitative as it is based on textual not numerical. So it aims to discuss the teaching process of English books at secondary level while applying the phenomenon of CS.

English language and grammar at the backbone of instructional process anywhere in the world and teaching English books with English grammar is impossible but on the other hand the 1st language of the learners cannot be ignored as it becomes a

hurdle or supportive handler in teaching L2 like English somewhere. Numbers of language are being extinct but one of the ways to support the dying languages is to allow using Code Switching or barrowing in communicational process.

Gaps in population are a major part of finding new research topics. The target population is the students and English instructors of 8th grade learners of the school named The Oxford Public School that is located in North of Pakistan, Shagari Kalan, in Skardu. Only recordings have been used to assess the applications of CS in the mentioned classes and on all lectures have been assessed to check out the flow of code switching and its responses.

4 DATA ANALYSIS & RESULTS

In this section, the data analysis and its results have been highlighted. The recordings collected from 8th grade at the Oxford public school, Shagari Kalan, Skardu, have been analyzed thoroughly. Recording, a systematic tool in research is identified as a trusted data collection in research instruments as it ensures the validity and reliability [12]. The recordings were done in grade 8th English classes where the instructor were teaching Chapters firstly, Tolerance of the Rasool (S.A), secondly, A dialogue on (problem solving) and thirdly, one the ocean (poem).

Where there is a difference, it becomes a unique trend in the process and where languages are not similar it leads so many unique things for the learners. The units of analysis in the targeted three chapters are Code switching of Balti language in the instructional process of English 8th grade book in Baltistan.

Frequency of CS to Balti Language has been analyzed firstly and found that in each session the English instructors applied CS to Balti while teaching the chapters but rarely. It was found that the teachers were switching to Balti language consciously and sometime unconsciously. The attitude of both the instructors and learners found positive of the CS in the lessons and majority of the learners were actively participating in the classes and giving their feedbacks in Balti and English language. It is to mention that the impacts of CS to Balti found positive and effective in the recordings and the most common time and situation of applying Balti found where there was to give an example from the Balti culture and society of Baltistan. On the other hand, both the instructors and learners maintained their proficiency in pedagogical processes in the target situation. Function of CS is considered a great teaching technique by the instructors to maintain the captivating atmosphere of learning and it is a cause of motivation for the learners if CS is applied positively, timely and appropriately.

In the first chapter titled 'TOLERANCE OF THE RASOOL' the Balti phrases used by the teachers and the learners were 'thiakh luk means tolerance, Nuzin, recognize and bloodshed, Khraq Drull used. Secondly, in the chapter of 'A DIALOGUE' the phrases in Balti language used were 'ato yang la pata yod, means Father, you know, laigy taq taq, pretty hard (bit humorous literally in Balti) and Sning Dokh means worry in English. Thirdly, in the chapter titled (poem) 'ON THE OCEAN' the linguistic units like 'Chhogho means Bigger in English and 'Water, Water means Chhu, Chhu' used by the participants.

5 CONCLUSION AND RECOMMENDATIONS FOR FUTURE RESEARCH

This study found the frequency, importance, functions, and attitude of the instructors and learners towards Balti CS in the pedagogical processes of English lesson taught in 8th classes in Baltistan region where 98% of the residence speak Balti language.

The current study on CS will be helpful and enlighten the path for coming researches in the field of teaching of English and other languages in term of using of code switching at deferent levels of instruction. With the help of this study, the teachers and students may be able to know the importance, role, techniques and limitations of code switching and correct application and alternation of words, phrases or sentences in the pedagogical processes. It is necessary to keep in mind that CS is not always best option as there are some limitations like is should not be applied repeatedly with any reason. It should be used appropriately, timely and positively when required and just alter the language where there are the same language users in the target situation.

So, in short, it is to mention with this investigation that the phenomenon of CS is an effective strategy in the instructional processes but it should be applied appropriately, positively and timely on the other hand the learners and instructors have same native language and linguistic background.

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COMPETING INTERESTS

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ATTITUDE OF BUSINESS EDUCATION TEACHERS TOWARD TEACHING AND LEARNING OF BUSINESS EDUCATION IN OYE LOCAL GOVERNMENT AREA OF EKITI STATE

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Abstract: The study explored the attitude of business education teachers towards the teaching and learning of business education in the Oye Local Government Area of Ekiti state. Four research questions guided the study. A descriptive research design was adopted. The population consists of all 18 public secondary schools alongside the 451 teachers (72 business education teachers and 379 others) in Oye LGA of Ekiti state. The sample used for this study was seventy-two (72) business education teachers purposively selected from 18 public secondary schools. Attitude Rating Scale of Business Education Teachers (ARSBET) was a data collection tool. A simple percentage was used as an analytical tool. Analysis revealed that (1) a positive attitude of teachers motivates students to do what they love in the classroom learning process, improves students' mental health, self-esteem, confidence, academic performance, personal development, and interest, a good classroom environment, and encourages students to participate cooperatively in classroom activities. (2) The negative attitude of a teacher de-motivates students, and generally crumbles their successes leading to problem behaviours, increasing the risk of high stress and even impaired students' mental health. (3) the negative attitude of a teacher is caused by an unpredictable life which includes illness and disease, past trauma, mental health predispositions, ongoing irresolvable conflict between both teachers and students, feeling unappreciated, and feeling unsatisfied with their job. (4) Measures to overcome the negative attitudes of teachers include; teaching should be done with enthusiasm and passion, teachers should show interest in the lives of students outside of school, teachers should be treated with respect, and business teachers need to be held accountable for students' flaws. It was recommended that School management reward business education teachers who promote interpersonal relationships in school.
Keywords: Attitude; Business education; Teachers; Teaching and learning; Oye Local Government Area (LGA)

1 BACKGROUND OF THE STUDY

Since teaching is a dynamic activity, it requires favourable attitudes and certain specific skills on the part of practitioners. The competence of teachers depends on their attitude towards the profession. Positive attitudes help teachers develop a student-friendly environment in the classroom. It also has a beneficial effect on the learning of business education students. A positive attitude creates an environment of peace while a negative attitude leads to instability in the classroom between teachers and students of any discipline, including business education. Business Education is an educational program that prepares students for career advancement in businesses. Business education prepares students to manage their affairs and operate intelligently as consumers and citizens in the business economy [1]. Business education is one of the main components of vocational education. In Nigeria, business education is offered at the secondary and tertiary levels. The course is one of the fundamental foundations that help students develop an awareness and understanding of business concepts. According to Abumchukwu [2], business education is an aspect of an overall educational program that aims to provide recipients with the knowledge, skills, understanding, and attitudes necessary to function well in the world. The National Open University of Nigeria (NOUN) defines business education as an aspect of vocational education that equips people with the skills and theoretical knowledge necessary to function in the world[3]. the business world, whether employed or self-employed. Furthermore, Azuka argues that business education is a broad field of knowledge related to a country's economic system and prepares individuals to effectively manage private enterprises[4], working in public authorities and as citizens, workers, and consumers. This is because business education leads to creativity. The development of each country largely depends on the success of business education. Business Education also equips a person with relevant skills that help them perform better in their chosen career.

With the advanced content of the Business Education curriculum, the course covers different areas that can equip learners with skills in office management, IT office applications, bookkeeping/accounting, business management, marketing, business communication, and records management, among others, all necessary for the growth and survival of business enterprises, as well as skills essential for professional and professional success. Individuals equipped with the tools and techniques to successfully run various businesses can contribute to the national economy. One can infer from the above definitions that business education is education for and about business. It combines both theoretical and practical knowledge. In the same vein, it exposes the recipient to the economic system of his country and equips him

with lifelong skills that would enable him to make a reasonable judgment as a producer (entrepreneur), employee, or consumer of goods and services. Abdulkarim stated that the purpose of Business education stresses the need for specialized instruction to prepare students for careers in business[5], fundamental instruction to help students assume their economic roles as consumers, workers, and citizens, and Background instruction to assist students in preparing for professional careers requiring advanced study.

Similarly, Njoku highlighted the objectives of business education at the tertiary level of education as to empower students with desirable skills[6], knowledge, and value to perform specific functions to become self-reliant, to help students appreciate the world around them and contribute maximally to the social and economic development of the nation, to empower the student in such a way that the students will develop an intellectual capability that would help them make informed decisions in all sphere of life, to help students become judicious spenders and develop proper values for the achievement of healthy living and growth of the nation and to understand the political framework of a nation so that students can contribute to the national and economic development of the nation. Considering the importance of Business Education to humanity, the place of Business Education teachers cannot be ignored. A teacher is a person who is capable of imparting knowledge and skills to the learner. Mbise defines a teacher as someone with special knowledge, skills, and training in teaching, explaining, and educating[7]. According to Kurumeh [8], a teacher is a person, a professional capable of imparting knowledge that helps learners build, identify, and gain skills that will be used to face challenges in the classroom. life. Teachers play an important role in the development of students during formal learning [9]. Teachers who support students in learning environments can have a positive impact on their academic and social outcomes, which is important for the long-term path of schools and, ultimately, employment[10]. The only people who can bring this society out of the quagmire of ignorance are the teachers. Teachers, male and female, are expected to be experts in their field or area of expertise and also have a passion for producing desirable students who will continue to expand their growth. Trade education teachers are persons recognized by society and educational authorities as qualified to nurture and educate children, young people, and adults in the teaching of trade education. It fulfils the purpose and social mission of education, providing students with skills in theoretical and practical knowledge [11]. Business education teachers play an important role in guiding students to the formal school experience [12]. The teacher is the leader and organizer of the educational process because he knows the pedagogy, the pedagogy, and the teaching method that is the codified human experience and the art of education. Generally, they refer to the person who runs the business training courses. Business teachers connect students, other teachers, school administrators, families, and community members to support student learning and healthy development.

Attitude is a steady and learned disposition to react to a given situation, person, or set of signals in a way that consistently guides and influences people's behaviour in everyday life [13]. Attitude is a state of mental or nervous readiness, organized by experience that directly or dynamically influences an individual's response to all objects and situations with which he is concerned. we are related. Furthermore, attitude refers to the dominant tendency of individuals to react favourably or unfavourably towards an object, person or group of people, institution or event" [14]. No one is born with attitude. Both attitudes and preferences are learned through life experiences that cause individuals to behave in ways that are characteristic of the people, professions, objects, problems, situations, etc., to which they are related. Attitude is very personal and complex. Attitudes are uniquely organized in each person, and the organization itself is the product of their reactions to their own experiences. Attitude greatly influences a person's behaviour, whereby, personally, attitude can be positive (favourable) or negative (unfavourable). As observed by Kreitner and Kinicki [15], there are three components of attitude: an affective component (feelings or emotions), a cognitive component (belief or idea), and a psychological component (behaviour) of someone or something). In most situations, these three components seem to simultaneously shape the teacher's posture in the classroom, through direct and indirect interactions between society, the school, and the teacher [16]. Teachers' attitudes are the determining factor in student achievement in the classroom.

The type of attitude that the business education teacher displays determines the interest and enthusiasm of the students for the classroom situation. In the process of conducting lessons, there is always a transmission relationship between teachers and students in the classroom. In this case, teachers exhibit certain attitudes toward students that can make or break students. A business education teacher's attitudes can be positive or negative and they are learned from our environment through life experiences. A positive attitude in business education leads to success while a negative attitude leads to failure and hence success can lead to a positive ego attitude while failure leads to a negative ego attitude [17]. Teachers' attitudes in business education play an important role in promoting learners' education, learning, and career development. Academic success and student achievement are attributed to strong teacher-student relationships and teachers' attitudes. Several authors have pointed to the fact that a quality teacher-student relationship is an important part of the learning process. Cherry describes that the type and value of attitudes formed by instructors and learners are key to successful teaching and learning[18]. A teacher possesses the skills, attitudes, and knowledge that can play an important role in student learning outcomes and ways to lead a fulfilling after-school life.

According to Tijani[19], some attitudes of an effective teacher that will promote a good teacher-student relationship, regardless of the student's age, are their feelings and learning to respect and listen to orders, creating a friendly learning environment for all students. An effective teacher with a good attitude is welcoming, approachable, enthusiastic, and caring for everyone, including students in the school, giving the students the opportunity or freedom to solve their problems at any time. A teacher with a positive attitude sets high expectations for all students in the class, which will greatly affect learning outcomes. The positive attitude of teachers will reduce disruptive behaviours that interfere with teaching, creating a positive learning environment for all students in the class [20]. Such a positive attitude that reduces

student anxiety can lead to a desire to escape an environment perceived as unpleasant and lead to higher rates of absenteeism and academic failure [21]. A positive teacher attitude is associated with increased student achievement and the quality of learning outcomes. On the other hand, the consequences of teachers' unconstructive attitudes toward learning outcomes are also large and long-lasting [22]. Attitudes identified as negative or ineffective often lead to an increase in disruptive behaviours [23].

It cannot be denied that business teachers are indispensable in teaching and learning this subject. Expressing a negative attitude towards the teaching of this subject will affect the understanding of the subject by students in all educational institutions, including those in the study area. The researcher has observed that students do not seem to show interest in business education as a course for which the cause has yet to be determined. However, speculation from some places suggests that the attitude of business education teachers contributes to students' loss of interest in business education. Given the above, the study focused on assessing the attitudes of business education teachers towards business education teaching and learning in the Oye local government area in Ekiti State.

2 STATEMENT OF THE PROBLEM

Business education becomes the foundation for students to develop an awareness and understanding of business concepts. It is also a branch of vocational education that provides students with the information and skills needed to manage private companies and work in public service. It prepares students for corporate jobs and prepares them to manage their affairs and operate intelligently. The development of each country largely depends on the success of the business education teachers in the course. Despite the above advantages of business education, it is observed that the curriculum is influenced by teachers, especially their attitude in teaching the subject continuum. Student performance in business education is generally low, which may be due to teachers' attitudes toward teaching and learning. The researchers' observations also showed that students did not want to take the business education course, possibly due to the apathy, hostile behaviour, and lack of seriousness of business education teachers, who tend to frustrate them. This is a very bad scenario in the education industry because if it is not resolved, it will affect students, parents, families, and the whole of society. Therefore, this work aimed to evaluate the attitude of commercial education teachers towards teaching and learning commercial education in the local government area of Oye in Ekiti State.

3 OBJECTIVE OF THE STUDY

The specific purposes of the research are to:
i.   Identify the Influence of positive attitudes of Business Education teachers on the teaching and learning of Business Education in Oye Local Government Area of Ekiti state.
ii.   Explore the Influence of negative attitudes of Business Education teachers on the teaching and learning of Business Education in Oye Local Government Area of Ekiti state.
iii.   Ascertain the causes of negative attitudes of business educators on the teaching and learning of business education in Oye Local Government Area of Ekiti state.
iv.   Find out the measures to overcome the negative attitudes of Business Education teachers for effective teaching and learning of Business Education in Oye Local Government Area of Ekiti state.

4 RESEARCH QUESTIONS

In line with the purpose of the study, the following questions were utilized to guide the study:
i.   What are the Influences of positive attitudes of Business Education teachers on the teaching and learning of Business Education in Oye Local Government Area of Ekiti state?
ii.   What are the Influences of negative attitudes of Business Education teachers on the teaching and learning of Business Education in Oye Local Government Area of Ekiti state?
iii.   What are the causes of negative attitudes of business educators on the teaching and learning of business education in the Oye Local Government Area of Ekiti state?
iv.   What are the measures for overcoming the negative attitudes of business education teachers for effective teaching and learning of business education in Oye Local Government Area of Ekiti state?

5 METHODS

The study used a descriptive survey design. This design is relevant to this research because researchers do not intend to manipulate research variables but study them as they occur naturally.

The study population consists of all the public secondary schools in Oye LGA of Ekiti state. There are 18 public secondary schools in the area with the entire 451 teachers (72 business education teachers and 379 others, [24].

The sample used for this study was seventy-two (72) business education teachers purposively selected from 18 public secondary schools. The choice of these subjects was based on the fact that the attitude of someone is better determined by him/herself. Therefore, they are in a better position to supply the necessary information needed for this research.

The instrument used to collect data for this study was a structured questionnaire titled "The Attitude Rating Scale of Business Education Teachers (ABETAS) created by the researcher based on the research objectives and questions as well as information gathered from a review of the relevant literature. The questionnaire was divided into Parts A and B.

Part "A" includes basic information about respondents such as gender, and professional qualifications. Part B was clustered into four sections according to the research questions that guided the review. The first cluster focuses on the influence of positive attitudes of business education teachers on teaching and learning business education. The second cluster focuses on the influence of negative attitudes of business education teachers on the teaching and learning of business education. The third cluster focuses on the causes of the negative attitudes of business education teachers towards business education teaching and learning, while cluster four focuses on strategies for teachers' negative attitudes toward effective business education teaching and learning in the Oye local government area of Ekiti State.

The instrument used in this study was validated by two experts from the Business Education Department and one teacher from the Education Measurement and Evaluation Unit. All of them were drawn from the Faculty of Education, Federal University Oye-Ekiti. Ekiti state. This is to ensure that all issues and questions are relevant and properly addressed within the research topic.

The researchers visited the selected students in their various levels at schools and administered the questionnaires which were used to obtain accurate information from respondents. The reason for the self-administration of the instrument was to maintain the accuracy of the tool.

The researchers used frequency tables and simple percentages to analyse all the responses from the respondents. The use of these statistical tools was to evolve the simplicity of the results to the readers.

6 RESULTS

Table 1 The Influence of Positive Attitudes on Business Education Teachers on the Teaching and Learning of Business Education in Oye Local Government Area of Ekiti State

Items	SA		A		D		SD	
	F	%	F	%	F	%	F	%
Motivate students to do what they love in classroom learning process	25	34.7	39	54.2	4	5.6	4	5.6
Improves students' mental health	41	56.9	27	37.5	2	2.8	2	2.8
Improve their self-esteem and confidence	43	59.7	22	30.6	5	6.9	2	2.8
Improve their academic performance and personal development	32	44.4	35	48.6	4	5.6	1	1.4
It enables students to show interest and develop pride in the classroom	26	36.1	38	52.8	3	4.2	5	6.9
It creates a good classroom environment, which can be critical to the success of teachers and students in the classroom	33	45.8	37	51.4	2	2.8	-	-
It ultimately promotes a sense of belonging to the school and encourages students to participate cooperatively in classroom activities	29	40.3	39	54.2	2	2.8	2	2.8

Field work 2024

Table 1 shows that 88.9% of the respondents agree that motivating students to do what they love in the classroom learning process, enables students to show interest and develop pride in the classroom while 11.1% disagree. 94.4% of the respondents also agree that teachers' attitude Improves students' mental health while 5.6% disagree, 90.3% of the respondents agree that teachers' attitude Improves their self-esteem and confidence while 9.7% disagree, 93% of the respondents agree that Improves their academic performance and personal development while 7% disagree, 97.2% of the respondents agree that It creates a good classroom environment, which can be critical to the success of teachers and students in the classroom while 2.8% disagree. Finally, 94.5% of the respondents agree that It ultimately promotes a sense of belonging to the school and encourages students to participate cooperatively in classroom activities while 5.5% disagree.

Table 2 The Influence of Negative Attitudes on Business Education Teachers on the Teaching and Learning of Business Education in Oye Local Government Area of Ekiti State

Items	SA		A		D		SD	
	F	%	F	%	F	%	F	%
It hinders student motivation, success, and happiness	30	41.7	38	52.8	4	5.6	-	-
It reduces academic achievement and increases students' psychological disturbances and symptoms of physical stress	39	54.2	25	34.7	4	5.6	4	5.6
It causes students to develop disordered habits, shyness,	32	44.4	28	38.9	6	8.3	6	8.3

	SA		A		D		SD	
withdrawal, and anxiety								
It can escalate students into feelings of stress and alienation similar to post-traumatic stress disorder	32	44.4	36	50.0	2	2.8	2	2.8
It causes bone pain or muscle cramps, lack of energy, upset stomach, and neck tension which disrupt their ability to concentrate in class	32	44.4	30	41.7	4	5.6	6	8.3
Negative teachers attitude makes students lose interest in school, and do not want to study anymore	26	36.1	40	55.6	4	5.6	2	2.8
Leads to problem behaviours, increasing the risk of high stress and even impaired mental health of students	23	31.9	34	47.2	6	8.3	9	12.5

Field work 2024

Table 2 reveals that 94.5% of the respondents agree that It hinders student motivation, success, and happiness while 5.5% disagree, 88.9% of the respondents agree that It reduces academic achievement and increases students' psychological disturbances and symptoms of physical stress while 11.1% disagree, 88.3% of the respondents agree that It causes students to develop disordered habits, shyness, withdrawal, and anxiety while 16.7% disagree, 94.4% of the respondents agree that It can escalate students into feelings of stress and alienation similar to post-traumatic stress disorder while 5.6% disagree, 86.1% of the respondents agree that It causes bone pain or muscle cramps, lack of energy, upset stomach, and neck tension which disrupt their ability to concentrate in class while 13.9% disagree, 91.7% of the respondents agree that Negative teachers attitude makes students lose interest in school, and do not want to study anymore while 8.3% disagree. Finally, 79.1% of the respondents agree that Leads to problem behaviours, increasing the risk of high stress and even impaired mental health of students while 20.9% disagree.

Table 3 The Causes of Negative Attitudes on Business Education Teachers on the Teaching and Learning of Business Education in Oye Local Government Area of Ekiti State?

	SA		A		D		SD	
Items	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**
Unpredictable life which includes illness and disease, past trauma, mental health predispositions, etc	28	38.9	37	51.4	4	5.6	3	4.2
An ongoing irresolvable conflict between both teachers and students	34	47.2	28	38.9	9	12.5	1	1.4
Clumsy behaviours of the students	29	40.3	37	51.4	4	5.6	2	2.8
The rudeness of the students, and the disrespectful behavior	30	41.7	36	50.0	4	5.6	2	2.8
An ongoing irresolvable conflict in the teachers'	33	45.8	34	47.2	5	6.9	-	-
Chooses the wrong person as a role model will end up behaving like that person	27	37.5	34	47.2	10	13.9	1	1.4
Feeling of unappreciated	28	38.9	33	45.8	6	8.3	5	6.9
Feeling unsatisfied with their job	30	41.7	38	52.8	4	5.6	-	-

Field work 2024

Table 3 shows that 90.3% of the respondents agree that Unpredictable life which includes illness and disease, past trauma, mental health predispositions, etc while 9.7% disagree, 86.1% of the respondents agree that An ongoing irresolvable conflict between both teachers and students while 13.9% disagree, 91.7% of the respondents agree that Clumsy behaviours of the students and The rudeness of the students, and the disrespectful behaviour while 8.3% disagree, 93% of the respondents agree that An ongoing irresolvable conflict in the teachers' while 7% disagree, 84.7% of the respondents agree that Chooses the wrong person as a role model will end up behaving like that person and Feeling of unappreciated while 15.3% disagree. Finally, 94.5% of the respondents agree that they Feeling unsatisfied with their job while 5.5% disagree.

Table 4 Showing the Measures of Overcoming the Negative Attitudes on Business Education Teachers on the Teaching and Learning of Business Education in Oye Local Government Area of Ekiti State?

	SA		A		D		SD	
Items	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**
Teaching with enthusiasm and passion	39	54.2	25	34.7	4	5.6	4	5.6
The ability to integrate humour into lessons of business teachers:	32	44.4	28	38.9	6	8.3	6	8.3
The teacher's ability to make learning fun:	32	44.4	36	50.0	2	2.8	2	2.8

Ability to tap into student interest	32	44.4	30	41.7	4	5.6	6	8.3
Show an interest in their lives outside of school:	26	36.1	40	55.6	4	5.6	2	2.8
Treat them with respect:	23	31.9	34	47.2	6	8.3	9	12.5
Arrange an extra sessions for students:	28	38.9	37	51.4	4	5.6	3	4.2
Business teachers need to be held accountable:	34	47.2	28	38.9	9	12.5	1	1.4
Business educators need to assess their attitudes:	29	40.3	37	51.4	4	5.6	2	2.8
Business educators must develop a desire for change:	30	41.7	36	50.0	4	5.6	2	2.8

Table 4 shows that 88.9% of the respondents agree that they teach with enthusiasm and passion while 11.1% disagree, 83.3% of the respondents agree that The ability to integrate humour into lessons of business teachers: while 16.7% disagree, 94.4% of the respondents The teacher's ability to make learning fun while 5.6% disagree, 86.1% of the respondents agree that Ability to tap into student interest while 13.9% disagree. Finally, 91.7% of the respondents agree that Treat them with respect: while 8.3% disagree, 90.3% of the respondents agree that Arranging an extra session for students while 8.7% disagree, 86.1% of the respondents agree that Business teachers need to be held accountable while 13.9% disagree, 91.7% of the respondents agree that Business educators need to assess their attitudes.

7 DISCUSSION OF FINDINGS

The first finding revealed that positive attitudes of Business Education teachers influence the teaching and learning of Business Education in Oye Local Government. This finding aligns with Etebe when he found out that a teacher's attitude towards his students plays a huge role in shaping his future[25]. He added that a teacher must value his or her attitude towards students because children tend to learn and behave by observing older people. Therefore, a teacher must have a positive attitude when surrounded by students to motivate and promote their self-confidence and happiness. Hattie also advocates that a teacher's positive attitude toward students will spur students to do what they love in the classroom learning process[26]. They will be encouraged to do better and achieve more in their academic endeavours. Abumchukwu corroborated this when revealed that a teacher's attitude greatly affects a student's mental health and added that the way teachers treat their students can cause them to suffer from psychological disorders and stress[2]. So a teacher must have a positive attitude toward students to have a positive impact on their mental development. Rattin substantiated that teachers should strive to help students improve their self-esteem and confidence[27]. Students should be praised when the work is done well for extra motivation. When you need help, guide and encourage them to do better instead of insulting them. Avoid harsh and demeaning words. Teachers can be role models for their students, which is why their attitudes play an important role in shaping students. Therefore, a teacher must behave in a way that positively impacts the academic achievement and personal development of students. Salaam et al also buttressed the findings that the positive attitude of business teachers establishes many advantages between business teachers and students and mentioned the examples that a teacher's positive attitude creates a good classroom environment[28], which can be critical to the success of teachers and students in the classroom. The positive attitude of teachers in business education is one of the most important characteristics in the learning context. It is also one of the factors affecting the development of students and teachers, the cohesion of the school, and the motivation of the school. Teachers' positive attitudes towards students form the basis of the social context in which learning takes place [29].

It was also revealed that the second finding revealed that negative attitudes of Business Education teachers had an influence on the teaching and learning of Business Education in Oye Local Government. This finding is in line with Marroquin who found out that business teachers using humiliation or sarcasm make children feel belittled[30]. She further asserts that teachers who are draconian when they show power or are indifferent to their students or classrooms can leave lingering negative feelings in students. Florin averred that the negative attitude of business teachers can also take a toll on students' psychological well-being and added that teacher humiliation[31], fear, and intimidation can cause students to develop disordered habits, shyness, withdrawal, and anxiety. Similarly, Irwin and Pamela buttressed the finding that the negative attitude of teachers escalates into feelings of stress and alienation similar to post-traumatic stress disorder[32]. Students who experienced prejudiced attitudes from teachers in school were more likely to perpetuate negative symptoms. In some cases, Riley found that teachers' negative attitudes toward business education generated such strong feelings of anxiety that students developed physical symptoms[33]. These include bone pain or muscle cramps, lack of energy, upset stomach, and neck tension. These stress-related illnesses not only harm students' physical health but also disrupt their ability to concentrate in class. This often leads to additional punishment from the teacher, perpetuating the cycle of negativity and stress. The negative attitude of business teachers toward their students will have a significant impact on their academic performance, learning, emotions, and way of life. Because of this negativity, students lose interest in learning, lose interest in school, and do not want to study anymore [34].

It equally determined from the third finding that the causes of bad attitudes of enterprise education teachers on the teaching and mastering of business training in Oye LGA include unpredictable existence which includes illness and sickness, past trauma, mental fitness predispositions, an ongoing irresolvable war between both teachers and college students, Clumsy behaviours of the scholars, the rudeness of the scholars, and the disrespectful behaviour, an ongoing irresolvable battle inside the teachers, chooses the wrong person as a function version will become behaving like that man or woman, feeling of unappreciated and feeling unhappy with their job. These findings align with Cook, et al who determined that some of the motives main for the improvement of poor thinking and attitudes amongst commercial enterprise educators can be because of unpredictable life and stated those to include illness and disease[35], beyond

trauma, intellectual fitness predispositions to depression or tension, and sensitivity to other humans's moods and reports. similarly, Gundogdu additionally supports the finding that a few instructors' bad attitudes can be the result of a damaged trainer-pupil dating or an ongoing irresolvable battle that causes both teachers to fail and cannot join[36]. In conditions wherein the pupil no longer poses a hazard to the teacher, the teacher is regularly required to establish a running courting and demonstrate a good mindset in the direction of the student. it's miles part of the trainer's position as an educator and mentor to work out true judgment while coping with college students. Lee [37], additionally brought up that the main reasons for the negative attitude of teachers in business are the clumsy behaviour of the students, the discord among the instructor and the scholars, the rudeness of the students, and the disrespectful behaviour. Ibitoye additionally determined unresolved conflict in a business trainer's home as some other most important cause of a instructor's horrific mind-set[38]. when the an unresolved war between the instructor and the circle of relatives, his mindset deteriorated and started to reveal a bad attitude. Etebe similarly asserts that trusting an exemplary teacher is a key issue[25]. certainly, any teacher who chooses the incorrect man or woman as a function model will end up behaving like that character. He/she can take their method to life and make it a dependency, in preference to intentionally working to increase their non-public, proactive, and resilient attitude.

The finding also revealed that the measures to overcome the negative attitudes of business education teachers on the teaching and learning of Business Education in Oye Local Government Area of Ekiti state include teaching with enthusiasm and passion, the ability to integrate humour into lessons of business teachers, the teacher's ability to make learning fun, ability to tap into student interest, show an interest in their lives outside of school, treating of teachers with respect, arrange an extra session for students, holding of Business teachers accountable for the flaws exhibit by the students and business educators must develop a desire for change. This is apt considering the finding of Derrick who found out that applying strategy to develop strong attitudes toward students is essential to promoting academic success[39]. Irwin and Pamela reiterated that a measure that will improve positive attitudes is good communication between teachers and students[32]. He feels that when communicating with students, teachers should communicate politely and respectfully. From the first day of school, teachers need to send the message that they are in control. However, this shouldn't include being bossy, bossy, or inflexible. Teachers need to set and maintain boundaries, but they must be also accessible. Effective communication also includes verbal and nonverbal cues. Additionally, when teachers need to correct and discipline students for inappropriate behaviour, doing so constructively allows students to reflect on their behaviour and understand that the teacher cares and respects them. Derrick, discovered in his research the steps to overcome the negative attitudes of business education teachers to teach and learn business education effectively teaching with enthusiasm and passion[39], business teachers need to have a positive attitude, and the ability to integrate humour into lessons of business teachers, the teacher's ability to make learning fun, ability to tap into student interests, show an interest in their lives outside of school, treat them with respect and arrange an extra session for students. Baker in their findings suggested the following steps to overcome the negative attitudes of business education teachers to teach and learn business education effectively include business teachers need to be held accountable[12], business educators need to assess their attitudes, business educators must develop a desire for change, and business teachers should develop good habits.

8 CONCLUSIONS

The following conclusions were made based on the findings of the study:

i. The positive attitudes of Business Education teachers significantly had an influence on the teaching and learning of Business Education in Oye Local Government Area of Ekiti state.

ii. The negative attitudes of Business Education teachers significantly had an influence on the teaching and learning of Business Education in Oye Local Government Area of Ekiti state.

iii. Unpredictable life which includes illness and disease, past trauma, mental health predispositions, an ongoing irresolvable conflict between both teachers and students, Clumsy behaviours of the students, rudeness of the students, and disrespectful behaviour, an ongoing irresolvable conflict in the teachers are the causes of negative attitudes of Business Education teachers on the teaching and learning of Business Education in Oye Local Government Area of Ekiti state.

iv Teaching with enthusiasm and passion, the ability to integrate humour into lessons of business teachers, the teacher's ability to make learning fun, ability to tap into student interest, show an interest in their lives outside of school, treating teachers with respect, arrange an extra session for students, holding of Business teachers accountable for the flaws exhibit by the students and business educators must develop a desire for change are measures of overcoming the negative attitudes of Business Education teachers for effective teaching and learning of Business Education in Oye Local Government Area of Ekiti state.

9 RECOMMENDATIONS

The following recommendations were made in line with the findings of the study:

1. The management of the secondary should be giving incentives such as prompt implementation of promotion and trophies to business education teachers who promote high relationships with students in schools. This will encourage them to keep such practice and students to have an esteemed sense of belonging that will make them at peace with their studies in school.

2.	School management should reward business education that promotes interpersonal relationships in school. This act will not only help students in their academic performance but the entire school community to see schools as homes of their wards where moral impartation can be obtained.

3.	Teachers should put in their best to promote both intrapersonal and interpersonal relationships that will make students improve in personal growth, values, and attitudes, develop close personal relationships with other students, intellectual growth and interest in ideas, intellectual stimulation, and satisfied intellectual stimulation.

4.	Students should be trained to see teachers as loco-parents in their relationships. This will give them confidence to ask questions either in class or outside the classroom teaching and learning when the need arises.

10 LIMITATIONS OF THE STUDY

The following were limitations encountered in the conduct of this study:

1.	The sampling technique used for the study made it difficult for the entire population of the study to be used as respondents and as such the responses collected from the sample respondents cannot be used to generalize the exact situation in all the public secondary schools in Ekiti State.

2.	The study was carried out at secondary schools in Oye-Ekiti, Ekiti state, and as such the findings of the study cannot be used to generalize as the teachers' attitude varies among various secondary schools in Nigeria.

COMPETING INTERESTS

The authors have no relevant financial or non-financial interests to disclose.

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RESEARCH ON THE IMPACT OF ONLINE EDUCATION ON THE PSYCHOLOGY OF PUPILS IN TOWNSHIPS

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Abstract: With the advent of the digital and intelligent era, more and more teenagers are exposed to the Internet prematurely. Due to the intermingled network content, adolescents are psychologically affected in a mixed state. Using questionnaires and interviews, this study investigated the use of electronic products among fifth-grade students in elementary schools in the townships of Qionghai City, Hainan, China. The data found that electronic products can provide more learning resources for primary school students, more convenient access to knowledge, self-guided learning, and broaden their horizons. However, electronic products have the risk of making pupils addicted, wasting learning time and limiting their independent thinking. At the same time, electronic products have rich entertainment functions, and primary school students are more willing to use electronic products for entertainment when their self-learning consciousness is not stimulated. Therefore, schools and parents should play a role in guiding and supervising them.
Keywords: Online education; Elementary students; Psychology of minors; Chinese towns

1 INTRODUCTION

1.1 Research Background

In the digital development in recent years, more and more minors have become Internet users [1]. According to the Blue Book of Teenagers - Report on Chinese Minors' Internet Use and Reading Practices (2017-2018), the age at which minors in mainland China first contact the Internet continues to decline, with 64.2% of primary school students having their own mobile phones.
The impact of this phenomenon is diverse. From a pedagogical point of view, Internet education has a positive impact on minors' learning: increased sharing of learning resources, and portable learning [2]; at the same time, Internet education has negative impacts, such as learning dependence, copying of online answers, and misinformation about wrong answers on the Internet [3]. From a psychological point of view, Internet education also has positive effects on minors' learning: expanding the social circle, getting timely help and psychological relief from Internet users, opening up learning horizons, and breaking through the urban-rural information barrier [4]; conversely, minors' access to the Internet carries the risk of cyberviolence and lack of protection [5]. For example, according to the China Central Television Network website, Jia Jia (a pseudonym), a 13-year-old Chinese girl, was abused and slandered because of a misunderstanding with her classmates. False information appeared on multiple online social media and spread rapidly, and eventually became anorexic and suffered from depression.

1.2 Research Objectives

When Internet education is not fully popularized in rural China, primary school students have their own electronic products. Based on this premise, the goal of this study is to investigate the impact of the Internet on the psychology of Chinese rural primary school students, especially on self-discipline psychology.

1.3 Hypotheses

Electronic products can provide primary school students with more learning resources and information so that they can acquire knowledge more conveniently. Through electronic products, they can use educational applications, online learning platforms, etc. for self-guided learning and broadening their horizons.
Electronic products have the risk of making pupils addicted, wasting learning time and reducing the ability of independent thinking.
Electronic products have rich entertainment functions, and students prefer to use electronic products for entertainment, such as playing games, watching videos and socializing, when their self-learning awareness is not stimulated.

2 LITERATURE REVIEW

2.1 Theoretical Foundations

The theoretical foundations of this study are Self-Directed Learning Theory and Reinforcement Theory. Self-Directed Learning Theory means that learners have the ability and attitude of active learning and clear learning strategies so that

they can use metacognition, motivation and behavior to learn. Learners often have a strong intrinsic drive to explore a variety of learning possibilities and become the master of their own learning [6]. Therefore, independent learning is also a development process with strong initiative [7].

Reinforcement Theory includes Positive Reinforcement and Negative Reinforcement [8]. The former refers to the fact that when a behavior is followed by a pleasant stimulus, the frequency of that behavior increases. In Internet use, positive reinforcement may include winning games, receiving likes and comments on social media, watching interesting videos, etc. [9]. These positive experiences motivate individuals to keep using the internet repeatedly, which may lead to addiction. Negative reinforcement means that when a behavior removes or reduces an unpleasant stimulus, the frequency of that behavior also increases [10]. Individuals may use the Internet to escape negative emotions such as stress, anxiety, or boredom in reality. When internet use is able to reduce or eliminate these negative emotions, individuals are more inclined to continue using the internet, further increasing the risk of addiction.

The above two theories are suitable for the research objectives of this study because minors are in a state of self-directed learning when they use the Internet to learn and because Internet use involves emotional changes that are associated with addiction due to psychological reinforcement.

2.2 Status of Primary School Students in China's Towns

For the purpose of this study, Chinese township elementary school students are children aged 7-13 living in township areas with relatively low family economic conditions and parental education levels, and limited educational resources and opportunities. They are between urban and rural areas in terms of education and living conditions and face unique challenges and opportunities.

The China Rural Education Development Research Institute, affiliated with China's Northeast Normal University, released the China Rural Education Development Report 2020-2022, with findings showing that in 2021 there will be 11.992 million rural left-behind children in compulsory education across China, a decrease of 10.7187 million compared to 2012, a reduction of 47.20%. At the preschool and compulsory education stages, many development indicators of rural education have made obvious progress, but there are still imbalances in the construction of teachers' teams and funding expenditures. For the first time, the growth rate of the urbanization rate of compulsory education was lower than that of the urbanization rate of the resident population, and the process of urbanization of compulsory education has entered a relatively stable stage of development [11].

Compared with the level of education in urban areas, the level of human capital and the level of education in China's townships are still relatively low [11]. During the Chinese '13th Five-Year Plan' period, the government of mainland China has coordinated the reform and development of integrated urban and rural compulsory education in counties, mainly investing in education in weak areas, and has made new progress in the reform of integrated urban and rural compulsory education [11].

As a result, the quality of education in China's townships has risen, and the teaching environment and teachers have been greatly improved. Township schools have been able to use technology such as multimedia and computers for teaching, and the cognitive scope of students is gradually expanding.

2.3 Online Education

Based on Self-Directed Learning Theory, online education in this study means that learners use Internet tools to complete autonomous learning without teacher guidance. The Internet learning platform used for self-study has the characteristics of autonomy, flexibility and interactivity, and provides learners with a variety of learning resources, including online courses, e-books and blogs [12]. Learners can develop personalized learning plans as needed to make learning more efficient.

3 RESEARCH METHODS

This study adopted a mixed research method. Because the research objective of this study required a broad and in-depth understanding of student situations, quantitative questionnaires and qualitative semi-structured interviews were appropriate for this study.

3.1 Questionnaire

A total of 28 questions were designed in this questionnaire, covering the duration of students' use of electronic devices, parents' attitudes towards students' use of electronic devices and students' main uses of electronic devices. After making the questionnaire via Questionnaire Star (a free app for releasing questionnaires in China), students in this class were informed in advance that they should bring their electronic devices to fill in the questionnaire, and finally 21 valid questionnaires were collected, of which 13 were for male students and 8 were for female students.

3.2 Semi-structured Interview

In the interview, the researcher used flexible interview guidelines that predetermined open-ended questions, but allowed for spontaneous exploration and follow-up questions based on the interviewee's answers. In this survey, six students

were selected, including five female students (Participants A, B, D, E) and one male student (Participant C). One researcher posed questions to students, while another research assistant was responsible for recording. A total of six questions were interviewed to gain a detailed understanding of students' use of electronic products. All were conducted one by one after students had completed the questionnaire.

3.3 Data Analysis

The data of the questionnaire has been statistically analyzed to calculate the distribution and proportion of participants' choices in multiple-choice questions. The interview results were organized through textual content and thematic analysis. The researcher conducted multiple checks on all the data to determine its reliability. All participants had been informed and consented in advance, and all information was anonymous.

4 RESULTS

4.1 Source of Electronic Products: Obtaining Source and Starting Age

According to the questionnaire, as shown in Table 1, the main way for students to obtain electronic products is through parental purchases (85.71%). This indicates that parents have a more lenient attitude towards pupils using electronic products. Moreover, in this survey, none of the students used electronic devices by borrowing their friends' electronic devices, indicating that all students have their own independently owned and freely used electronic devices.

Table 1 Sources of Electronic Devices Used by Elementary School Students in Townships

Sources of electronics	Numbers	Percentage
Parent purchase	18	85.71%
Borrowed from a friend	0	0%
Others	3	14.29%

In addition, most students use electronic products prematurely (see in Table 2). The age range of contact is between 5 and 10 years old (85.71% in total), which indicates that Chinese children are more likely to be affected by the Internet prematurely than American children who are 11 years old [13].

Table 2 Age of Onset of Electronics Use Among Elementary School Students in Townships

Starting age of exposure to electronic products	Numbers	Proportion
3-4	1	4.76%
5-6	7	33.33%
7-8	5	23.81%
9-10	6	28.57%
Above 10	2	9.52%

4.2 Duration of Using Electronic Products

As shown in Table 3, most of the students use electronic devices for one hour or less on weekdays, with a small minority (4.76%) exceeding 5 hours. On weekends (seen in Table 4), 60% of the students used electronic devices for 1-3 hours, and 19.05% of the students used electronic devices for more than 5 hours per day. Overall, the usage duration on weekends is significantly higher than that on weekdays.

Table 3 Hours of Electronic Device Use by Pupils in Townships on Weekdays

Hours of use of electronic devices during the working day	Numbers	Proportion
< 1	13	61.9%
1-3	4	19.05%
3-5	3	14.29%
Above 5	1	4.76%

Table 4 Hours of Electronic Device Use by Pupils in Townships on Weekends

Hours of use of electronic devices on weekends	Numbers	Proportion
< 1	13	61.9%
1-3	4	19.05%
3-5	3	14.29%
Above 5	1	4.76%

This result is roughly in line with other scholars' surveys that have found that teenagers use electronic devices for about 2 hours, such as in European countries where the average usage time is also around 2 hours.

4.3 Main Purpose of Internet Access

In this questionnaire, when asked "What do you usually do with your phone", students expressed a rich and relatively homogeneous range of purposes in this multiple-choice question. According to Table 5, students use electronics mainly for studying and relaxing. Among relaxation, they use social platforms mostly for chatting and entertainment, including listening to songs, watching videos and playing games. In contrast, the number of those who actually used it for studying, although more than half (52.38%), is still the smallest percentage of the purpose of accessing the Internet.

Table 5 The Main Purpose of Internet Access for Primary School Students in Townships

Main purposes	Numbers	Proportion
study	11	52.38%
chat	14	66.67%
listen to the music	16	76.19%
watch videos	16	76.19%
play a game	16	76.19%
other	0	0%

In addition, in the interview, the investigator asked the main purpose of participating students to surf the Internet. Participant A said: "Help study and relax properly, and chat with classmates". Participant E also indicated a similar situation. Participant D reported, "I read some novels mainly for socializing." However, Participant C replied, "Sometimes when I don't understand questions, I just use my phone to look them up". The interview results indicate that the main purpose of students going online is for learning and social entertainment, with social entertainment surpassing learning, which is basically consistent with the results of the questionnaire above.

4.4 Self-control in the Use of Electronic Products

Self-control in the use of electronic products mainly includes two aspects, namely, controlling the duration and frequency of use by themselves, and stopping the use at regular intervals either actively or passively. According to the questionnaire, students are not fully self-disciplined in using electronic products. This means that the majority of them still require parental supervision and control. According to Table 6, 57.14% of the students are able to control it sometimes, 33.33% can mostly control it, and only 9.52% are able to control it occasionally. No student is completely uncontrollable. Similarly, Table 7 indicates that no students use it involuntarily and have difficulty stopping it. On the contrary, most of the students (52.38%) were able to use electronics regularly but needed parental supervision to stop. Only 47.62% of the students could stop automatically at the designated time.

Table 6 Degree of Self-Control over Electronic Products Among Pupils in Townships

The degree of self-control over electronic products	Numbers	Proportion
Most of the time, it can be controlled	7	33.33%
Sometimes it can be controlled	12	57.14%
Occasionally able to control	2	9.52%
Completely uncontrollable	0	0%

Table 7 Degree of Self-Control in Stopping the Use of Electronic Devices Among Pupils in Townships

The degree of self-control in stopping the use of electronic products	Numbers	Proportion
Timed use, automatically stops at time	10	47.62%
Regular use, parents urge to stop	11	52.38%
Unconsciously using, difficulty in stopping using	0	0%

In the interview, when asked whether using electronic devices makes you feel happy, Participants A, B, D, and E all agreed with this viewpoint, while Participant C felt "sometimes happy, sometimes sad". It can be seen that the impact of the Internet on users is positive and negative. Proper use will produce positive emotions, while excessive or wrong use will make users feel sad and depressed.

From the perspective of reinforcement theory, positive reinforcement is widely present in online education for primary school students in rural areas of China, while negative reinforcement is relatively rare.

4.5 Students' Perceptions of the Impact of Electronic Devices on Their Studies

When asked "the influence of electronic products on you", students gave different proportions of answers in this multiple-choice question. As can be seen from Table 8, on the whole, the majority of students think that the Internet is helpful to learning (including broadening horizons and increasing knowledge; reducing pressure and relaxing themselves) and contacting parents and ensuring safety. There are still a small number of students who believe that the Internet has a negative impact on learning, including affecting physical and mental health (e.g., reduced attention span, decreased eyesight, and difficulty in indulging in the Internet) and wasting time, and slipping grades. However, the largest number (47.62%) supported that the use of electronic products can broaden horizons and increase knowledge. The least option is wasting time and slipping grades with 19.05%.

Table 8 Impact of Electronics on Elementary School Students in Townships

Impact of electronics	Proportion
Broaden horizons, increase knowledge	47.62%
Reduce stress, relax	42.86%
Contact parents, make sure safety	38.1%
Loss of concentration, loss of eyesight	28.57%
Waste of time, grades drop	19.05%
Addicted to it, hard to get out of it	23.81%

In addition to the questionnaire, the study continued with interviews to investigate the views of the students in the township on whether or not using electronic devices for learning was helpful. All of the interviewees indicated that it was helpful, but the degree of helpfulness varied, with some indicating that it was only a little helpful.

During the interview, the investigator asked about the participants' parents and teachers' attitudes toward their use of electronics. Participant A responded, "Generally, but it only lets me look up information while I'm studying, I can't do anything else, and it usually lets me relax on my own". Similar to Participant A, Participant B also indicated that their parents' attitude towards it was average. Participant C answered, "I will let me use it for my homework, and I don't react a lot when I play it." Meanwhile, both Participant D and Participant E said that their parents did not react to this. It can be seen that only a few parents control the use of electronic devices by their students and supervise their children's studies in the township. Most parents do not specifically regulate their children's use and have a more relaxed attitude. Internet education is not fully popularized in the township, and parents have not established the awareness of online education for primary school students. Based on the Self-Directed Learning Theory mentioned above, the current elementary school students in China's townships lack the intrinsic conditions for self-directed learning because they are unable to take full responsibility for their own learning.

When the investigator asked the interviewees whether they would recommend electronic products to their peers, Participant A said, "No, I'm afraid that they will get addicted to the Internet and their parents will come to blame me." Participant E held the same view. On the contrary, Participant B would recommend it because it can be used for proper relaxation. Similarly, Participant C would recommend it as he feels that electronics can be used as a learning tool when they do not understand. Participants have different levels of knowledge about the functions of electronic devices and their effects on learning, so there is a rich variety of opinions expressed when confronted with the question. At the same time, the two opposite sets of views represent the coexistence of the facilitating effect and potential risk of electronic products on learning. It can be found that, according to the reinforcement theory, the current Chinese elementary school

students in townships show positive reinforcement when facing online education because they have a higher risk of Internet addiction.

5 RECOMMENDATIONS

Based on the results of the above analysis, this study makes recommendations from the following three perspectives to improve the use of electronic devices by primary school students in towns.

5.1 Family

Parents, as the guardians of the pupils, have the longest contact time with the students and are the best candidates to set up guides of the concept of correct use of the Internet by minors. First of all, in daily life, parents should play a leading role, try not to use electronic products for a long time in front of students, and accompany students to cultivate hobbies in their free time, such as reading, drawing and sports.

Secondly, parents have the right and responsibility to control the time and content of their students' Internet access, so that students can develop the habit of self-discipline and proper Internet access. Let the Internet become a powerful tool to help students grow. According to the Family Education Promotion Law of the People's Republic of China 2021, parents or other guardians of minors have the obligation to educate their children about healthy Internet access and bullying prevention and other aspects of safety. They should reasonably arrange the time for minors' study, rest, recreation and physical exercise, so as to prevent minors from becoming addicted to the Internet.

Finally, parents need to pay more attention to the psychological condition of students, usually communicate with them more, understand their inner needs and face difficulties together with them. Only then will students have a healthy body and mind and enough courage to cope with future challenges.

5.2 School

Schools are the place where students' development is nurtured, and they should strengthen online education for students, so that students know clearly how to use the rich resources of the Internet correctly for learning, and guide them to be quality Internet users and avoid the negative impacts brought by the Internet.

Schools can carry out relevant lectures, organize students to make handbills and blackboards, and distribute leaflets. They can cultivate students' judgment of Internet information, and find true and credible information among the good and bad. Teachers in schools should educate students on how to use self-learning websites to help them learn. This is in line with the requirements in Digital Literacy for Teachers published by the Chinese Ministry of Education, which include developing students' digital literacy, guiding students to appropriately select and use digital technology resources to support their learning, focusing on developing students' computational thinking and digital social responsibility, and paying attention to digital security protection [14].

5.3 Government and Society

The government should pay more attention to online education in township schools, understand the shortcomings of educational resources in townships and increase investment in publicity. Operators of supervised and controlled electronic products need to provide underage protection modes to control the duration of use or page browsing in a timely manner. For products that are mainly sold to minors, children should be reminded not to use electronic products too early or for too long. They can build public psychological counseling related to underage Internet addiction, and those with serious cases can be admitted to Internet addiction rehabilitation centers set up by the government and society for treatment. In order to solve the issue that learning resources in the Internet are of mixed quality and that learning materials need to be paid for, the government and society can expand the free platform of education, through which students can obtain complete, accurate and free extracurricular learning guidance through the website or applications.

6 CONCLUSION

This study uses a mixed research method to conduct a field survey of primary school students in Chinese towns. It is found that at present, Chinese students have prematurely owned electronic products and lack the correct guidance, which leads to the fact that students do not fully understand the advantages and disadvantages of the Internet, but only know the role of the Internet. The main purpose of students' use of the Internet is still entertainment rather than learning, mainly for social interaction and relaxation. Moreover, most parents still have a relaxed attitude towards students' use of electronic products, and do not strictly control their use time and content, which will cause many hidden dangers, including students' Internet addiction and mental illness caused by overuse. Although the Internet has been widely popularized in towns, online education has not been fully carried out in towns. The publicity and education of the school in this regard are relatively inadequate. The three hypotheses proposed in this study have been verified. Electronic products can provide more learning resources and information for rural primary school students in China, but at the same time, there is a risk of making primary school students addicted and interfering with learning. Electronic products themselves have rich entertainment functions, and students are more willing to use electronic products for

entertainment when their self-learning consciousness is not stimulated. Therefore, students' effective learning using electronic products also needs correct guidance and supervision.

This study has some limitations. Due to time constraints, this survey did not conduct a large-scale sample collection. The sample of the questionnaire is only 21, which is relatively small. If the sample is too small, it may not effectively represent the overall characteristics, so that the data obtained cannot reflect the real situation of the whole group. In addition, the questionnaire was not designed comprehensively, resulting in the screening of some irrelevant data when analyzing the data. There are no multiple recorders in the interview, which is easy to cause investigator bias. When interviewees were asked, they did not further obtain favorable information.

COMPETING INTERESTS

The authors have no relevant financial or non-financial interests to disclose.

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THEORETICAL INSIGHTS INTO REALITY THEORETICAL ANALYSIS AND EFFECTIVENESS EVALUATION OF BRAND MANAGEMENT COURSE TEACHING REFORM

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Abstract: This study aims to explore the teaching reform of the brand management course through theoretical analysis and practical evaluation, with the goal of bridging the gap between theoretical instruction and practical application. The research employs the concept of Outcome-Based Education (OBE), incorporating various teaching methods such as case-based teaching and project-based learning to enhance students' practical skills and engagement. The findings indicate that the teaching reform significantly improved students' understanding and application of brand management, as well as their participation and satisfaction, demonstrating the effectiveness of the OBE approach in the brand management course.
Keywords: Brand management; Teaching reform; Outcome-based education; Practical skills; Student engagement

1 INTRODUCTION

In today's rapidly changing business environment, brand management has become a vital component of corporate strategy and operations. As one of the core courses in marketing, the brand management course plays a key role in cultivating students' strategic thinking about brands and their capabilities in brand development and management. However, many higher education institutions' brand management courses suffer from a disconnect between teaching content and actual business needs. Most courses primarily focus on theoretical explanations, lacking practical cases and hands-on experiences, which makes it difficult for students to apply theoretical knowledge in real-world contexts [1-2]. To address this challenge, universities have gradually introduced the concept of Outcome-Based Education (OBE) into the teaching reform of brand management courses[3]. OBE emphasizes a student-centered learning approach, focusing on clear learning outcomes and assessment standards to enhance students' practical application skills [4]. By incorporating OBE principles into the brand management course, the aim is to narrow the gap between theoretical instruction and practical application, thus improving students' comprehensive abilities in brand management.

This paper aims to discuss the effectiveness of the teaching reform in the brand management course through literature review, theoretical analysis, and practical exploration, investigating how to innovatively apply various teaching methods to enhance students' practical skills and providing feasible strategies and suggestions for actual teaching.

2 LITERATURE REVIEW

2.1 Current Status of Brand Management Course Teaching

The brand management course is a mandatory course for marketing students. However, studies have found that most universities' brand management courses still primarily focus on traditional theoretical teaching, lacking integration with practical applications [5]. This results in students struggling to effectively apply the knowledge they acquire after graduation. Currently, the teaching content of brand management courses tends to concentrate on foundational theories such as brand concepts, brand positioning, and brand value, while practical topics like brand strategy, brand touchpoint management, and brand crisis management are often insufficiently covered. In addition to their traditional lecturing roles, teachers should take on guiding and facilitating roles in teaching activities [5]. Furthermore, textbooks often contain outdated case studies that do not reflect the latest trends in corporate brand management [6].

In contrast, abroad, brand management courses tend to integrate practical cases and corporate projects more effectively. For instance, business schools in the United States often invite corporate executives as guest lecturers to lead students in real brand management projects, significantly enhancing students' practical skills [7]. This teaching model has notably improved students' competitiveness and employability in the field of brand management. Therefore, how to incorporate these advanced international experiences into domestic brand management courses is an urgent issue that needs to be addressed.

2.2 Theoretical Basis for Teaching Reform

The core of teaching reform lies in effectively combining theory with practice to enhance students' learning experiences and practical application skills. OBE, as a student-centered educational philosophy, has gained widespread application globally in recent years [8]. OBE emphasizes that teaching design should focus on expected learning outcomes, ensuring that students achieve the desired learning effects by the end of the course through clear learning objectives and assessment standards [4]. Similar reforms in healthcare education have shown that aligning teaching with practical

outcomes can bridge the gap between theoretical knowledge and real-world application, such as the integration of multidisciplinary approaches in patient care [9].

In the teaching reform of brand management courses, OBE principles can be applied in the following ways: First, clear learning objectives for the brand management course should be defined, such as students needing to master practical skills like brand positioning, brand communication, and brand extension [8]. Second, corresponding teaching activities should be designed, such as case analyses, group discussions, and simulated corporate projects, allowing students to reinforce theoretical knowledge through practical experiences [4]. Finally, a variety of assessment methods, including project reports, classroom presentations, and corporate case analyses, should be employed to comprehensively evaluate students' learning outcomes [4].

2.3 Research Progress on Teaching Reform at Home and Abroad

In China, many universities have begun to experiment with integrating OBE principles into their brand management courses. For example, a certain university has introduced a real enterprise case teaching model in the brand management course, allowing students to apply brand management knowledge in real situations through on-site research and group discussions [10]. Research indicates that this reform has not only increased students' learning interest but also significantly enhanced their practical skills in brand management [10].

International studies also provide strong references for the teaching reform of brand management courses. Keller (2013) points out that incorporating actual brand projects into brand management courses not only helps students better understand brand management theories but also enhances their problem-solving abilities in practical contexts. Additionally, some foreign universities have applied interdisciplinary learning methods in brand management teaching, integrating knowledge from marketing, consumer behavior, and other disciplines to help students build a more comprehensive brand management capability [7].

In summary, although progress has been made in the teaching reform of brand management courses both domestically and internationally, many issues remain to be studied and resolved. How to better integrate OBE principles into brand management teaching and achieve an organic combination of theory and practice are key directions for future teaching reform.

3 TEACHING REFORM PRACTICE

3.1 Identification of Issues and the Origin of Teaching Reform

In the spring semester of 2024, due to the original instructor studying abroad, the researcher took over the brand management course for marketing majors. In accordance with the requirements of OBE, the researcher needed to redevelop the teaching plan. After the course began, a series of issues were identified that required immediate action.

The current undergraduate textbooks mainly focus on knowledge transmission, which creates a significant distance from practical application. Despite recent revisions, some knowledge points remain missing or unclear, particularly in areas involving brand concept design, brand culture, and teaching strategies similar to those discussed in the nursing education field, where practical application is crucial for effective learning outcomes [11]. There is a widespread issue of redundancy in content. Moreover, textbooks often fail to cover many practical aspects of businesses or only provide brief overviews, such as the brand architecture of group companies, endorsement by parent and sub-brands, and brand touchpoint management. These issues are also evident in other brand management textbooks.

Marketing students need substantial exposure to actual marketing work when interning, writing their theses, and entering the job market. If the focus remains solely on theoretical knowledge, students will struggle to grasp how to apply brand knowledge in real-world situations and address practical problems. Therefore, comprehensive teaching reform is necessary to bridge the gap between theory and practice. Drawing on the researcher's extensive management consulting experience, adjustments were made to the course content and teaching methods.

3.2 Adjustment and Optimization of Course Content

To narrow the gap between theoretical teaching and practical application, the content of the brand management course requires systematic adjustment and optimization. First, it is essential to add content closely related to practice based on existing textbooks, such as brand architecture design, parent and sub-brand endorsement, and brand crisis management. This content will help students better understand the complexities of brand management and enhance their ability to address brand management challenges in actual work settings.

Second, more up-to-date case studies reflecting current trends in brand management should be incorporated, such as recent cross-industry brand collaborations and social media branding strategies. These cases can help students comprehend the evolution of brand management in the context of emerging media and encourage them to consider the applicability of traditional brand management theories in the new era. For instance, introducing the case of "Luckin Coffee collaborating with Moutai to launch sauce-flavored coffee" can analyze the advantages and risks of brand co-branding strategies and enhance students' practical analytical skills.

Additionally, the course design should include more practical exercises, such as simulating brand management projects and group branding planning. These activities can not only reinforce students' theoretical knowledge but also improve their teamwork and practical operation skills. Such adjustments will better prepare students to understand the actual operational processes of brand management, laying a solid foundation for future application in companies.

3.3 Innovation and Application of Teaching Methods

Traditional lecture-based teaching methods are inadequate for effectively enhancing students' practical application abilities; therefore, diverse teaching methods need to be introduced. The following are several effective teaching methods:

First is the case teaching method. By analyzing and discussing real or simulated brand management cases, students can delve into practical problems encountered in brand management [7]. For instance, when discussing brand crisis management, current brand events (such as the incident involving Wanjie M7 vehicles) can be examined to have students discuss the strategies and effects of brand responses during crises.

Second is project-based learning (PBL). Students work in groups to complete a brand management project. In the researcher's teaching practice, each group selects an actual brand or creates a virtual brand, conducting comprehensive planning around brand positioning, brand image design, and marketing strategies. This method not only enhances students' practical skills but also cultivates their teamwork and project management abilities [12].

Lastly, blended learning, which combines online and offline teaching methods, can effectively utilize internet resources, increasing the breadth and depth of teaching content. For example, after explaining theoretical knowledge in class, supplementary materials and discussion topics can be posted on an online platform, allowing students to engage in self-directed learning afterward. This approach encourages students to participate more actively in their learning, improving overall learning outcomes. Additionally, incorporating high-quality video content can expose students to a wider range of practical topics, enhancing their interest and motivation.

3.4 Course Evaluation and Effectiveness of Teaching Reform

In the course reform process, a scientific evaluation and feedback mechanism is crucial. Traditional final exams only assess students' mastery of theoretical knowledge and fail to effectively evaluate their practical application skills. Therefore, the following assessment methods can be considered:

First is a diversified assessment approach. By incorporating project reports, classroom presentations, and case analyses, a comprehensive evaluation of students' learning outcomes can be achieved. In project-based learning, groups must submit branding strategy proposals and present them, with evaluations conducted jointly by teachers and students [4]. This assessment method better reflects students' practical abilities and innovative thinking.

Second is the feedback mechanism for teaching effectiveness. The reform significantly enhanced classroom engagement and participation, as students actively applied their knowledge in branding projects, showcasing high levels of creativity. For example, some groups designed branding concepts centered around national-style clothing, displaying unique appeal and innovation. Such cases demonstrate that students' application of brand knowledge is becoming closely aligned with practice.

Finally, a student feedback mechanism should be established. Regularly collecting student opinions on course content, teaching methods, and effectiveness can help adjust teaching strategies in a timely manner to improve teaching quality. Methods such as surveys and course discussion sessions can be utilized to gather student insights and suggestions [6].

These teaching reform measures not only focus on integrating theory and practice but also emphasize students' initiative and engagement, ultimately enhancing the teaching effectiveness of the brand management course.

4 RESEARCH RESULTS AND DISCUSSION

4.1 Research Results from Literature and Theoretical Analysis

Through a review of existing literature and theoretical analysis, several conclusions can be drawn. First, there is a significant disconnect between the teaching content of brand management courses in higher education and actual applications. Although the course content is relatively systematic and comprehensive in theory, the practical teaching components still lack effective design and implementation. Many courses continue to rely on traditional lecture-based teaching methods, resulting in students passively receiving knowledge rather than actively engaging and practicing [5].

Second, the application of the OBE concept in brand management courses shows distinct advantages. This concept emphasizes a student-centered learning model with clearly defined learning goals and outcome-oriented teaching design, effectively guiding students to better understand and master practical skills in brand management [8]. Through diverse teaching methods such as case analysis, group projects, and simulated practical experiences, students' learning outcomes can be significantly enhanced, increasing their competitiveness in the field of brand management [10].

Third, feedback from practical teaching demonstrates that teaching methods integrating theory and practice play an important role in improving students' practical abilities. Methods such as case teaching, project-based learning, and blended learning can help students apply what they have learned in real situations, enhancing their problem-solving skills and practical application capabilities. This teaching model not only allows students to better grasp theoretical knowledge in brand management but also stimulates their creativity and initiative.

4.2 Practical Results of Teaching Reform

During the implementation of teaching reform, data regarding student performance and feedback were collected, yielding the following insights:

Increased Student Participation and Interest: The introduction of case teaching and project-based learning led to a notable increase in student engagement in the classroom. Surveys indicate that approximately 85% of students reported heightened interest in course content and greater enthusiasm for participating in discussions. This finding mirrors the experience in medical education, where practical and case-based teaching methods have been shown to significantly enhance students' application abilities, as evidenced in research on optimizing clinical workflows and improving patient outcomes [13].

Improved Practical Skills: Through simulated projects and group planning, students showed significant progress in their practical application skills. Post-course evaluations revealed that students' performance in brand planning and crisis management case analyses improved by over 20% compared to earlier assessments. This indicates that the teaching reform effectively enhanced students' practical abilities.

Student Feedback and Satisfaction: Following the course, a survey was conducted to gather student feedback on the teaching reform. The overwhelming majority of students (around 92%) expressed satisfaction with the course content and teaching methods, stating that the practical components and diversified assessment approaches helped them better grasp brand management knowledge.

Innovation and Originality: In course project presentations, students showcased a variety of creative branding proposals, such as product designs incorporating environmental themes and marketing strategies for smart home products. These proposals not only reflected students' innovative thinking but also demonstrated their deep understanding of and practical application abilities concerning brand management knowledge.

Overall, the evaluation results confirmed that the implementation of teaching reform in the brand management course was effective, not only enhancing students' interest and engagement but also improving their practical application skills and innovative thinking.

5 CONCLUSION

5.1 Research Conclusions

This study, through literature review and theoretical analysis, explores the current state of teaching in brand management courses, the theoretical foundations for teaching reform, and its application in actual teaching contexts. The research results indicate that there is a notable disconnect between the teaching content and practical applications in current brand management courses. The traditional lecture-based teaching approach fails to effectively enhance students' practical skills and overall competencies, highlighting the necessity for course reform [6].

The teaching reform based on the OBE educational philosophy offers an effective solution for brand management courses. By setting clear learning objectives, introducing diverse teaching methods (such as case teaching and project-based learning), and employing varied assessment approaches, students' practical application abilities and learning engagement can be significantly improved [4]. Specifically, the adjustment and optimization of course content through the inclusion of practical cases and simulated projects enable students to understand and apply brand management knowledge in real-world contexts. The innovation and application of teaching methods, including case teaching and blended learning, effectively stimulate students' interest in learning and enhance their practical skills. The improvement of evaluation and feedback mechanisms ensures a comprehensive assessment of student learning outcomes, promoting further optimization of teaching design.

5.2 Research Limitations and Future Research Directions

This study is primarily based on literature review, theoretical analysis, and teaching practice, which may affect the generalizability and applicability of the findings. Moreover, differences in learning needs and backgrounds among various universities and student groups may result in varying effects from the teaching reform. Therefore, future research could consider utilizing methods such as surveys, classroom observations, and experimental teaching to collect empirical data on the implementation of OBE in brand management courses. Additionally, exploring the learning performance and needs of different student groups (such as undergraduates and graduates) in brand management courses could provide more targeted recommendations for teaching reform at different levels. Furthermore, integrating knowledge from related disciplines such as marketing, consumer behavior, and organizational management could enrich the brand management curriculum, offering students a more comprehensive and systematic knowledge base [4].

COMPETING INTERESTS

The authors have no relevant financial or non-financial interests to disclose.

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INSIGHTS FROM U.S. K-12 ONLINE EDUCATION POLICIES AND REGULATIONS

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Abstract: The U.S. has accumulated rich experience in K12 online education.Its policies and regulations have shown remarkable maturity in accreditation, quality evaluation, accountability and monitoring, and financial support.In particular, the Emphasis on an extremely strict accreditation system, clearly set standards for quality evaluation, strengthened accountability and monitoring mechanism, along with funding schemes transparently exercised.On the contrary, there is still a developing exploratory phase for China's management model of K-12 level online education.It is also hoped that this may be of some use as a reference when formulating K-12 online education policies and regulations within the Mainland of China.

Keywords: K12 online education; Management of online education; Policies for education; Basic education development

1 INTRODUCTION

The term K-12 is used internationally to refer to the kindergarten through to twelfth grade level of learning. In this light, K12 online education can be simply defined as the delivery of K12 teaching services through an online platform on the Internet.

The history of development is long for U.S. K-12 online education, and the U.S. continues to conduct policy exploration and practice to promote the development of high-level K12 online education. By comparison, the management model of K-12 online education in China is still in a state of flux and is under constant exploration and improvement. This article represents a comprehensive policy formulation assessment of regulations within online education in K-12 in the US and has given an in-depth analysis of the dynamics of development, aiming to provide a reference for basic education online policy formulation and regulation within China.

2 THE EVOLUTION OF K-12 ONLINE EDUCATION POLICIES AND REGULATIONS IN THE UNITED STATES

U.S. K-12 online education system was a model initially designed for providing opportunities for groups of students who cannot participate in traditional campus-based learning due to various unforeseen circumstances. At first, the system was modelled on distance education and the initial virtual school model. Since the turn of the twenty-first century, virtual K-12 schooling in the United States has also seen some amazing and rapid growth. According to the different administrative structure and geographical coverage, virtual schools can be divided into four main categories: charter virtual schools, virtual schools under the jurisdiction of a single school district, virtual schools operated across multiple school districts and virtual schools directly established and managed by the state authorities. Virtual schools are organized into four different types, each with its own management structure. The primary entities involved in overseeing these schools are state educational organizations, state boards of education, charter school licensors, local educational institutions, and outside service providers[1].

3 CONTENT CHARACTERISTICS OF U.S. K12 ONLINE EDUCATION POLICIES AND REGULATIONS

3.1 An Overview of the Policy and Regulation Development and Operation Logic of K12 Online Education

Policy development requires manifold stakeholders' cooperation and input, for development[2].Federal authorities, State authorities, and Education unions are some of the entities involved in policymaking in the United States regarding K-12 online education. Each entity has an operational logic depending upon their role. The authorities directly undertake the making of policy and regulation while the non-authority sectors influence it indirectly.

The United States is a country with a decentralized system. It is a federal system wherein the federal authorities need to share powers with the state authorities. The federal authorities only possess those powers that are explicitly written in the Constitution, whereas all the rest of the powers are held by the state authorities not named in the Constitution[3]. Even though the United States esteems and views state authority control and power as leading in the making of educational policy, prevailing driver also is the federal authority in case of online education policymaking. Both federal and state authorities play a very significant role in the development of K-12 online education policy.

Policy is usually expressed through decisions, rules, and regulations set by legislation at the federal, state, and local levels. Besides legislation, federal and state reports are fundamental sources of information. Furthermore, with the maturing process of the sector of K-12 online education, the intervention of authority has gradually reduced[4].Non-state actors like academics, educational consortia, virtual schools - have been, bit by bit, becoming more influential agents in policy creation and reforming K-12 online education in the United States.They themselves do not have the authority to make policy, but they provide recommendations through reports, intervention procedures, monitoring online education activities, and accountability.Such policy recommendations have contributed much toward policy development and have fostered the development of operating mechanism for online education in the United States.

3.2 Emphasis on the Accreditation of Online Schools and Education Provider Roles

The online education resources for primary and secondary schools are mainly provided by education providers in the United States.An all-rounded access mechanism, an accreditation system in particular, has been established in every level for online education providers, particularly being an external service providers of core online courses.Those must be approved by state-level education boards in the U.S. and take a strong review process.For instance, the state of Florida annually issues a list of courses accreditation or a list of courses whose online providers meet the necessary and sufficient standards[5].

The United States believes the accreditation of online educational institutions to be of great importance because it aims at ascertaining whether the institution is capable of offering high quality educational services; hence, it fully guarantees the rights of students to quality educational resources.Indeed, only those schools or institutions that have received this accreditation and certification can provide online education services in the United States.The state law or legislation in this regard, for instance, Georgia state legislation, has developed a host of roles or responsibilities expected from online education service providers.The compliance requirements include making complete information and details available to the public concerning full and part-time academic policies, status of accreditations, student-to-educator ratios, graduation and progression rates of students, and accountability reports on educator performance and academic institution performance.

Within the United States alone, hundreds of for-profit companies, official agencies, and non-profit organizations are providing K-12 online education services and products.These online education providers are primarily obligated to provide comprehensive and superior online educational content, resources, and services to the K-12 education institutions[6].Specifically, at the level of content supply, suppliers shall guarantee that they supply complete online courses with rich course content and a variety of digital resources.On the plane of tool supply, they are committed to providing an operational learning management system, precise learning analytics tools, and an effective learning platform.Finally, on the plane of the supply of service, suppliers are supposed to deliver various services related to online teacher training and the development of customized curriculum. Moreover, from a supply perspective, suppliers should supplement services such as online teacher training and customized curriculum development.Such variety is needed for meeting a plethora of requirements by K-12 education institutions.U.S. online education suppliers play an important role in guaranteeing quality and effectiveness within the K-12 online education.They have simultaneously set up a sound foundation for the sustainable and healthy development of the K-12 online education sector[7].The United States authorities have partnered with online education providers, and thus play a major role in the K-12 online education system. They perform access audits of the online education providers to ensure that they have the capacity to provide online education products and services, forming a basis on which the providers can operate effectively.

3.3 Develop a Standardized System for Evaluating Online Education

In this context, several U.S. states have issued high-quality standards regarding assessment and evaluation of online education in K12.Such policies not only highlight the priority that states authorities attach to online education but also provide the basic assurance of quality in education through mechanisms and standards that ensure accountability and monitoring. And some states have imposed unique standards and requirements for virtual schools. Included among these, for instance, Nevada and Oklahoma took on a centralized model for approving multi-district virtual schools where approval authority is consolidated in one actor to strengthen management effectiveness.

General quality assessment system brought forward by states authorities enables them to evaluate periodically and systematically the quality of online education. It not only deals with how to carry out teaching and teaching content evaluation but also involves many dimensions, such as multiple teachers' qualifications and students' learning outcomes, closely monitors the progress of student learning, ensures stringently that the quality in teaching and learning is gainfully improved to meet the diversified needs of students and the education industry and, concurrently, extends strong support to the healthy development of the education industry.In 2021, Maryland started to work on developing policies for virtual public schools established by a local board of education or state education agency to establish a policy framework for agency-created virtual public schools.The legislation requires virtual schools to use curricula approved by the state board of education, provide assessments, and conform to state standards for quality online education programs that guarantee student progression based on the mastery of the regulations. These standards provide a rigorous model for school management, curriculum and instruction, student and family engagement, and program evaluation. In Massachusetts, the Massachusetts Board of Elementary and Secondary Education licenses virtual schools

operating within the state. The virtual school application for licensure has to include a set of terms and conditions such as attendance policies, expectations for interaction between teachers and students, and other details of the virtual environment.

United States has promoted one national system of quality assessment standards to supplement state quality assessment and evaluation standards.The system of standards that includes the National Standards for Quality Online Programs, the National Standards for Quality Online Instruction and the National Standards for Quality Online Learning8.It is the National Standards for Quality Online Instruction within that system. The National Standards for Quality Online Programs standardize the online education in institutional standards, curricular and pedagogical standards, support standards, and assessment standards to make sure quality online education[8].

3.4 Emphasize Online Education School Responsibility and Teaching Quality Accountability Oversight

Performance-based accountability for student performance and student learning outcomes has been a centerpiece of education reform in the U.S. K-12 education system for the last three decades.This is manifested in the standardization movement.Recent focus has been on standardized assessments and, more recently, the emergence of big data-based learning analytics.States have updated licensing requirements and introduced accountability measures intended to raise school quality and hold low-performing schools accountable.Another prevailing trend, taking center stage as a driver of current education reforms and policy developments in the United States, is accountability.The No Child Left Behind Act of 2002 created, for the first time in United States history, a federally driven accountability system in education.The NCLB was enacted into law in 2002 and is presently in the second year of its implementation.At the time of NCLB enactment, student performance on standardized tests in reading and mathematics was the leading accountability metric for elementary and secondary education in the U.S[9].

The implementation of NCLB has brought a number of issues, which include teaching to the test, curricular constraints, and discouragement among teachers.In 2015, the Every Child Succeeds Act (ESSA) replaced NCLB, initiating the one that has shifted the accountability mechanisms for K-12 online education in the United States from a federal, monolithic accountability system to a state-driven accountability system with differentiated indicators.It focuses on student performance as a priority and analyzes the same based on standardized learning outcomes.The reformed accountability system shall focus on varied indicators including academic achievement, and student learning behaviors.The logs of the learning management server storing data on what happens while students are learning in a web-based environment can become a rich source of information for the investigation of actual student behavior.In the U.S. context of accountability, recent years have concentrated on innovative school reforms, coupled with the establishment of large-scale student data systems, as ways to strengthen accountability practices and, in turn, student achievement results[10]. Unlike the narrow accountability indicators of NCLB, these multiple accountability measures are centerpieces of ESSA and the heart of accountability reform.They give detailed concentration, not only on academic achievement but also on the factors related to school quality and student achievement that bring out an all-rounded evaluation of student growth and school performance.Such an approach enriches and improves the tools of assessment while enhancing accountability.ESSA shifts much of the authority back to states and school districts for designing accountability systems with multiple indicators, while taking pragmatic measures to prevent teaching to the test, ensure that instructional staff are not poorly motivated, or monitor and promote e-learning and holistic growth of students properly and efficiently.

3.5 Provide Financial Management for Online Education Funding Grants that is Open and Transparent

Performance-based financial aid has become one of the most powerful policy supports to promote the development of virtual schools.For example, states like Florida, Idaho, and Minnesota provided financial assistance to the students after completion of an online course.This coming year, Utah will provide funding for external service providers, depending on course progression a student makes and completing his role.

In the field of full-credit online courses, course providers have implemented a phased charging mechanism.Specifically, once a student has passed the refund period for a course, they will be required to pay 25% of the total cost of the course.When students have completed half of the course, an additional 25% will be paid.If the student completes the entire course within a 12-month period, then the remaining 50% of the fee will be charged.To encourage students who fail to complete the course within the time limit to continue their studies, course providers offer a 30% reduction in course fees to students who complete the course before graduation[11].

In Georgia, H.B.787 of 2018 provides virtual schools with funding equal to 25 percent of the total cost of the program, which is used to purchase computer hardware, software, related technical equipment, and ongoing maintenance necessary to better serve students.New Hampshire's 2017 H.B.517 clarified the student enrollment criteria for Virtual Learning Academy charter schools, defining full-time enrollment and identifying students who complete 12 half-credit courses as full-time equivalents.The bill also revises the funding formula for Virtual Learning Academy Charter Schools (VLACS) to provide a grant of $2,036 per full-time enrolled student and an additional grant for each student who completes 12 half-credit courses.These grants are based on VLACS 'average daily enrollment, equivalent to $2,036 per full-time student.Ohio's 2018 S.B.216 created a joint legislative committee to study the feasibility and effectiveness of a performance-based funding system.In the United States, most state virtual schools created by legislation provide free curriculum resources and services, and their day-to-day operations rely mainly on grants from the federal authority or foundation funding[12].

U.S. states create working groups and oversight committees regarding K12 online learning financial issues. In addition to financial support in finance, the U.S. K-12 online education policy develops a supporting financial management system. The major tasks it performs include funding policy timely adjustments, creating sound financial accountability, delineating enrollment boundaries and funding responsibilities, and eliminating profiteering in education management organizations. The financial management system ensures funding efficiently and encourages financial transparency.For example, Oklahoma's legislature passed the Virtual Charter School Reform and Transparency Act of 2020 that eliminates the profiteering of education management organizations in the state and promotes open and transparent management of online education finances.

4 CONCLUSION

Policymaking and online education regulations for the K12 level started late in China compared to that of the U.S. In recent years, the purification of K12 online education through the introduction of policies like Administrative Measures and Circulars has helped promote the benign and healthy development of online education. Since 2021, China has issued relevant policy documents that focused on regulating the guidance and management of the online education industry, but till date, there is still room for further refinement and improvement in relevant laws and regulations, and implementation details.The policy and regulation system of K12 online education in the United States clearly and in detail stipulates the scope, content, and responsibility of online education.The U.S. policies and regulations are comparatively perfect in many issues, such as supervision responsibility, financial transparency, and stringent access.By the time when the regulation of laws and rules in the field of online education has been further improved, market access management has been strengthened, supervision has been reinforced, market order has been stabilized, the rights and interests of consumers have been protected, and the reform of online education has been continuously deepened, China shall learn from successful practical experiences in K12 online education of the United States to build a more stable and perfect legal and regulatory framework for online education, form a management system of primary and secondary education with Chinese characteristics, and achieve a new goal of integrating and developing online education with offline education.

COMPETING INTERESTS

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