

DEVELOPMENT OF STRATEGIES FOR OPTIMIZING THE RULE OF
LAW EDUCATION SYSTEM OF HIGHER VOCATIONAL COLLEGE
STUDENTS IN GUANGDONG

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A thesis paper submitted in partial fulfillment of the requirements for the Degree of
Doctor of Philosophy Program in Educational Management for Sustainable Development


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of Higher Vocational College Students in Guangdong in Sichuan Province

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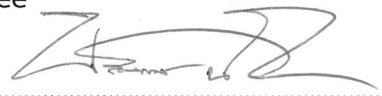

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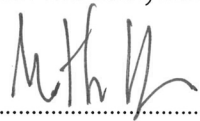
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ABSTRACT

The objectives of this study were 1) To study current situation of the implementation of the rule of law education system of higher vocational college students in Guangdong. 2) To develop strategies for optimizing the rule of law education system of higher vocational college students in Guangdong. 3) To assess feasibility of strategies for optimizing the rule of law education system of higher vocational college students in Guangdong. The sample was from five economically underdeveloped cities as the research objects, including five vocational colleges. The student's sample size was determined by using the Krejcie and Morgan table, The sample consisted of 382 students. Purposive sampling was used to selected 5 teachers and 5 related administrators from 5 vocational colleges as interview subjects. 5 experts participated in strategic evaluations. The tools used in the research were questionnaires, interviews and evaluation forms with a concordance value between 0.50 and 1.00. The statistics used in the analysis were percentage, mean, and standard deviation.

The results showed that: 1. The current situation of the implementation of the rule of law education system of higher vocational college students in Guangdong consists of 6 aspects: the concept of the rule of law education, the goal of rule of law education, the content of rule of law education, the approach to rule of law education, the guarantee of the rule of law education, the evaluation standards of the

rule of law education. 2. Strategies to optimize the rule of law education system consists of 6 strategies and 27 measures. As follows: 1) Strategy 1: the strategy for clarifying the concept of the rule of law education has 3 measures. 2) Strategy 2: the strategy for optimizing the goals of the rule of law education has 7 measures. 3) Strategy 3: the strategy for optimizing the contents of the rule of law education has 5 measures. 4) Strategy 4: the strategy for optimizing the approaches to the rule of law education has 3 measures. 5) Strategy 5: the strategy for optimizing the guarantee of the rule of law education has 6 measures. 6) Strategy 6: the strategy for optimizing the evaluation criteria for the rule of law education has 3 measures. 3. The feasibility assessment of the strategy is at the highest level.

The conclusion shows that it is very important to improve the concept of rule of law in higher vocational colleges (Chen Jian & Yang Lihua & Xu Hongling, 2025). Strengthening the practice of rule of law education is an important way to increase the effectiveness of rule of law education. (Luan. Luan, 2023). In the future, Improve the evaluation system for rule of law education, expand research on the weak parts of the rule of law education system, learn from advanced foreign experience on the basis of China's national conditions, and apply the research results to other higher vocational colleges in Guangdong Province.

Keywords: The rule of law education system, Strategy, Higher vocational colleges

ชื่อเรื่อง	การพัฒนากลยุทธ์เพื่อเพิ่มประสิทธิภาพของ ระบบ การศึกษากฎหมายของวิทยาลัยอาชีวศึกษา ระดับอุดมศึกษา นักเรียนใน กวางตุ้ง
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บทคัดย่อ

บทคัดย่อวัตถุประสงค์ของการศึกษานี้คือ 1) เพื่อศึกษาสถานการณ์ปัจจุบันของการนำระบบการศึกษาหลักนิติธรรมของนักศึกษาวิทยาลัยอาชีวศึกษาระดับอุดมศึกษาในมณฑลกวางตุ้ง 2) เพื่อพัฒนากลยุทธ์ในการเพิ่มประสิทธิภาพระบบการศึกษาหลักนิติธรรมของนักศึกษาวิทยาลัยอาชีวศึกษาระดับอุดมศึกษาในมณฑลกวางตุ้ง 3) เพื่อประเมินความเป็นไปได้ของกลยุทธ์ในการเพิ่มประสิทธิภาพระบบการศึกษาหลักนิติธรรมของนักศึกษาวิทยาลัยอาชีวศึกษาระดับอุดมศึกษาในมณฑลกวางตุ้ง ตัวอย่างมาจากห้าเมืองที่ด้อยพัฒนาทางเศรษฐกิจเป็นเป้าหมายการวิจัย รวมถึงวิทยาลัยอาชีวศึกษาห้าแห่ง ขนาดตัวอย่างของนักเรียนถูกกำหนดโดยใช้ตาราง Krejcie และ Morgan กลุ่มตัวอย่างประกอบด้วยนักเรียน 382 คน การสุ่มตัวอย่างแบบ Purposive ถูกนำมาใช้ในการคัดเลือกครู 5 คน และผู้บริหารที่เกี่ยวข้อง 5 คนจากวิทยาลัยอาชีวศึกษา 5 แห่งเป็นหัวข้อสัมภาษณ์ ผู้เชี่ยวชาญ 5 คน เข้าร่วมการประเมินเชิงกลยุทธ์ เครื่องมือที่ใช้ในการวิจัย ได้แก่ แบบสอบถาม การสัมภาษณ์ และแบบฟอร์มการประเมินผลที่มีค่าสอดคล้องกันระหว่าง 0.50 ถึง 1.00 ,สถิติที่ใช้ในการวิเคราะห์คือเพอร์เซ็นต์ค่าเฉลี่ยและส่วนเบี่ยงเบนมาตรฐาน.

ผลการวิจัยพบว่า: 1. สถานการณ์ปัจจุบันของการดำเนินการตามระบบการศึกษาหลักนิติธรรมของนักศึกษาวิทยาลัยอาชีวศึกษาระดับอุดมศึกษาในมณฑลกวางตุ้งประกอบด้วย 6 ด้าน: แนวคิดของการศึกษาหลักนิติธรรม, เป้าหมายของการศึกษาหลักนิติธรรม, เนื้อหาของการศึกษาหลักนิติธรรม, แนวทางการศึกษาหลักนิติธรรม, การรับประกันการศึกษาหลักนิติธรรมมาตรฐานการประเมินการศึกษาหลักนิติธรรม 2. กลยุทธ์ในการเพิ่มประสิทธิภาพระบบการศึกษาหลักนิติธรรมประกอบด้วย 6 กลยุทธ์ และ 27 มาตรการ ดังนี้ 1) ยุทธศาสตร์ที่ 1 กลยุทธ์การชี้แจงแนวคิดการศึกษาหลักนิติธรรมมี 3 มาตรการ 2) ยุทธศาสตร์ที่ 2 กลยุทธ์การเพิ่มประสิทธิภาพเป้าหมายของการศึกษาหลักนิติธรรมมี 7

มาตรการ 3) ยุทธศาสตร์ที่ 3 กลยุทธ์การเพิ่มประสิทธิภาพเนื้อหาของการศึกษาหลักนิติธรรมมี 5
 มาตรการ 4) ยุทธศาสตร์ 4 ประการ กลยุทธ์การเพิ่มประสิทธิภาพแนวทางการศึกษาหลักนิติธรรมมี 3
 มาตรการ 5) กลยุทธ์ที่ 5 กลยุทธ์ในการเพิ่มประสิทธิภาพการรับประกันหลักนิติธรรมการศึกษามี 6
 มาตรการ 6) กลยุทธ์ที่ 6 กลยุทธ์ในการเพิ่มประสิทธิภาพเกณฑ์การประเมินการศึกษาหลักนิติธรรมมี 3
 มาตรการ,3.การประเมินความเป็นไปได้ของกลยุทธ์อยู่ในระดับสูงสุด.

ข้อสรุปแสดงให้เห็นว่าการปรับปรุงแนวคิดหลักนิติธรรมในวิทยาลัยอาชีวศึกษาระดับสูงเป็นสิ่งสำคัญมาก (Chen Jian&Yang Lihua & Xu Hongling, 2025) การเสริมสร้างการปฏิบัติของการศึกษาหลักนิติธรรมเป็นวิธีสำคัญในการเพิ่มประสิทธิภาพของการศึกษาหลักนิติธรรม (ลาวน.ลาวน, 2023). ในอนาคตปรับปรุงระบบการประเมินผลการศึกษาหลักนิติธรรมขยายการวิจัยเกี่ยวกับส่วนที่อ่อนแอของระบบการศึกษาหลักนิติธรรมเรียนรู้จากประสบการณ์ต่างประเทศชั้นสูงบนพื้นฐานของเงื่อนไขของประเทศจีนและนำผลการวิจัยไปใช้กับวิทยาลัยอาชีวศึกษาที่สูงขึ้นอื่น ๆ ในมณฑลกว่างตุง.

คำสำคัญ: ระบบการศึกษาหลักนิติธรรม ยุทธศาสตร์ วิทยาลัยอาชีวศึกษาระดับสูง

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Contents

	Page
Abstract.....	i
Abstract (Thai).....	iii
Acknowledgement.....	v
Contents.....	vi
List of Figures.....	viii
List of Tables.....	ix
Chapter	
1 Introduction.....	1
Rationale.....	1
Research Question.....	3
Research Objective.....	3
Scope of the Research.....	4
Advantages.....	6
Definition of Terms.....	7
Research Framework.....	8
2 Literature Review.....	10
The rule of law education.....	10
The rule of law education system.....	20
Strategy.....	28
Higher vocational college.....	46
Higher vocational college students.....	52
Related Research.....	57
3 Research Methodology.....	63
The Population/ Sample Group.....	65
Research Instruments.....	67
Data Collection.....	70
Data Analysis.....	72

Contents (Continued)

	Page
4 Results of Analysis.....	75
Symbol and Abbreviations.....	75
Presentation of Data Analysis.....	76
Results of Data Analysis.....	77
5 Discussion Conclusion and Recommendations.....	125
Conclusion.....	125
Discussion.....	130
Recommendations.....	139
References.....	144
Appendices.....	155
A List of Specialists and Letters of Specialists Invitation for IOC Verification...	156
B Official Letter.....	160
C Research Instrument.....	190
D The Results of the Quality Analysis of Research Instruments.....	207
E Certificate of English.....	238
F The Document for Accept Research.....	240
Researcher Profile.....	257

List of Figures

Figure	Page
1.1 Research Framework.....	9
3.1 Summary of research methods in 3 stages.....	74
5.1 Summary of current situation of the implementation of the rule of law education system of higher vocational college students in Guangdong.....	127
5.2 Summary of current situation of the rule of law education system of higher vocational college students in Guangdong.....	134
5.3 Summary of strategy of the rule of law education system of in higher vocational college students in Guangdong.....	137
5.4 Summary of feasibility of strategy for optimizing of the rule of law education system of higher vocational colleges students in Guangdong.....	139

List of Tables

Table	Page
2.1 The concept of the rule of the law.....	12
2.2 The concept of legality.....	13
2.3 The concept of the rule of man.....	15
2.4 The concept of the rule of law education.....	19
2.5 The concept of the rule of law education system.....	21
2.6 The concept of strategy.....	31
2.7 The concept of 4M management theory and 7s management theory.....	43
2.8 The concept of higher vocational colleges.....	49
2.9 The concept of higher vocational college students.....	53
3.1 Research Methods 3 steps.....	64
3.2 The sample group.....	66
3.3 Lists of experts and lawyers.....	66
4.1 Personal Information of Respondents.....	77
4.2 Analysis of the concept of rule of law higher vocational college students in Guangdong.....	80
4.3 Analysis of the goal of the rule of law education system for college students in vocational colleges in Guangdong.....	81
4.4 Analysis of the content of the rule of law education system of higher vocational colleges students in Guangdong.....	82
4.5 Analysis of the approach to the rule of law education system of higher vocational colleges students in Guangdong.....	83
4.6 Analysis of the guarantee of the rule of law education system of higher vocational colleges students in Guangdong.....	84
4.7 Analysis of the evaluation standards of the rule of law education of higher vocational colleges students in Guangdong.....	85
4.8 Personal information of interviewees.....	87
4.9 Influencing factors and frequency statistics of influencing factors.....	89

List of Tables (Continued)

Table	Page
4.10 Strategies and frequency statistics of improving strategies.....	91
4.11 SWOT matrix analysis diagram.....	96
4.12 SWOT - SPET analysis.....	96
4.13 SWOT – SPET.....	96
4.14 TOWS Matrix Analysis.....	101
4.15 Specific TOWS strategy analysis.....	102
4.16 List of Strategies.....	104
4.17 Draft strategy for optimizing the legal education system for college students in higher vocational colleges in Guangdong.....	105
4.18 Expert status information statistics.....	108
4.19 The discussion result and frequency statistics of the focus group discussion.	109
4.20 Strategies for optimizing the rule of law education system for college students in higher vocational colleges in Guangdong.....	112
4.21 Draft of the rule of law education system of higher vocational college students in Guangdong.....	113
4.22 List of strategies evaluation experts.....	120
4.23 Average Value and Standard Deviation of expert evaluation of developmen Of the optimization strategies of the rule of law education system for college students in higher vocational colleges in Guangdong.....	121

Chapter 1

Introduction

Rationale

In order to achieve the 17 Sustainable Development Goals (SDGs), countries reaffirmed the integration of freedom, peace and security, and respect for human rights into the new development framework based on the Millennium Development Goals, emphasizing that just and democratic societies are essential for achieving sustainable development. The research of this topic is carried out under the concept of the 16th Goal of Sustainable development, the rule of law education plays a very important role in achieving this goal. As an important component of higher education, vocational colleges make aim to cultivate practical talents who meet the needs of economic development with the educational philosophy of cultivating vocational abilities. In the context of comprehensively governing the country according to law, improving the legal literacy of college students in vocational colleges is an important educational goal, which runs through the entire university.

At present, China's primary, junior high, high school, junior college, and undergraduate education system are all applicable to the same set of legal education system. The rule of law education in higher vocational colleges uses the unified national textbook and sets up the same course (ideology, morality and the rule of law) to teach the knowledge of the rule of law, but many problems arise in practice. The rule of law education for college students in the moral education system and the ideological and political education system is not clear, vocational college students lack basic the rule of law knowledge and have relatively weak foundations. Moreover, When they face school violence, online loan fraud, and civil disputes in their daily lives, they do not know how to use legal knowledge or how to use legal means to protect their rights, so they may tolerate illegal activities and turn a blind eye to actions that harm the public interest. The current rule of law education methods are ineffective, the evaluation system is imperfect, so higher

vocational students lack legal knowledge and practical ability, making it difficult to use the law to solve practical problems in daily life.

Strengthening education on the rule of law is of great significance to raising college students' awareness of the rule of law. The primary goal of rule of law education is to cultivate the awareness of the rule of law, especially the awareness of rules, on the basis of which to cultivate legal thinking and eventually form legal habits, consciously abide by and firmly defend the rule of law in daily life, and finally implement it in the practice of the rule of law. The value and life of the law lies in the implementation of the law and in the realization of social fairness and justice. In order to realize the value of the law, society must respect the authority of the law and have a high degree of respect for the law. But in fact, many college students distort the concept of the rule of law, they believe that the law is inferior to good relationships. When a legal dispute arises, the first thing that comes to mind is not to resolve it through legal means, but to find a familiar person through the back door and establish a relationship, without going through the legal process. To this day, China's vocational colleges still follow the traditional management system, emphasizing the people-oriented management concept, emphasizing the authority of managers, emphasizing the authority of managers, and ignoring the power of the rule of law. In this situation, The guiding role of laws and regulations in the management of higher vocational colleges is getting weaker and weaker. In addition, with the continuous advancement of modernization, the traditional management model is difficult to adapt to the development requirements of the new situation, and its drawbacks are also increasing. The results show that only by vigorously promoting the construction of the rule of law in higher vocational colleges and optimizing the rule of law education system, we can promote the stable and orderly management of higher vocational colleges.

Guangdong is the largest economic province in China, but the economic development of the east, west, north and south regions is unbalanced, and the difference in economic aggregate is almost ten times Education is greatly affected by the economy, and the development of higher vocational colleges in cities with the

bottom of the economic ranking cannot keep up with the cities at the top of the rankings, and there is a big gap between the comprehensive literacy of college students and that of large cities, especially in terms of legal literacy. In ordinary times, the awareness of the rule of law is not high, and they will not apply what they have learned in life.

As a result of the above-mentioned problems, researcher is interested in researching development strategies to strengthen the rule of law education system for vocational college students in Guangdong, and Improving the effectiveness of rule of law education. (Chen Jian&Yang Lihua & Xu Hongling, 2025). This study selects vocational colleges in five economically underdeveloped cities as the research objects, including five vocational colleges: Heyuan polytechnic, Guangdong Meizhou Vocational and Technical College, Guangdong Songshan polytechnic, Shanwei institute of technology, and Luoding polytechnic, strategies are proposed to improve the development of the rule of law education system for vocational college students in economically underdeveloped cities, and contribute to the education industry in hometown (Heyuan).

Research Question(s)

1. What is the current situation of the implementation of the rule of law education system of higher vocational college students in Guangdong?
2. What are the strategies for optimizing the rule of law education system of higher vocational college students in Guangdong?
3. Are the strategies for optimizing the rule of law education system of higher vocational college students in Guangdong feasible?

Research Objectives

1. To study current situation of the implementation of the rule of law education system of higher vocational college students in Guangdong.
2. To develop strategies for optimizing the rule of law education system of higher vocational college students in Guangdong.

3. To assess feasibility of strategies for optimizing the rule of law education system of higher vocational college students in Guangdong.

Scope of the Research

Population and the Sample Group

Population

The research population includes 61494 people related to the development of strategies to optimize the rule of law education system of higher vocational college students in Guangdong, classified as:

- 1) students 60700 persons
- 2) law teachers 170 persons
- 3) administrators 624 persons

The sample group

1. The sample group of this study includes 382 students related to the development of strategies for optimizing the rule of law education system of higher vocational college students in Guangdong. The sample group is determined using the table provided by Krejcie and Morgan (Krejcie and Morgan, 1970) for random sampling. According to the stratified random sampling method, it is classified into

- 1) Heyuan Polytechnic 88 persons
- 2) Guangdong Meizhou Vocational and Technical College 38 persons
- 3) Guangdong Songshan Polytechnic 105 persons
- 4) Shanwei institute of technology 63 persons
- 5) Luoding Polytechnic 88 persons

2. Select 5 legal teachers and 5 administrators from 5 vocational colleges through purposive sampling as interview subjects.

Interview 5 teachers. The interviewee must possess: 1) a professional title of associate professor or above; 2) Engaged in legal education and teaching for more than 10 years.

Interview 5 administrators. The interviewee is a worker in the academic and publicity departments. The interviewee must possess: 1) a professional title of

lecturer or above; 2) Having worked in school for more than 10 years, familiar with the specific situation of the school's legal publicity work, daily legal teaching work, and student management work.

1) legal teachers 5 persons

2) administrators 5 persons

3. Invite five experts to evaluate the optimization and development strategies of the improved the rule of law education system for college students in vocational colleges in Guangdong.³ evaluation experts come from vocational colleges in Guangdong and 2 from lawyer.

1) vocational colleges experts 3 persons

2) legal experts 2 persons

The qualification requirements for experts in vocational colleges are:

1) Having engaged in vocational education for more than 15 years; 2) Having rich experience in educational management; 3) Associate professor or above professional title. Lawyer's requirements: 1) Engaged in the legal industry for more than 15 years; 2) Having rich experience in handling juvenile delinquency cases.

The Variable

In accordance with the compilation and analysis of relevant theories and research content, to study strategies to optimize the rule of law education system for higher vocational colleges students in Guangdong.

Independent Variable

People-related factors: students; teachers; managers .

Factors related to policies and management: The concept of rule of law education, The content of rule of law education, The goal of rule of law education, The approach of rule of law education, The guarantee of rule of law education.

Dependent Variable

Development of strategies to optimize the rule of law education system of higher vocational college students in Guangdong.

Time

The research period is from March to December 2024, divided into the following stages:

1. From March to June 2024, receipts are collected through a questionnaire survey, and data analysis and literature research are conducted. On the basis of literature review, this article aims to understand the current situation of the rule of law education of higher vocational college students in Guangdong.

2. From July to December 2024, research and formulate strategies for optimizing the development of the rule of law education system of higher vocational college students in Guangdong, and invite experts to verify the feasibility of the strategies.

3. From January to June 2025, summarize research results, complete papers, and publish papers.

Advantages

According to the objectives, the advantages of this study can be divided into the following three categories:

1. This study is an important measure to enhance the rule of law awareness of college students.

2. This study can improve the social effectiveness of the rule of law education for higher vocational college students in Guangdong.

3. The proposed optimization strategy for the rule of law education system for college students provides a basis for scientifically improving their awareness of the rule of law.

These three advantages will help ensure in-depth and comprehensive research, develop more forward-looking and actionable strategies for this study, and ensure the effectiveness of the strategies through evaluation, providing effective basis for vocational colleges to carry out the rule of law education.

Definition of Terms

The rule of law

The rule of law had authority and compulsion, emphasizing the rule of law in constraining power, safeguarding rights, advocating fairness, and maintaining national order. It was widely recognized and followed by society and was a common way of social governance adopted by modern countries (Yan Yi & Qin Dian Hua, 2003).

Strategy development

Strategy development was often used in military and economic contexts, before formulating major strategies, rigorous steps such as identifying the form, setting goals, and evaluating the effectiveness of the goals are taken to select corresponding solutions based on the development and changes of the situation, ultimately achieving the goals. The focus of strategy formulation lied in the formulation of strategic planning, that is what actions should be taken to achieve strategic goals (Cheng Rongfen, 2022).

Educational system efficiency

Based on the educational philosophy advocated by the state to set educational system goals, integrated the teaching of various disciplines, learned from and reinforced each other, to make the entire system construction personalized, knowledge-based, scientific, and practical. Improving educational efficiency within limited educational time and space, effectively leading, promoting, and ensuring the reform and development of education (Sun Jintao, 2007).

4M management theory

Japanese scholar Shigeru Nishijima conducted a deep analysis and summary of the chain reaction theory, proposing four general causes of safety accidents, includes human factors (Man), work induced factors (Media), management induced factors (Management), and equipment induced factors (Machine), that was "4M" theory (Niu JUfen, 2012).

7S management theory

McKinsey's 7S model was developed around the 1970s and 1980s, it included organizational hardware elements such as strategy, structure, and system, the three

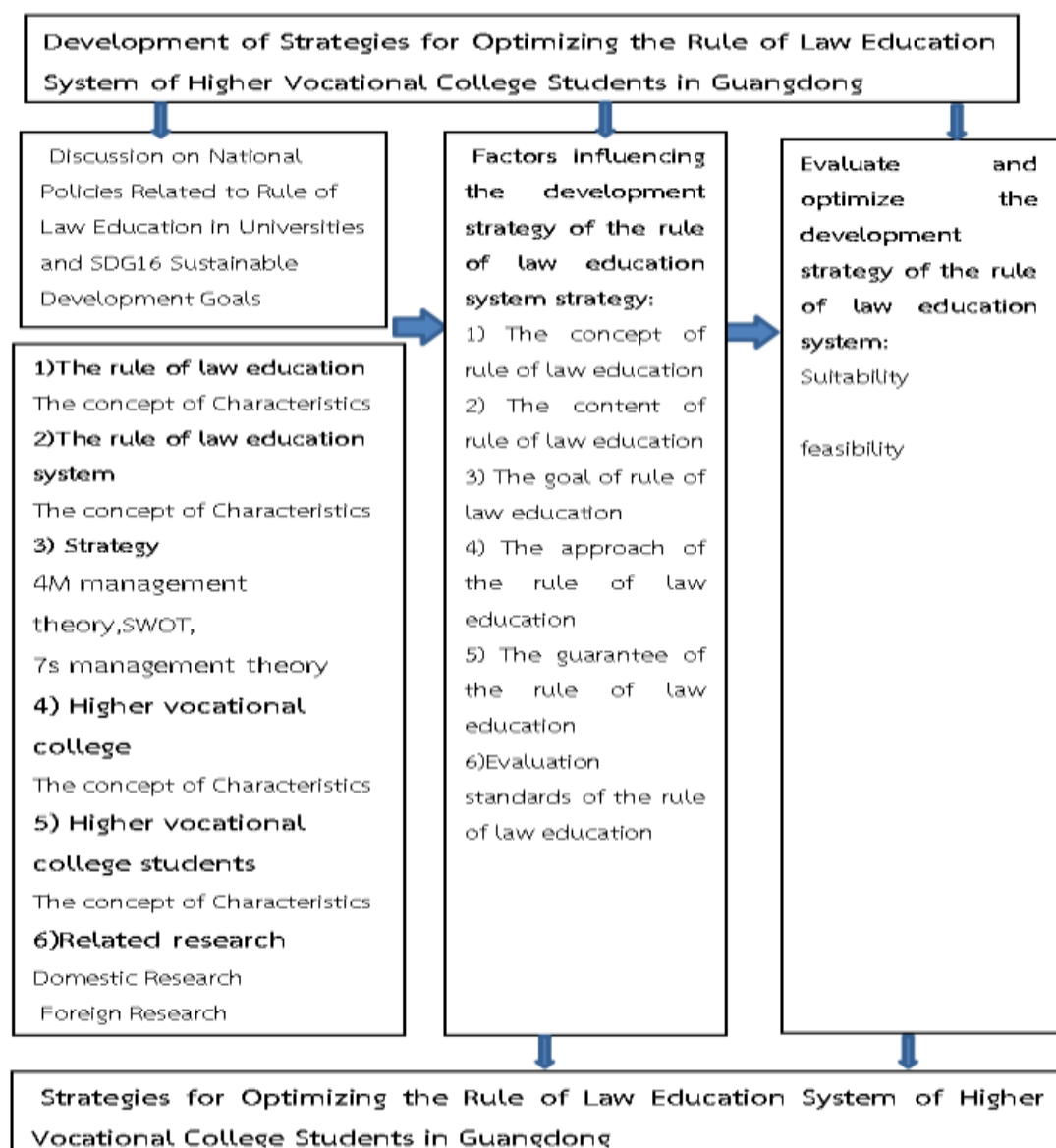
elements were interdependent and synergistically developing; It also included software elements such as style, staff, skills, and shared vision (Han Yajing, 2022). The McKinsey 7S model helped organizations comprehensively examine the diversity of enterprise organizations and address internal issues and related factors. Integrate and promote the internal and external harmony of these seven elements to achieve optimal performance goals and unleash all the functions of the organizational system.

The rule of law education system

Building a complete the rule of law education system, by focusing on the main battlefield of the curriculum classroom, strengthening the foundation of teaching staff through training, and cultivating the rule of law awareness through graded management and evaluation, can enhance the effectiveness of education (Li Zhuxiu, 2018). The rule of law education system was not another system that was detached from the socialist rule of law system with Chinese characteristics, but a specific system within the socialist rule of law system (Duan Fan, 2021).

Research Framework

Researchers reviewed and synthesized key documents, concepts, theories, and studies related to the rule of law education system for higher vocational colleges students in Guangdong. Based on the criteria established from these works, characteristics with a frequency of three or more were selected to create a framework for this research. Four key characteristics were identified: 1) The concept of rule of law education. 2) The content of rule of law education. 3) The goal of rule of law education. 4) The approach of the rule of law education. 5) The guarantee of the rule of law education. 6) Evaluation standards of the rule of law education. As depicted in Figure 1.1



Figures 1.1 Research Framework

Chapter 2

Literature Review

It is increasingly globalized economic system, political form, and educational culture today. The rule of law has been widely recognized as the basic model of national governance and the main symbol of a civilized country, it is also considered by most countries as a reliable guarantee for establishing and maintaining world order. Strengthening the rule of law education for college students is not only needed to cultivate comprehensive talents who can adapt to the development of globalization, but also to achieve the 17th Sustainable Development Goal of the United Nations. In this study, the researchers referred to the theories and research results of domestic and foreign scholars on the rule of law education for vocational college students and the system of rule of law education for college students for argumentation. On this basis, researchers searched for literature and relevant information from the following aspects for analysis, as follows:

1. The rule of law education
2. The rule of law education system
3. Strategy
4. Higher vocational college
5. Higher vocational college students
6. Related research

The rule of law education

The difference between the rule of law and legality

The concept of the rule of law

The rule of law has authority and compulsion, and is widely recognized and followed by society. The ancient Greek philosopher Aristotle pointed out that the rule of law should contain two important meanings: Established laws were generally obeyed, and the laws that everyone obeyed should themselves be well established

laws. The rule of law should have two meanings: Established laws should be universally obeyed, and that everyone followed were themselves good laws. The people could abide by both good and evil laws (Yan Yi & Qin Dian Hua, 2003).

Rule of law is a form of governance in a country governed by the rule of law. The Definition of the Concept of Rule of Law in the Great Dictionary (Law Volume) (2003): Emphasizing the role of the rule of law in constraining power, safeguarding rights, advocating fairness, and maintaining national order, recognizing the close relationship between the rule of law and democratic systems, and believing that the rule of law was a modern form of social governance. Highlighting the rule of law with safeguarding freedom and rights, and restraining power as its core value orientation. The rule of law was a governance strategy that prioritized the law and strictly follows the law. Laws that reflected the common and fundamental interests of social subjects were required to have the highest authority and effectively implemented, universally observed, and effectively enforced throughout society. The rule of law was the oldest legal concept, which could be distinguished in Western languages as follows: rule of law, rule by law, and governance by law, and governance through law (Zhang Wenxian, 2011). The rule of law was manifested as the rule of rules, equality before the law, freedom and democracy are the spiritual core and bottom line of the rule of law, and all powers and their exercise operate under the system. The governed were basically free, and the rule of law was meaningful (Zhang Hongchun, 2015). The concept of rule of law itself was a unified entity that combines dynamic governance with static legal systems (Wang Hongmei, 2020). The premise of "rule of law" as a governance strategy was to have sound legal norms and systems. At any time, personal emotions, identity, and power should not excessively interfere with the operation of society. To manage national affairs, it was necessary to strictly follow the rules and principles of corresponding laws and regulations (Zhang Xiaoqin, 2023).

In summary, the rule of law has authority and compulsion, is widely recognized and followed by society, and is a common way of social governance adopted by modern countries.

Table 2.1 The concept of the rule of law

Aristotle Yan Yi & Qin DianHua, 2003	The law should be universally obeyed (2) The law itself is a good law
Great Dictionary (Law Volume), 2003	It is a modern governance method that maintains national order and safeguards freedom and rights
Zhang Wenxian, 2011	It is an advanced way of governing the country, relying on mandatory social norms under the law and mandatory guarantees by the state
Zhang Hongchun, 2015	It is a governance of legal rules
Wang Hongmei, 2020	A unified entity that combines dynamic governance with static legal systems
Zhang Xiaoqin, 2023	There should be sound legal norms and systems, strictly following the rules and principles of corresponding laws

The concept of legality

"Legal system" referred to all legal rules and related systems that a country maintains social order, and more importantly, it was an actual legal system that exists (Zhao Hongmei, 2015). The core of "legal system" still lied in the institutionalization and legalization of democracy, it was the comprehensive rule of law (Qiu Shuiping, 2019). In general, the legal system itself contained three levels of meaning: (1) Referred to the laws and systems of a country; (2) Strictly handled affairs in accordance with the law;(3) Specific legal system, abbreviated as legal system (Wang Hongmei, 2020). Legal education should not only include legal knowledge, but also leverage the cognitive, evaluative, and regulatory functions of legal concepts (Liu Panting, 2022). Legal education, as an important form of education, not only focused on imparting legal knowledge, but also cultivated people's awareness and behavioral norms of respecting and complying with the law (Gao Jialu, 2024).

From the above discussion, it can be seen that the legal system refers more to system of law, and with the development of social practice, it also refers to legal knowledge.

Table 2.2 The concept of legality

Zhao Hongmei, 2015	Legal rules and related systems
Qiu Shuiping, 2019	The institutionalization and legalization of democracy
Wang Hongmei, 2020	Abbreviation of legal system
Liu Panting, 2022	Imparting legal knowledge and leveraging the functions of the legal system
Gao Jialu, 2024	Imparting legal knowledge, cultivating legal awareness and behavioral norms

The difference between the two

"Legal system" is a practical legal system, but the rule of law is a principle and method of governing a country, including the entire complete system that from the formulation of laws to the operation of laws (Zhao Hongmei, 2015). The term "legal system" could penetrate the static surface of laws and regulations, and provide a more three-dimensional and multidimensional insight into the functions and effects of the law, it could connect law with institutions and better illustrate the important role that institutions play in governing the country and operating the law. Behind the modern concept of "rule of law", it was a governance model constructed by modern political science theory based on the premise of "equality for all", it imagined the establishment and implementation of system of law to achieve general norms and post governance (Qiu Shuiping, 2019). The rule of law was a dynamic process, and rule of law education should not only focus on education at the system of law level, but also on education related to legislation, law enforcement, justice, and compliance throughout the entire legal life. The legal system emphasized the construction and consolidation of an institutional framework (Duan Fan, 2021). "Legal

system" referred more to a static legal system, which referred to the formulation of laws. The rule of law not only included the establishment of a legal system, but also dynamic legal governance, which corresponded to the rule of man. The rule of law represented a governance system and was the deepening and improvement of the rule of law (Xin Xianhua, 2021).

From the above discussion, it can be seen that the legal system emphasizes the system of law, the rule of law emphasizes the principles and methods of governing the country, and is a means of social governance, so it is unanimously agreed that the rule of law is "static" and the rule of law is "dynamic".

The connection between the two

Legal system was a necessary condition for the rule of law, and the rule of law was a sufficient condition for legal system. For example, the severe punishment and laws of Qin Shi Huang in ancient China and the legal terror of the Nazi Germany could both be referred to as "legal system", but it could not be called "rule of law" (Encyclopedia law, 2003). The transformation of the concept from "legal system" to "rule of law" had long surpassed the transformation of vocabulary. In a sense, it reflected the development and progress of society, as well as the pursuit of the Party and the state for a modern model of national governance (Qiu Shuiping, 2019). The construction of socialist legal system focused on institutional construction and more legislation. The construction of socialist rule of law focused on the construction of governance systems, including the establishment of a socialist legal system, implementation system, supervision system, guarantee system, and internal party regulatory system, "rule of law" to a certain extent included "legal system" (Xin Xianhua, 2021).

From the above discussion, it can be seen that the relationship between the rule of law and legal system is very close and complementary. The development of society cannot be without the legal system, nor can it be without the rule of law.

The difference between the rule of law and the rule of man

The concept of the rule of man

Rule by man was a product of feudal hierarchy and privilege, "the rule of man" itself was also a privilege of rulers, that was, a privilege that transcends social laws (Da Lihui & Xu Hui, 2008). The so-called rule of man, as the name suggests, was to govern a country with the thoughts of its rulers (Wang Yaling, 2021). Modern people believed that the rule of virtue was the rule of man, allowing a person with virtues to rule (Li Tao, 2022).

In a rule of law society, there was relatively little research on the concept of rule of man, and most people believed that the concept of rule of man was a product of feudal society, with humans as the main body and implementing national governance.

Table 2.3 The concept of the rule of man

Da Lihui & Xu Hui, 2008	Privileges above social laws
Wang Yaling, 2021	To govern a country with the thoughts of a ruler
Li Tao, 2022	Rule of virtue was the rule of man

The difference between the two

Legal system and the rule of law were both ways of governing a country, however, in comparison, the rule of law emphasized law and institutions, rules, universality, principles, stability, predictability, and procedural justice. But the rule of man emphasized the role of selecting and appointing talents, the role of moral education, the importance of individuality and particularity, the importance of variability and flexibility, and the importance of substantive justice (Jiang Mingan, 2014). The modern concept of "rule of law" was generally believed to have originated from the bourgeois revolution in the West, with the development of capitalist commodity economy and the rise of separation of politics and religion, contractual spirit, and equal rights ideology, law had increasingly become a choice

for modern state governance, Mainly aimed at the concept of "rule of man" in authoritarianism, emphasizing the supremacy, openness, universality, and predictability of the law (Wang Liming, 2015). A society ruled by man was power oriented, while a society ruled by law was rule oriented. Compared to the rule of man, the rule of law had two significant characteristics : First, in legislation, it was a good law that embodied the concept of people-oriented and conformed to the objective laws of social development; Second, in terms of implementation, it could be universally observed that there were no special individuals or organizations outside of the law, and everyone operated within the scope specified by the law (Song Yunfang, 2017). "Rule of law" and "rule of man" were opposing concepts, and the rule of law was based on the governance of the law (Cha Yunfeng, 2021). In the state of "rule by man", everything reflected only the will of a few people, but "rule of law" was different. In "rule of law", any power must gave way to the law, at any time, the exercise of power must be within the scope prescribed by law, that was, "law was superior to power" (Zhang Xiaoqin, 2023).

From the above discussion, it can be seen that most people oppose the rule of man and the rule of law, emphasizing the role of man in governing the country, while the rule of law emphasizes the role of legal norms in social governance.

The connection between the two

Entering a rule of law society is a progress of human society, and the rule of man will inevitably be replaced by the rule of law, which is an inevitable development of human society (Song Yunfang, 2017). Rule by law, was legal, not personal willingness, which also stemmed from the relationship between equality and freedom among citizens. On the one hand, law implied public rationality and represented public interests; On the other hand, legislators did not directly rule after legislation, so the existence of legislators did not necessarily mean to rule by man (Li Tao, 2022).

From the above discussion, it can be seen that the rule of man and the rule of law are social states that have reached a certain stage of social development, and both have played important roles in social development.

The concept of the rule of law education

The Fourth Plenary Session of the 18th Central Committee of the CPC (2014) first proposed "rule of law education", emphasis was placed on "deepening legal publicity and education" and "integrating legal education into the national education system". The main source of "rule of law education" lied in recognizing and accepting the country's concept of the rule of law. The effective way to achieve good interaction with the country and the country in "rule of law education" was to achieve good interaction with the country. Rule of law education for college students was to educate them on the spirit of the rule of law, so that they not only knew the law, understood the law, and used it effectively, but more importantly, cultivate their belief in the rule of law (Zhao Hongmei, 2015). The connotation of education on the rule of law among college students. In summary, it helped college students master legal knowledge, establish awareness of the rule of law and security, improve their ability to use legal weapons to protect their own rights and interests, and became qualified college students who abided by the law (Li Kaiwei & Chen Yonghua, 2017). Rule of law education referred to the education of the rule of law, with the rule of law as the content and education as the method, it was an educational activity carried out by the state in a planned, purposeful, and organized manner to promote the construction of socialist rule of law, aimed to cultivate citizens' awareness of the rule of law, established the concept of the rule of law, and regulated legal behavior (Zhou Ning, 2019). Rule of law education was centered around constitutional education, centered on rights education, guided by socialist core values, and primarily focused on legal knowledge, concepts, principles, systems, and operational mechanisms (Wang Hongmei, 2020). Rule of law education referred to a social practice activity within the scope of ideological and political education, which complemented and supplemented moral education, and contained "legal education" (Zheng Yanju, 2021). Rule of law education referred to legal literacy

education, which included the literacy and ability of citizens to recognize and apply the law, as well as the internal thinking and consciousness formed by the application of these external abilities and qualities. The latter was the education of rule of law concepts, it referred to an educational activity that involves organizing, purposeful, and planned legal education and publicity for citizens, enabling them to regulate their behavior according to legal provisions, and using governance thinking to guide their behavior (Liu Panting, 2022). The primary driving force of "rule of law education" lied in the public's recognition and acceptance of the country's rule of law concept. The effective way of "rule of law education" was to achieve good interaction between the public and the country in "rule of law education" (Wang Shuyin&Fang Yuchun, 2022). "Rule of law education" had a richer connotation, with the aim of deepening people's understanding and thinking of the rule of law, strengthening the spirit of the rule of law, and comprehensively improving the quality of the rule of law (Zhang Xiaoqin, 2023).

In summary, in the rule of law society, in order to improve the rule of law quality of college students, many scholars have conducted rich research on rule of law education. With the development of society, the concept of rule of law education has been enriched. From mainly referring to the education of legal system and legal knowledge, it has gradually developed into an understanding of legal ideology and the formation of a rule of law spirit, taking rule of law literacy as a type of national quality education.

Table 2.4 The concept of the rule of law education

The Fourth Plenary Session of the 18th Central Committee of the CPC, (2014)	The first proposal of "rule of law education"
Zhao Hongmei, 2015	Provided the rule of law education to college students and cultivate their belief in the rule of law
Li Kaiwei&Chen Yonghua, 2017	Mastering law knowledge, establishing awareness of the rule of law and security, and safeguarding one's own rights and interests
Zhou Ning, 2019	Cultivated citizens' awareness of the rule of law, established the concept of the rule of law, and standardized legal behavior
Wang Hongmei, 2020	The main educational content focuses on the rule of law knowledge, the rule of law concepts, the rule of law principles, legal systems, and legal operation mechanisms
Zheng Yanju, 2021	A social practice activity that included "legal education"
Liu Panting, 2022	Standardized one's own behavior and cultivated rule of law thinking
Wang Shuyin & Fang Yuchun, 2022	The primary source of motivation lied in the public's recognition and acceptance of the concept of the rule of law in the country, and the effective way was through good interaction among the people
Zhang Xiaoqin, 2023	Strengthening the spirit of rule of law and comprehensively improving the quality of rule of law

Continue

Summary of this chapter: In fact, the rule of law does not and cannot completely replace it, nor is it mutually exclusive, The rule of law reflects a way of social governance, and it embodies the intrinsic value of the law. The research objects of the rule of law and the rule of law are different, containing rich connotations and significant implications, which have had an important impact on the development of society. The rule of law is a product of the development of modern society to a certain stage and a symbol of modern civilization. Modern society generally does not advocate the rule of man, but advocates the use of law to guide society and the rule of law as a means of governance, There is not much literature on the study of human rule among researchers, There is a wealth of literature on the legality and the rule of law, providing rich theories for legal education in vocational colleges.

The rule of law education system

The concept of the rule of law education system

Building a complete rule of law education system, by focusing on the main battlefield of the curriculum classroom, strengthening the foundation of teaching staff through training, and cultivating rule of law awareness through graded management and evaluation, we could enhance the effectiveness of education (Li Zhuxiu, 2018). The concept of a rule of law education system for young people needed to involve two aspects: The first aspect was what a system is, the second aspect is how to construct a rule of law education system. So the rule of law education system for young people refers to a holistic, comprehensive, structural, interactive, coordinated, and open rule of law education pattern that is constructed by different rule of law education departments and personnel for young people in the process of promoting and implementing rule of law education for young people, targeting their characteristics, meeting their requirements, meeting their needs, and promoting their development. The legal education system was not another system that was detached from the socialist rule of law system with Chinese characteristics,

but a specific system within the socialist rule of law system (Duan Fan, 2021). The legal education system for teenagers included the legal education system for college students (Xin Xianhua, 2021).

In summary, the rule of law education system is a system proposed to instill rule of law knowledge in students, enhance their rule of law literacy, practice and maintain the rule of law in practice, and is a reflection of the country's educational policies.

Table 2.5 The concept of the rule of law education system

Li Zhuxiu, 2018	By focusing on the main battlefield of the course classroom, strengthening the foundation of teaching staff through training, and cultivating the rule of law awareness through graded management and evaluation, we could enhance the effectiveness of education
Duan Fan, 2021	The concept of a rule of law education system for young people needs to involve two aspects: The first aspect was what the system was. The second aspect was how to construct a rule of law education system.
Xin Xianhua, 2021	The rule of law education system for teenagers included the rule of law education system for college students

The components of the rule of law education system

The concept of the rule of law education

Rule of law education in universities is a universal legal education. The essence of rule of law education in universities was a quality education aimed at cultivating the legal literacy of college students (Cai Xiaowei, 2014). The rule of law education for college students was a universal legal education, which was an education to implement national legal education; the rule of law education for college students was a general education, and the purpose of general education was

cultivating socially responsible and comprehensively developed individuals and "citizens of the country" (Pang Haishao & Xun Xiuhong, 2017). The rule of law education for college students was an organic component of universal legal education. Compared with compulsory education and high school education, rule of law education in higher education was a higher-level and deeper level of legal education. The rule of law education in universities should not only increase the legal knowledge and enhance the rule of law theory of college students, but also cultivate their legal thinking ability, cultivate a conscious way of thinking and behavioral habits of abiding by the law, finding the law in situations, and relying on the law to solve problems, it was even more important to cultivate the legal concept of putting the law first and the belief in good law and good governance among college students. Rule of law education for college students included legal education, general education, and quality education (Zhang Jiayu, 2021).

The knowledge and spirit of rule of law are important theories in the education of rule of law in universities. Rule of law education in universities should not only impart legal knowledge and knowledge, nor should it be limited to legal provisions and systems. Instead, it should impart the spirit of the rule of law behind the socialist legal system with Chinese characteristics. Through rule of law education in universities, college students should establish a correct concept of the rule of law, shape their legal thinking, and establish a belief in the rule of law (Yao Jianlong, 2021). The cultivation of non legal majors in vocational colleges required students to master the basic connotation of the theoretical system of socialist law with Chinese characteristics, grasp the basic principles of a rule of law country, and understand the origins of the rule of law in China and the West, clearly define the strategic goals, path choices, and content and mechanisms for comprehensively promoting the rule of law in the country, as well as the construction of a socialist rule of law system, understand the basic knowledge of the rule of law and politics, the rule of law and economy, the rule of law and culture, the rule of law and society, and the rule of law and national conditions, and understand the core concepts and principles of the rule of law (Cha Yunfeng, 2021). The legal thoughts of Marx and Engels were an

important source of the theory of socialist rule of law with Chinese characteristics, and also an important theoretical basis for carrying out education on the rule of law among college students. The socialist rule of law ideology with Chinese characteristics, formed on the basis of inheriting the rule of law ideology of Marx and Engels, drawing on the excellent traditional legal culture of China, and combining it with the practice of socialist rule of law construction, was an important theoretical foundation for the education of the rule of law concept among college students (Xin Xianhua, 2021).

In summary, the concept of rule of law education in universities is no longer just a simple legal education, but has gradually developed into imparting knowledge and spirit of the rule of law. The purpose is to understand the concept of socialist rule of law with Chinese characteristics and apply it to social practice, promoting national stability and social harmonious development.

The goals of the rule of law education

The goal of the rule of law education in universities in the new era was a multidimensional system composed of legal concepts, legal thinking, legal beliefs, and legal behaviors. In order to enhance the concept of socialist rule of law, cultivate socialist rule of law thinking, respect the authority of socialist law, and strictly implement socialist rule of law behavior. The ultimate goal was to cultivate college students to become loyal advocates of socialist rule of law, consciously abide by it, and firmly defend it (Zang Hong, 2016). The goal of the rule of law education in vocational colleges should be clearly defined as helping students establish a belief in the law (Xiong Bo&Tao Le, 2016). In the process of determining their own the rule of law education goals, vocational colleges should consider the following two aspects : firstly, from a macro perspective, based on existing national policy documents, reflect the spirit of national rule of law education. secondly, from a micro perspective, fully consider the characteristics of vocational colleges themselves and reflect the effectiveness of the goals. Compared with undergraduate colleges, vocational colleges had obvious regional, industry-specific, and vocational characteristics, and students' majors and school hours were also different from those

of undergraduate students. Vocational colleges should combine their own characteristics and student characteristics to determine the rule of law education goals that meet practical needs and their own development (Wu Kui, 2018). The goals of the rule of law education for college students could be divided into three levels: first, education on legal knowledge; second, cultivating legal thinking ability; third, cultivating the spirit of rule of law (Zhang Jiayu, 2021).

In summary, the common goal of university legal education is cultivate knowledge and beliefs in the rule of law, which is shared by most researchers, next is the policy that rises to the national level, the rule of law education is an important measure for implementing national policies, and its educational goals reflect the spirit of the rule of law education in the country.

The content of the rule of law education

The content of the rule of law education mainly involves learning basic legal knowledge. The content of education on the rule of law among college students should reflect the unity of history and reality, as well as the unity of theory and practice. It mainly focused on three aspects: Marxist legal theory education, constitutional and basic legal knowledge education, and socialist rule of law practice education with Chinese characteristics (Xin XianHua, 2021). The content of education on the rule of law among college students is based on popularizing law knowledge, cultivating the core of legal awareness, ensuring the cultivation of the rule of law beliefs, and focusing on improving the ability to apply the law (Zhang Xiaoqin, 2023).

The content of the rule of law education tends to cultivate the concept of rule of law and improve the practical ability of rule of law society. The content of the rule of law education for college students should meet the needs of social development, while also catering to the special identity of the college student group, we should not only enable college students to understand the operating principles and main issues of politics, economy, culture, history, technology, and other aspects of society, but also provide them with extracurricular learning opportunities to cultivate their rule of law thinking, be able to use rule of law thinking to think and discuss social hot topics, and cultivate their social practice

ability (Yao Jianlong, 2021). The main content of the rule of law education for vocational college students included three aspects: the rule of law concept education, legal knowledge education, and practical ability education (Cha Yunfeng, 2021).

In summary, the content of rule of law education includes researchers who tend to learn basic legal knowledge, as well as researchers who tend to cultivate the concept of rule of law and improve their practical abilities in rule of law society.

The approach to the rule of law education

Play the role of the classroom. Improved curriculum standards, integrated multiple disciplines, and advanced development (Li Yajuan, 2018). Constructed a specialized course on "rule of law education for college students" to ensure sufficient class hours and a scientific match between the number of class hours and the capacity of rule of law education, actively offer legal elective courses and the rule of law lectures, and carry out legal education activities through forms such as new student enrollment education and themed class meetings (Tan Chenyou & Liu Jingzi, 2019). Reform the curriculum of the rule of law education, respect the laws of education and teaching, setting up scientific legal education courses could improve the teaching quality of the rule of law education in universities and enhance the teaching effectiveness of the rule of law education in universities (Qian Xiaoli, 2018).

Utilize multimedia to carry out the rule of law education. Propose the rule of law education strategies from the perspective of online carriers, fully utilize the advantages of portable intelligent mobile terminals to carry out the rule of law education, strengthen the management and application of news network interaction platforms (Jia Xiaoxu, 2015). From the perspective of new media technology, to leverage the advantages of new media technology and fully utilize new media technologies such as the internet, MOOC platforms, and WeChat to carry out modern the rule of law education (Zhao Dongyu & Xu Guoliang, 2017). From the perspective of self media, proposing the education of the rule of law to enhance the awareness of the sense of responsibility of ideological and political workers among college

students in universities, and integrated rule of law education into self media (Wen Fan & Liu Hongda, 2017).

Play a practical role in teaching. Let college students to practice the rule of law education in practice. It should focus on practical teaching to effective education on the rule of law among college students, enabling students to engage in self-directed learning and self-education through hands-on practice (Han Baoqing, 2015). Played an important role as the main channel for classroom teaching, intensified the efforts of rule of law education in ideological and political education, and improved the level of the rule of law education in the "second classroom" (Xin Xianhua, 2021). Promote various forms of rule of law practice exchange and cooperation between schools and enterprises, by leveraging the industry education integration platform, fully leveraged the advantages of enterprise practical teaching resources, provided opportunities for professional teachers on campus to enter the production line, provided opportunities for college students to conduct onsite inspections of law enforcement fields, and deepened their understanding and perception of the practical value of the rule of law education (Zhang Xiaoqin, 2023).

In summary, in addition to emphasizing the role of the classroom, the rule of law education gradually advocates breaking through the classroom, stepping out of the classroom, and using multimedia and social practice to improve the effectiveness.

The guarantee of the rule of law education

Professionalization of the rule of law education teachers, to effectively utilize existing teachers to carry out rule of law education, it was necessary to provide training to teachers in schools who undertaked courses related to rule of law education (Li Yajuan, 2018). Ensured the quality of teaching staff in education. Strengthening the construction of the teaching staff, the rule of law literacy of teaching ability, and practical ability of the teaching staff directly affect the effectiveness of education for college students (Xin Xianhua, 2021). Promote the professionalization of the rule of law education teachers. Law was extensive and profound, with strong professionalism. Legal education was taught by teachers

without a legal professional background, which made it difficult to ensure the quality of legal education and achieved the goals of legal education in universities. Therefore, it was necessary for law teachers to carry out law education for college students, and the teaching teachers of law education in universities should be professional and high-quality (Zhang Jiayu, 2021). Through specialized teaching methods, teachers with a law background were required to teach the rule of law part of the course (Jian Yinghui & Tian Jianxin, 2023). In summary, the professionalization reform of teaching staff had always been a reform goal advocated by researchers, which was sufficient to demonstrate that appointing personnel with law backgrounds as the rule of law teachers was an important measure to ensure the effectiveness of the rule of law education.

Evaluation criteria for the rule of law education

The education administrative department should pay attention to the comprehensiveness of the evaluation system, reasonably determine the evaluation subject, object, principles, methods, rewards and punishments. When formulating evaluation system indicators, the following two principles should be followed: First, the evaluation indicators should be conducive to stimulating students to learn the rule of law knowledge, develop the rule of law abilities, improve the rule of law literacy, and participate in the rule of law practice consciously; Second, evaluation indicators were conducive to stimulating the initiative and creativity of schools and teachers in carrying out the rule of law education, promoting continuous improvement and innovation in the form and content of the rule of law education in vocational colleges (Wu Kui, 2018). The Ministry of Education and the Ministry of Justice organize national legal and educational experts to conduct special evaluations of the teaching quality, effectiveness, and level of the rule of law education in universities across the country according to scientific evaluation standards and indicators. Consistent with the five-year the rule of law education planning cycle, the quality evaluation of the rule of law education in universities was conducted every five years (Zhang Jiayu, 2021). To establish evaluation criteria for the practical education ability of the rule of law education teachers, reference can

be made to the characteristics of the rule of law discipline, developing evaluation criteria based on the effectiveness of applying teaching methods and abilities, in addition, in the process of formulating evaluation standards, the principles of scientific rationality, detail, and operability should be followed, to promote the improvement of practical teaching ability of rule of law education teachers through standardized evaluation, to enhance the teaching quality in the process of the rule of law education, and to enhance the rule of law thinking and usage abilities of college students (Zhang Xiaoqin, 2023).

In summary, in order to develop reasonable and effective evaluations of the rule of law education, most researchers define the evaluation subject and establish and ensure implementation with a certain authority. By utilizing the objects, methods, and principles of evaluation to systematically evaluate the specific implementation of the rule of law education, we make aim to enhance the rule of law awareness and literacy of college students; to evaluate the effectiveness of the rule of law education and promote the improvement of teachers' educational abilities, thereby enhancing the effectiveness of rule of law education.

Summary of this chapter: The imperfect of rule of law education system in vocational colleges has seriously affected the effectiveness of the rule of law education, to some extent, hinder the process of governing the country according to law. Researchers are committed to improve the systematic and scientific research of the rule of law education system, build a comprehensive system and put it into effective practice. Learning the rule of law knowledge is an important goal, and applying the rule of law knowledge is also an important goal. How to learn and apply is an important starting point for the research of the rule of law education system in vocational colleges.

Strategy

The concept of strategy

Management guru w.FGlueck (1954) believed that strategy was a set of unified, coordinated, extensive, and integrated plans designed to achieve the

fundamental goals of an organization. Alfred D. Chandler (1962) defined strategy as designing an organization's long-term goals and decisions, as well as the actions and asset allocation methods required to achieve these goals. Bruner believed that conceptualization requires the use of certain strategies. The so-called strategy refers to any process of making decisions to achieve a certain goal, which can be called strategy (Bruner, 1966). Liddell Hart (1981) pointed out "Decisive Wars in History" that just as tactics were the application of military strategy at a lower level, military strategy was the application of "grand strategy" at a lower level. The purpose of a grand strategy was coordinating and guiding all the forces of a country in order to achieve the political objectives of war, which were determined by national policies. Military strategy only saw the war itself, while grand strategy transcends war and saw future peace. The sole objective of a strategic plan was to enable the design organization to obtain a more sufficient advantage than its competitors as efficiently as possible (Ohmae Kenichi, 1982). Strategy was the form of goals, as well as the main policies and plans to achieve, determining the business that the design organization should engage in and the category of the organization should belong to (Kenny Andersen, 1985). Strategy was the science of conducting military operations beyond the field of view and artillery range, while tactics was the science of conducting military operations within the aforementioned range (Blow, 1985). Strategy was the art of warfare on a map, the art of studying the entire war zone (Romini, 1986).

Some literature translated strategy as "strategy". In the West, the term "strategy" came from the Greek word "army", which gave rise to "strategos" and "strategia", they respectively meant general, leader and battle, and general. In 1770, French scholar Mezier coined the term "strategie" when translating the book "State gikon" by Eastern Roman Emperor Paul de Maurice, becoming the modern origin of the term "strategy" in the West. Later, the term "strategy" was translated by Japanese into "strategy" and spread to China. In China, the book "Strategy" written by the historian Sima Biao of the Western Jin Dynasty was the earliest book named after the word "strategy", but the earliest emergence of strategic concepts can be traced back

to the pre Qin period (Zhou Peiqi, 2009). The emergence of words such as "strategy", "military strategy", and "strategic strategy" marked the earliest understanding of strategy by the Chinese people. The most complete book titled "strategy" was Mao Yuanyi's "A Study of Twenty One Histories of Strategy" in the Ming Dynasty. The definition of strategy in the modern sense appeared relatively late, and the Chinese Dictionary interpreted strategy as strategy or strategy, Generally refers to: 1.A set of solutions that can achieve goals; 2. Action policies and struggle methods formulated according to the development of the situation; 3. Have the art of struggle and be able to pay attention to methods and techniques. Strategy meant strategy, plan, approach, and strategy, while designed strategy refers to the plan and behavioral policy of obtaining competitive advantages through design (Wu Bibo, 2013). Strategy, also known as military strategy, is the planning and guidance of the overall military struggle, Based on the regular understanding of the subjective and objective conditions on which military struggles rely and their development and changes, strategic guides comprehensively plan, deploy, and guide the construction and application of military forces to ensure the effective achievement of established political objectives, Based on the regular understanding of the subjective and objective conditions on which military struggles rely and their development and changes, strategic guides comprehensively plan, deploy, and guide the construction and application of military forces to ensure the effective achievement of established political objectives (Wang Wenrong, 2004). The term strategy frequently appears in management studies, In management, strategy is defined as the fundamental long-term goals and decisions made by a company, as well as a series of actions and resource allocation taken to achieve those goals (Zhang Ji, 2017). From the perspectives of enterprises, markets, and technology, enterprise innovation strategies can be divided into exploratory innovation (high novelty innovation, discontinuous innovation, low similarity innovation, or pioneering innovation) and incremental innovation (incremental innovation, low novelty innovation, high similarity innovation, or continuous innovation) (Huang Jing, 2019).

In summary, strategy is also strategy, and the concept of strategy continues to develop in the new international environment, giving rise to concepts such as national strategy, national security strategy, cultural strategy, corporate strategy, and marketing strategy, to this day, the use of the term strategy has become widespread, not limited to military applications, but widely used in the economy. Strategy is the process of setting goals and devising ways to achieve them, in order to achieve a certain goal, several corresponding plans are first formulated in advance based on possible problems, and in the process of achieving the goal, new plans are formulated according to the development and changes of the situation, or choose corresponding solutions based on the development and changes of the situation, and ultimately achieve the goal. It has both strategic and tactical implications, the term strategy is commonly used in management and continues to develop with economic development, playing a significant role in promoting the management of enterprises and the implementation of government policies.

Table 2.6 The concept of strategy

Definition of Foreign Countries	Peter Drucker, 1954	A unified, coordinated, extensive, and integrated plan designed to achieve the basic goals of an organization
	Alfred Chandler, 1962	Designed the long-term goals and decisions of the organization, as well as the actions and asset allocation methods required to achieve these goals
	Bruner, 1966	The process of making decisions to achieve a certain goal
	Liddell Hart, 1981	Military strategy was the application of "grand strategy" at a lower level
	Ohmae Kenichi, 1982	The sole goal of the plan
	Kenny Andersen, 1985	Main policies and plans for achieving goals

Table 2.6 (Continued)

	Blow, 1985	The science of conducting military operations beyond the field of view and artillery range
	Romini, 1986	The Art of Warfare on Maps
Definition of Domestic Countries	Zhou Peiqi, 2009	Sima Biao's "Strategy" Was the earliest book named after the word "strategy"
	Wu Bibo, 2013	Meaning strategy, plan, approach, and strategy
	Wang Wenrong, 2004	Comprehensively plan, deploy, and guide the construction and utilization of military forces to ensure effective achievement of political objectives
	Zhang Ji, 2017	Strategy was an action and resource allocation
	Huang Jing, 2019	Divided innovation strategies into exploratory innovation and incremental innovation

Characteristics of strategy

A well-known strategy theory abroad was the "5P" model proposed by Henry Mintzberg (1989), he believed in the "5P" model of design organization: Plan, Ploy, Pattern, Position, and Perspective. These five models elaborated on the concept of organizational design strategy from different perspectives: (1) Strategy was a plan, strategy was a purposeful, anticipated, and organized action program. As a plan, the strategy should indicate the direction and approach of development, including a series of guidelines and policies to deal with a specific situation, which belonged to the "preaction planning". Secondly, strategy was a strategy. Strategy can be a means and strategy in the process of action, taking different measures based on the

environment and the situation of competitors to achieve strategic goals. It was a tool to defeat opponents in competitive games. Again, strategy was a pattern strategy that can be reflected in the procedures and norms followed by organizational behavior, that was, the entire strategy was seen as a movement process of "behavioral flow". Many Western scholars had actively participated in the research of corporate strategy theory, leading to the emergence of different schools of strategic theory, mainly including the following schools: The planning school represented by Ansoff and others. This school of thought believed that strategic behavior was the organization's adaptation to internal and external environments, as well as the resulting internal structuring process. Therefore, strategic formation was a conscious, controlled, and standardized process, in principle, the main leaders were responsible for this process. In order to facilitate the implementation and implementation of strategic goals, budget procedures, and operational plans, the strategic process needed to be elaborated in detail (Ansoff, H.I., 1998); (2) The design school represented by Professor Andrews and others. This school of thought believed that the formation of corporate strategy was a process carefully designed by the senior management of the enterprise, and the strategy should be clear, concise, easy to understand, and easy to implement; (3) The positioning school represented by Michael Porter and others. This school of thought believed that in the process of formulating strategies, enterprises must analyze the industrial structure in which they operated and their relatively competitive position within the industry; (4) The cognitive school was represented by Herbert Simon and others. This school of thought believes that strategic formation is a cognitive process based on information processing, knowledge acquisition, and concept building; (5) The entrepreneurial school represented by Professor Knight and others. This school of thought believed that the process of strategic formation is a process of intuitive thinking and seeking inspiration. (6) The learning school represented by Peter St. George and others. This school of thought believes that strategy is formed through gradual learning and natural selection, and the formation and implementation of strategy are intertwined; (7) The power school represented by Macmillan and others. This school of thought believed that strategic

formulation should not only pay attention to economic factors such as industry environment and competitive power, but also to political factors such as interest groups and power sharing; (8) The environmental school represented by Hanan and Freeman. This school of thought believed that strategy was how an organization can survive and develop in its environment, emphasizing that people must pay attention to environmental factors when formulating strategies. (9) The cultural school represented by Barney and others. This school of thought believed that corporate strategy was rooted in corporate culture and its underlying social values, and strategic formation was the process by which an organization integrates various beneficial factors to play a role. (10) The comprehensive school represented by Chandle and others. This school of thought believed that an organization was an organism composed of a series of behaviors and characteristics, and strategic planning is a system formed by the synthesis of various viewpoints from the above schools of thought (Wang. Bing, 2012). The 1-3 school explained from the overall perspective of strategic essence; The 4-9 school had considered specific aspects of the strategic formation process; The integration of the process, content, organization, and environmental theories of strategic management by the 10 schools of thought.

In China, a series of works represented by "The Art of War" by Sun Tzu, "Guan Zi" and "Han Feizi" had laid the foundation of traditional Chinese strategic theory, The most systematic and complete strategic science work in ancient China was undoubtedly the world-renowned "The Art of War" by Sun Tzu. Sun Tzu's Art of War was regarded as the first of the Seven Books of the Wu. Jing. Although the book was named "Art of War", its ideological height far exceeded the tactical level, in the book, there was a classic discourse on "attacking the enemy first, then attacking the enemy, then attacking the enemy, and then attacking the city below; the method of attacking the city was unavoidable", as well as "defeating the enemy without fighting", this fully demonstrated China's strategic thinking and realm of "peace first" since ancient times (Zhen Wendong, 2014). In the modern sense, the description of strategy is basically a national military and economic strategy. Qian Yulian (2004) summarized the research situation of domestic strategies, looked forward to the

development of this field, and pointed out the research prospects and basic framework of strategies. In addition, based on summarizing the classification problems of previous strategies, she proposed her own classification from a practical perspective: Macro strategy system and micro strategy system. The former included concepts, management, and learning, while the latter included knowledge strategies and skill strategies.

Throughout history, strategy theory had been widely regarded as a theory about decision-making and strategy, in ancient times, it was widely used in military affairs, and in modern times it has become an effective economic analysis method, widely used in economic development. Strategy theory focuses on the study of interpersonal relationships, especially the mutual influence and interaction of human behavior, conflicts and consistency of interests between people, competition and cooperation. It is a powerful tool for analyzing people's economic behavior, economic relationships, and activity efficiency in social and economic activities.

The significance of strategy

Developing a strategy requires to weigh three factors: (1) The context of information, people can only start their ideological work by mastering a certain amount of information; (2) The difficulty of cognition, thinking is a difficult activity. To think beyond personal comprehension, not only did take a lot of time, but it also required making many frustrated attempts. If a person was not confident in the reliability of their thoughts, they may develop a state of extreme anxiety. So, when choosing a strategy, people needed to consider the cognitive difficulty of that strategy; (3) The greater the risk, the more people tended to be cautious in data analysis or information processing. If the risk of conceptualization was low, then people were unwilling to tolerate more cognitive fatigue. In addition, there are significant differences in the courage of individuals to take risks in interpersonal relationships (Bruner, 1966). Analyzed the influencing factors of strategy from several aspects: (1) Organizational structure. The change in strategy required corresponding changes in organizational structure, the leading role of strategy, and the lag of organizational structure. (2) Resource allocation. Resource allocation, especially how

to effectively and reasonably allocate human resources to meet the needs of strategic implementation, should be given sufficient attention. (3) Culture. The successful implementation of a strategy was based on the shared beliefs and understanding of organizational members. Culture not only affected the analytical methods used by organizations, but also influenced the prevailing ways of thinking within the organization, thus influencing the implementation process of strategies. (4) Leadership. The four elements of leadership were power, basic understanding of people, encouragement to subordinates, and the organizational atmosphere created by leaders. Power was a necessary condition that entrepreneurs must possess. (5) Changes in internal and external environments. The internal and external environment was constantly changing, and some unpredictability of environmental changes can lead to inconsistencies between a company's strategic intentions and actions (Chen Wenjie, 2020). Because strategy formulation was a core link in the management innovation process of small and medium-sized enterprises, multiple factors needed to be comprehensively considered. Firstly, a comprehensive environmental analysis should be conducted on small and medium-sized enterprises, this included a comprehensive understanding of the external market competition situation and internal resources and capabilities. By gaining a deep understanding of industry trends, market demands, and evaluating their strengths and weaknesses, small and medium-sized enterprises can accurately grasp the changing trends in the external environment and their competitive advantages. Small and medium-sized enterprises needed to clarify their core competitive strategy, define their unique competitiveness and positioning. By analyzing the combination of external environment and internal resources, small and medium-sized enterprises can determine differentiated competitive strategies and target market positioning to gain competitive advantages in fierce market competition. Then, based on the core competitive strategy, small and medium-sized enterprises formulated management innovation strategies. These strategies can involve organizational restructuring, process optimization, technological innovation, and other aspects to improve management efficiency and innovation capabilities (Su Mingwei, 2024).

In summary, the formulation of influencing strategies includes both subjective and objective factors, subjective factors include cognitive ability, leadership, cultural level, etc., while objective factors include the inherent risk coefficient, internal and external environment, resource allocation, etc. These factors all affect the formation of a good strategy.

Characteristics of strategy

Analyzing the characteristics of strategy from a military perspective, due to the specific research object, content, and manifestation of strategy, it has its own distinct characteristics: (1) Global in nature. Global perspective was the primary characteristic of strategy, strategy was the highest decision-making of a country on military issues, at the highest level in the military field, with the widest scope of guidance. It is the "leader" and overall outline of various work, the basis for various activities, and coordinates all aspects and parts of military struggle. (2) Adversarial. The political nature of strategy itself was the basis for its confrontational nature and dependence. Any strategy served the interests of certain classes, nations, countries, and political groups, and this service was often achieved through the struggle of slow contradictions and conflicts. The adversarial nature of strategy had the characteristics of integrity and continuity. The adversarial nature of strategy was mainly manifested in the overall operation and planning of the national military struggle, with a broader space and time range, whether in peacetime or wartime, whether using war or non war methods, strategic confrontation always exists. (3) Strategicity. Strategy was a strategy and strategy proposed by a commander based on objective circumstances. It is a product of the combination of subjective and objective factors and a prominent feature of strategy. Essentially, it was a political choice with strict regulations, but in practical terms, it was also a choice of means. The strategic nature of China's strategy was characterized by strategic decision-making, foresight, overall planning, and flexibility and ingenuity. (4) Relative stability. Strategy was at the highest level in the military field, with a wide range of guidance and significant and far-reaching impact. It was the basis and criterion for all military activities, moreover, the guiding objects, theoretical principles, and basic content of the strategy had relative stability, so the

strategy had relative stability (Wang Wenrong, 2004). A good strategy should include: (1) Having long-term goals. Strategy must serve the goal, developed to achieve predetermined goals. (2) Utilize capabilities and resources. To achieve ambition, it was necessary to deploy its resources correctly, such as manpower, technology, facilities, and others. Strategy determines how to use them. (3) Creating a strategy was a comprehensive process. (4) Strategy was adaptable and dynamically changing. Perhaps the most important characteristic of strategy that was about the future. The execution environment of a strategy was always constantly changing. (5) Strategy was the top priority (Zhang Ji, 2017). An effective strategy required a reasonable goal setting. Only in this way can the strategy revolve around the goal and run through the entire goal from start to finish (Ge xujiao, 2019).

In summary, both military and economic strategies need to be applied, and different fields have different characteristics but also commonalities, setting goals is the common point in formulating strategies, so that the strategies formulated have practical significance.

Strategy formulation

Peter Ferdinand Drucker proposed eight key areas of goals in his book "Management Practice" (1954) : (1) Market; (2) Technological improvement and development; (3) Improve productivity; (4) Material and financial resources; (5) Profit; (6) Human resources; (7) The enthusiasm of employees is fully utilized; (8) Social responsibility. The basic content of Drucker's goal management theory is as follows: 1) The nature of goals in an organization: strategic goals, strategic goals, and plans and tasks; 2) The prerequisites for goal management; 3) The three stages of goal management: setting goals, achieving goals, and inspecting and evaluating results; 4) The three main characteristics of goal management are goal centered, emphasis on results management, and emphasis on human management. From a military strategic perspective, the formation and establishment of any strategy generally go through four stages:(1) Strategic investigation. (2) Strategic judgment. (3) Strategic decision-making. (4) Strategic plan. (Wang. Wenrong, 2004). Before embarking on strategic planning, two questions should be considered: (1) Where are we now

(background)? Where are we going (i.e. what is the vision)? (2) Why can we receive returns? What is our business (what is our mission)? Enterprise Vision (also known as Enterprise Vision), an enterprise was a vision and expectation for the future, a long-term goal that the enterprise strives to achieve through management, a blueprint for enterprise development, and a reflection of the eternal pursuit of the enterprise. Corporate mission: What is the business (task) of the enterprise? It described the basic functions of an organization in producing products and providing services to its customers in society, and the mission of an organization was the reason for its existence, which was the full significance of enterprise management. Strategic goals were specific performance goals that a company needed to achieve within a certain period of time in order to fulfill its mission. Strategic goals were further concretization of a company's mission, reflecting the direction and level of its business activities during a certain period of time. The focus and center of strategic planning lied in the formulation of strategic plans-what actions should be taken to achieve strategic goals (Cheng Rongfen, 2022).

In summary, any organization can determine strategic plans by setting goals, the setting of goals emphasizes the evaluation of strategy results to improve work efficiency and the effectiveness of organizational strategies. Therefore, a good strategy, an excellent leader will emphasize the importance of goal management theory.

Summary of this chapter: Strategy, also known as strategy, is widely used in politics, military, and economics, before making major decisions, go through rigorous steps such as recognizing the current situation and setting goals, and choose corresponding solutions based on the development and changes of the situation, ultimately achieving the goals. Strategy is of great significance to a country in politics, economy, culture, and other aspects, especially in modern times. Strategy theory is very rich and widely used in the economy, promoting the development of capitalist economy.

4M management theory

In the book "Modern Security Management", there were many causes of the mechanism that causes accidents. The use of system theory to analyze the problem. It Usually referred to as 4M management theory: (Men) -The unsafe behavior was the most direct factor in the accident; (Machine) -the state of insecurity was also the most direct cause of the accident; (Medium) -En environment was an important reason for constituting an accident; Management) -The lack of management was the indirect cause of the accident. According to the first letters of the four elements, it was referred to as the "4M theory" for short (Luo Yun, 2004).

4M is used in social security. Study in the essential safety of coal mine, there were many mechanisms of accidents. The use of system theory to analyzed the problem. It can be considered that the occurrence of any accident depends on the elements: man, Machine, Medium, Management. 1) Human elements. Because human unsafe behavior was the main cause of accidents; 2) the element of objects. Refers to the unsafe state of the production material involved in production and other non -production substances; 3) environmental elements. The essential safety environment of coal mine includes the geological environment and the operating environment (Zhang Guangyao, 2012). Japanese scholars Nishima Mao's pair of chain reactions conducted deep analysis and summary of the theory, and proposed four rough caused for safety accidents, namely: man-made cause (MAN), homework (media), management (manage- MENT), Machine, that was, "4M" theory (Niu Jufen, 2012). Based on the 4M theory and combined with the characteristics of emergencies, from the perspective of human factors, network environmental factors, social management factors, and inherent risk factors (MA-Chine), to the Internet Research on the influencing factors of the willingness to participate in the willingness to participate (Li Fengjing. Zhu Guang & Zhao Heng, 2021).

4M is used in education. The 4M entrepreneurial education model composed of the four major entrepreneurial education modules, including theoretical teaching, case teaching, business game and on -site experience, allowed students to understand the differences between risks, dangers, and adventure; let students see

the risks in the operation of the enterprise, Through effective management, resolve and avoid risks, etc. (Liu Rui. Zhu Yang & Jun Huangdan, 2015). The existing "4M1E" element was in line with the personnel, materials, equipment, rules and regulations and environment in the actual management of colleges and universities. Applying the "4M1E" element during the management of college laboratories can not only improve the quality of teaching, but also ensure that college laboratories can be ensured Management is more standardized (Zhang Ming, 2018). The 4M1E analysis method analyzed the problems existing in the safety management of university laboratories from five aspects, including experimental personnel, experimental equipment, and experimental equipment (Sang Xiaoming, 2021).

7S management theory

7S management theory came from Japan earlier. The earliest Japanese enterprises proposed "5S management" for the standardized issues of the work site, respectively, respectively, for SEIRI, SEITON rectification, SEISO cleaning, Seike Tsu cleaning and shitsuke literacy (Guan Zhensen. Lin Lina & Wang Gongxing, 2021). Enterprise Organization Seven Elements, first seen in the book "Japanese Management Art" by Riehard Tanner Pascale and Anthony G · Athos in 1981. The book summarized the seven elements necessary for the success of the organization-Strategy, Structure, System, Style, Staff, Skill), Shared Vision, and explained the interrelationship between the seven elements. Since these seven elements were expressed in English, they were all starting with "S", so referred to as the organization "7S element". In the 1970s and 1980s, Thomasj. peters served the McKinsey Management Consultant Company) and Robert H. Waterman tried to find the successful factors of outstanding companies, published the book "The Secret of Pursuing Excellence -U.S. Enterprise Success", and launched it. McKinsey 7s theory. McKinsey 7s theory refered to the comprehensive consideration of various factors in the process of organization, including Strategy, Structure, System, Style, Staff, Skill, Shared Vision (Lin Liling, 2021).

7S theory is widely used in corporate management. Taking the McKinsey 7s theory as the analysis framework, from the seven dimensions of strategy, structure,

system, style, personnel, and skills, the "time bank" pension mode was deeply analyzed (Lin Liling, 2021). With the help of the McKinsey 7S model from different dimensions, adhere to the qualitative combination of quantitative and theoretical combination practices, measure the level of occupationalization of the enterprise and re-examine the internal audit status of the enterprise (Meng Xianyu & Kong Wentao, 2020). Apply the McKinsey 7S model to organize the diagnosis of Company N and analyze the problems currently facing N Company's current (Liu Wenli, 2020).

7S theory is widely used in education management. From the perspective of the conflict between the teacher-student relationship and the conflict of teachers and students, the 9S model of organizational management innovation was built on the basis of the McKinsey 7S model, that is, the innovation of values, strategy, and learning, including hardware of management environment, management structure, and management technology Innovation, including software innovation of members, systems, and styles (Zhang Hongchun, 2020). In the case of analyzing the problems of the existence of network ideological and political education in colleges and universities, combined with the construction of the McKinsey 7S mode to study the construction of college students' network ideological and political education and education system, it was expected to improve the level of network ideological and political education in colleges and universities (Bai Yunli & Xu Jianghong, 2020). Implement "7S Management" in secondary vocational colleges to help schools establish education values for sustainable development of vocational school students based on the philosophy of survival theory, and simulate the management environment of the living environment, allow students to participate in the process of evaluation and evaluation In the middle, through the evaluation, actively construct the behavior habit that adapts to the management model of the enterprise (Guan Zhensen. Lin Lina & Wang Gongxing, 2021).

Table 2.7 The concept of 4M management theory and 7s management theory

Type	Definition	Apply in enterprise management	Application in education
4M management theory	Man Media Management Machine	Any accident depends on the 4 aspects of 4M theory (Luo,Yun. 2004); The occurrence of coal mine safety accident depends on the elements of 4M theory (Zhang Guangyao, 2012); There are four factors related to public health events and human factors (MAN), network environmental factors (Media), social management factors (Management), and inherent risk factors (MA-Chine). (Li Fengjing. Zhu, Guang. & Zhao Heng, 2021)	A 4M entrepreneurial education model composed of four entrepreneurial education modules, including theoretical teaching, case teaching, business games and on -site experience, through effective management resolution and avoiding risks, etc. (Liu Rui. Zhu Yang. & Jun Huangdan, 2015); Apply 4M1E during the management of college laboratories (Zhang Ming, 2018); The 4M1E analysis method analyzed the problems existing in the safety management of hazardous chemicals in colleges and universities (Sang Xiaoming, 2021)
7s management theory	Strategy Structure System Style Staff Skill SharedVision	In-depth analysis of the "Time Bank" pension mode with the McKinsey 7s theory (Lin Liling, 2021); Use the McKinsey 7S theory to measure the professionalization level of the enterprise and re - examine the internal audit status of the enterprise(Meng Xianyu & Kong Wentao, 2020); Apply	From the perspective of the conflict between the teacher-student relationship and the conflict of teachers and students, the 9S model of organizational management innovation was built on the basis of the McKinsey 7S model. (Zhang Hongchun, 2020); Combined with the construction of the McKinsey 7S model to study the construction of college

Table 2.7 (Continued)

Type	Definition	Apply in enterprise management	Application in education
		the McKinsey 7S model to organize the diagnosis of Company N and analyze the problems currently facing N Company's current (Liu Wenli, 2020)	students' network ideological, political education and education system (Bai Yunli & Xu Jianghong, 2020); Implement 7S Management in secondary vocational colleges to establish educational values based on the philosophy of survival theory, correct and effective sustainable development of educational values (Guan Zhensen. Lin Lina & Wang Gongxing, 2021)

SWOT theory

SWOT analysis is also known as Dawes matrix or comprehensive situation analysis. It was first proposed in 1971 by Professor Andrews of United States Harvard Business School in the "Concept of Corporate Strategy" and systematically elaborated. The four letters in the SWOT analysis are abbreviations of four English words, which are the acronyms of four words, such as Strengths, Weaknesses, Opportunities, and Threats. SWOT analysis is characterized by being structured and systematic. From the perspective of structure, in terms of form, the SWOT analysis method constructs the SWOT structure matrix according to the analysis factors, and gives different analysis meanings in different areas of the matrix. From a systematic point of view, in terms of content, SWOT analysis method comprehensively and systematically grasps the internal and external development environment of the research object, and according to the research results, it organically combines the "what can be done" (the strengths and weaknesses of the organization itself) and

"what can be done" (the opportunities and threats given by the environment), and systematically analyzes it, and then determines the scientific development strategy.

Steps of a SWOT analysis:

Step 1: Comprehensive analysis of the internal and external environmental impacts of the research object. Through questionnaires, interviews and other research methods, various influential environmental factors of the research object are investigated, that is, the internal environmental factors and external environmental factors that affect the research object.

Step 2: Use the four factors of SWOT to construct the matrix. There are four analysis dimensions in SWOT, if the four dimensions are arranged according to different standards, and different influencing factors are filled into the matrix, they can produce different effects after combination, and the SWOT matrix is formed, that is, the SWOT analysis model. In the typical SWOT analysis matrix, the opportunity (O), advantage (S), disadvantage (W), and threat (T) are combined and analyzed, and the factors in the four quadrants are combined and analyzed by giving full play to their own advantages to overcome their own disadvantages, using external opportunities to deal with external threats, giving full play to their own advantages to use external opportunities, and using external opportunities to overcome their own disadvantages. Four other quadrants in the analysis matrix: S-O countermeasures, W-O countermeasures, S-T countermeasures, W-T countermeasures, that is, to give full play to the strengths, overcome the weaknesses, take advantage of the opportunity factors, and defuse the threat factors. The enumeration and analysis of the four factors in this step is very important and is an important basis for forming the next step.

Step 3: Through the analysis of the influencing factors of the matrix of SWOT structure, various factors are arranged and measured, and combined with each other, so as to use the opportunity factors, give full play to the advantages factors, overcome the weaknesses and resolve the challenge factors in the organizational development, and finally determine the strategic choice of the future development of the research object.

Higher Vocational College

The concept of higher vocational colleges

According to the Higher Education Law of the People's Republic of China (1999), higher education refers to education implemented on the basis of completion of higher secondary education. Higher education was divided into junior college education, undergraduate education and graduate education. The basic study period of specialized education was two to three years. Specialized education should enable students to master the basic theories and specialized knowledge necessary for the specialty, and had the basic skills and preliminary ability to engage in the practical work of the specialty. The establishment of institutions of higher learning offering specialized education shall be subject to examination and approval by the people's governments of provinces, autonomous regions and municipalities directly under the Central Government and submitted to the administrative department of education under The State Council for the record. Institutions of higher learning for specialized education referred to this Law were referred to as higher vocational colleges. The document issued by the Ministry of Education of the People's Republic of China, "Several Opinions of the Ministry of Education on Comprehensively Improving the Teaching Quality of Higher Vocational Education" (2006), clearly states: "As a type of higher education development, higher vocational education shoulders the mission of training highly skilled talents for the needs of production, construction, service and management, and plays an irreplaceable role in accelerating the process of socialist modernization construction in China. China Education Encyclopedia (2012) defined higher vocational colleges as higher vocational education colleges that train advanced practical and applied talents. It was a higher level school in vocational and technical education colleges, which recruited graduates of secondary vocational and technical schools, ordinary high school graduates and middle-level skilled workers with corresponding cultural level and practical experience. The Vocational Education Law of the People's Republic of China (2022) defined vocational education as education implemented in order to cultivate high-quality technical and skilled talents, enabling learners to possess

comprehensive professional qualities and action abilities such as professional ethics, scientific culture and professional knowledge, technical skills, etc. necessary for engaging in a certain profession or achieving career development, including vocational school education and vocational training.

Higher vocational colleges are vocational and technical colleges that train high skill and special applied talents. The International Classification of Education classified the teaching arrangements in the period of higher education into two types: The first was the theoretical type, cultivating research talents, that was, professional talents engaged in high-tech research; The second type is applicable and technical, training suitable for specific and situational working talents (Ye Chunsheng, 1998). Higher vocational education referred to a type of higher education that undertakes the task of vocational higher education and aims to cultivate technical senior professionals. It is a specific education with strong vocational and applied characteristics in higher education (Pan Maoyuan, Wang Weilian, 2007). Higher vocational colleges referred to independent higher vocational colleges which mainly recruits full-time high school graduates and secondary school graduates and aim at cultivating high-skill applied talents (Yin Lei, 2018). Vocational colleges mainly recruited graduates from ordinary high schools and secondary vocational schools, teach college cultural knowledge and professional cultural knowledge, conduct professional ability and vocational skills training, and study for two or three years to cultivate high-skilled talents, with special emphasis on training application-oriented, craft oriented and composite high-skilled talents (Xu Lishuang, 2016).

Higher vocational colleges were short for higher vocational colleges, generally also known as higher vocational colleges. At the end of the 20th century, the Ministry of Education required the standardization of the names of ordinary colleges and universities, and the unified suffix of normal, medical, and public security colleges was "college of higher education", while the unified suffix of normal, non-medical, and non-public security colleges was "vocational and technical college" or "vocational college" (He Jinjin, 2018). Higher vocational colleges were vocational and technical education aimed at cultivating practical and skilled professionals with

certain theoretical knowledge and strong practical ability for grass-roots, production, service and management front-line vocational positions, and were the advanced stage of vocational and technical education (Yu Yaping, 2020). Higher vocational colleges were referred to as higher vocational colleges. From the level point of view, higher vocational colleges belonged to higher education, which was a high-level practical technical education. In terms of type, higher vocational colleges belonged to higher vocational education and had distinct practical application characteristics. They were schools that train applied talents to implement professional knowledge, skills and technology training for the educated according to the needs of national and social economic development (Zhao Xueping, 2023).

Higher vocational schools have the dual attributes of vocational education and higher education. Higher vocational colleges usually referred to higher vocational colleges in China that undertook higher vocational education after high school (general high school education and secondary vocational education), including public and private higher vocational colleges, higher vocational colleges at the junior college level and higher vocational colleges at the undergraduate level (Shao Jiandong 2020). China's higher vocational education was mainly organized and implemented by three types of educational institutions. The first type was vocational and technical colleges, vocational colleges, vocational universities and higher technical colleges at the three-year junior college level; The second type was vocational universities, vocational and technical universities at the four-year undergraduate level. The third category was a group of higher vocational majors set up in ordinary undergraduate colleges, especially regional undergraduate colleges (Yang Xiuping, 2023).

The "higher vocational colleges" referred to in this study are mainly defined as higher vocational and technical education whose main educational direction is higher vocational and technical education, rather than higher educational institutions whose educational content is partly higher vocational education. Therefore, the higher vocational colleges defined in this study refer to the first three types of school-running bodies, namely vocational universities, junior colleges and independent

higher vocational (technical) colleges, and other types of higher vocational education are not within the scope of this study.

Table 2.8 The concept of higher vocational colleges

NO.	concept	Author
1	In order to cultivate high-quality technical and skilled talents, education is implemented on the basis of completing advanced secondary education.	Higher Education Law of the People's Republic of China (1999), (Several Opinions of the Ministry of Education on Comprehensively Improving the Teaching Quality of Higher Vocational Education) (2006), Encyclopedia of Education in China (2012)
2	Vocational colleges are vocational and technical colleges that cultivate high skilled and special applied talents.	Pan Maoyuan & Wang Weilian (2007), Ye Chunsheng (1998), Xu Lishuang (2016), Yin Lei (2018).
3	Vocational colleges are the abbreviation for higher vocational colleges, generally also known as higher vocational colleges.	He Jinjin (2018), Yu Yaping (2020), Zhao Xueping (2023)
4	Higher vocational schools have dual attributes of vocational education and higher education.	Shao Jiandong (2020), Yang Xiuping (2023)

Characteristics of higher vocational colleges

Higher vocational education was the high-level of vocational education, was a component of higher education, was the ideological and political professional ethics education for the educate, imparting vocational knowledge, training vocational skills, vocational guidance, the implementation of the "dual certificate system "(graduation certificate and vocational qualification certificate) of higher education and

employment education (Metallurgical Education Society of China, 1998). The document "Several Opinions of the Ministry of Education on Comprehensively Improving the Teaching Quality of Higher Vocational Education" (2006) issued by the Ministry of Education of the People's Republic of China pointed out that higher vocational education aims to cultivate high-quality and skilled professionals for modernization construction, enriched the structure of higher education system and formed the framework of higher vocational education system, and higher vocational colleges should strengthen quality education and strengthen professional ethics. Clear training objectives, training high-quality skilled personnel. Higher vocational colleges were also hierarchical, and the educational levels from high to low were: junior college, national model higher vocational colleges, provincial key higher vocational colleges, ordinary higher vocational colleges, private higher vocational colleges, adult branch schools, and secondary professional schools (Xu Lishuang, 2016).

Higher vocational colleges have their particularity in cultivating talents. Comprehensive service higher vocational education was the advanced stage of vocational education. Compared with students in secondary vocational schools, students cultivated by vocational colleges should achieve higher technical skills and have stronger innovation ability to connect with the development of national high-end industries and emerging industries (Zhou Dengchao, 2013). Compared with ordinary colleges and universities, higher vocational colleges aimed to cultivate applied and technical talents, while ordinary colleges and universities aimed to cultivate academic and composite talents. The former emphasizes practice, while the latter focuses on theoretical learning (Xu Lishuang, 2016). From the perspective of talent training objectives, higher vocational colleges trained with High-tech skills that cultivate moral techniques and met with the dual needs of students' personal development and social and economic development. In terms of individual training, we should not only improve students' vocational skills to prepare for employment, but also cultivate students' professional sentiment, and cultivate students' positive

and striving for excellence professional attitude. In terms of serving society, we would meet the needs of social and economic development. (Huamin Zhang, 2022).

The cultivation idea of higher vocational education has its particularity. It did not focus on theoretical education and systematic knowledge, but on competency-based education and on cultivating necessary abilities to meet the needs of future work (Yang Deguang, 2009). Vocational education had the inherent characteristics of serving or facing most groups in society: (1) Adaptability. It was the fundamental task of vocational education to train applied and operational talents to meet the needs of society, and vocational education must adapt to the needs of society and constantly change. (2) Practicality. It emphasized that the goal of vocational education was to cultivate all kinds of applied and operational talents, so practicality was an important feature of its curriculum. (3) Sociality. It was emphasized that only by taking root in various vocational fields of society and forming close cooperative relations with enterprises can vocational education be run well. (4) Popularity (Xu Guoqing, 2007). The training goals of higher vocational colleges had strong applicability, oriented to industry, enterprises, and production and service line, so as to improve the service line (Liu Haiming, 2023). Compared with ordinary colleges and universities, higher vocational colleges cultivate application-oriented technical talented for the society. Their majors and curriculum setup were centered on major construction, and the whole curriculum system highlights the practicability and application of majors, while ordinary colleges and universities were centered on discipline construction, and their majors and curriculum setup were based on disciplines, and the knowledge they taught covers a wide range (Xu Lishuang, 2016).

To sum up, higher vocational colleges and undergraduate colleges have obvious differences, with distinct characteristics of practice, adaptability, local, industry, etc., training objectives, training ideas are different from other higher education schools, with their unique characteristics.

Summary of this chapter: Higher vocational college is the abbreviation of higher vocational college, is a component of higher education, but different from

other higher education. In the concept of running a school, the goal of training talents and so on have their particularity.

Higher Vocational College students

The concept of college students in vocational colleges

The Higher Education Law of the People's Republic of China (2018) stipulated that those who had graduated from senior secondary education or had equivalent academic qualifications, after passing the examination, would be admitted by institutions of higher learning that implements corresponding academic education and obtain admission qualifications for junior college students. The college students in higher vocational colleges mentioned in this research were a type of junior college students.

Higher vocational schools, namely higher vocational schools, were the advanced stage of vocational and technical education, and the higher vocational students in the study are the students of ordinary colleges and universities who receive full-time education and were admitted through the unified national entrance examination (Zhu Su, 2017). Vocational students referred to the group of students who studied theory and professional technology in higher vocational colleges. Compared with undergraduates, vocational college students had stronger practical ability and faster improvement of vocational action ability, which was directly related to the long-term industry-university-research combined education in vocational colleges (Ji Xinhao, 2019). Higher vocational students were mainly three-year junior college students trained by vocational colleges at the junior college level (Sang Lei, 2020). Higher vocational colleges generally had two-year, three-year and five-year junior colleges, among which two-year junior colleges were relatively rare. This study mainly focused on three-year or five-year junior college students in higher vocational colleges, who was often described as junior college or junior college students in the recruitment of the talent market (Zhou Dan, 2022).

Table 2.9 The concept of higher vocational college students

NO.	Concept	Author
1	Students from regular higher education institutions at the vocational (college) level who receive full-time education and are admitted through the national unified enrollment examination	Higher Education Law of the People's Republic of China (2018), Zhu Su (2017)
2	Three year or five-year vocational college students in vocational colleges.	Sang Lei (2020), Zhou Dan (2022)
3	College students who study theory and professional skills in higher vocational colleges and have strong practical abilities.	Ji Xinhao (2019)

Characteristics of higher vocational college students

College students in higher vocational colleges present the following particularities in cognitive level, individual psychology, moral emotion and goal needs:

Limited cognitive level. The quality of students is poor. Higher vocational colleges belonged to the group of specialized colleges. Most students had low college entrance examination scores, low cultural foundation, insufficient learning ability and motivation, and unclear learning purpose. Most students had no understanding of their major and future career planning, and were confused about their future prospects (Gao Wei, 2014). The group of higher vocational college students was affected by network culture, strong self-awareness, weak team cooperation, and insufficient ability to withstand setbacks; Poor ability to distinguish right from wrong, often went with the flow, blind thinking, easy to be changed by others (Feng Cuiqin, 2019). The sources of students in higher vocational colleges were diverse and their cognitive levels were uneven. On the whole, the cultural basis of students in higher vocational colleges was relatively poor (Zhang Hongda, 2020).

In higher vocational colleges, most students were in a disorganized learning state, and because of factors such as family environment and living habits, their learning consciousness was relatively weak, and they did not have a clear life goal and plan, and students cannot fully concentrate on class (Ma Yingtai, 2021). A small number of students were confused about the future and goals, lack of aspirations, immature outlook on life and values, often focusing on short-term interests, rather than making plans for the future. Some students might linger on the edge between reality and ideal, unable to make choices, lacking social understanding and social practical experience, and staying in a hazy state all day long, resulting in superficial social outlook, which seriously affects physical and mental development (Shen Xiang, 2019). Some higher vocational colleges generally paid too much attention to students' learning skills, ignore ideological education, moral quality and relevant legal knowledge, they thought that students' main focus was learning, resulting in students' lack of ability to judge right and wrong and have no knowledge of things outside of learning, resulting in poor self-restraint ability (Han Chunle, 2017).

Poor mental quality. The physical and mental development of higher vocational college students was still in the immature stage of development, and they were easy to be impulsive and impatient in the process of understanding and deal with problems, and it was difficult to effectively control their emotions. This results in a particularity of current higher vocational college students-strong independent consciousness but weak self-emotion regulation ability. There was a sense of frustration in the face of ideal and reality, and various mental health problems continue to accumulate, resulting in the formation of individual psychological imbalance (Xu Lishuang, 2016). Lack of self-confidence. Vocational college students liked to express themselves and hoped that parents and teachers can see their advantages, but since most of them had experienced failure in the college entrance examination, it was easy to doubt their ability (Wang Zhidian, 2019). Vocational college students in the face of ordinary college students, there would be some students have inferiority, thought that they studied in vocational colleges because poor learning ability, and self-confidence was seriously frustrated, When

there was no confidence in doing things, and gradually caused a certain ideological pressure. Inferiority was a common psychological feature in vocational colleges, and long-term inferiority was easy to make feelings fragile, resulting in psychological disorders and individual psychological imbalance (Shen Xiang, 2019). The students in higher vocational colleges were frustrated in the face of ideal and reality. Active thinking but lack of necessary value judgment criteria; Strong sense of independence but weak ability of self-emotion regulation (Zhang Hongda, 2020). Students in higher vocational colleges, because this stage was the adolescence of students, students were more ambitious and had higher expectations for society, but they were very confused in employment, and there was a serious rebellious psychology (Ma Yingtai, 2021).

Lack of sense of responsibility. Vocational college students showed a cold attitude and lack of sense of responsibility in dealing with some issues, lacked the necessary value judgment standards in dealing with some issues, and had not formed a correct view of money and other values. They loved motherland and the Communist Party of China, firmly supported the Party's line and policies, and had strong patriotism. Some college students were not active in honesty and helping others (Xu Lishuang, 2016). Some students did not understand the law knowledge, poor sense of life, do illegal things. This mode of education, which only focused on learning, cannot improve personal literacy, but also affected theoretical knowledge learning and seriously hinders students' all-round development (Shen Xiang, 2019). Some college students were not active in honesty and helping others, and hedonism and money worship affect college students to form correct values and responsibilities (Zhang Hongda, 2020).

Special training goals. The target needs were diversified, and application-oriented talents with strong comprehensive vocational ability and high overall quality were cultivated for production and service. However, with the diversified market demand for high-skilled talents, acquiring skills was their primary target demand, and the improvement of other comprehensive abilities was also their important target demand (Xu Lishuang, 2016). The training goal of higher vocational education

determined the applicability of technical skills of students in higher vocational colleges (Zhang Hongda, 2020).

Poor learning ability. The cultural foundation of students in higher vocational colleges is relatively poor. Ordinary high school graduates who were enrolled in higher vocational colleges through the national college entrance examination, had certain theoretical knowledge, but their overall cultural foundation level was not high due to their poor self-control ability and lacking of learning motivation. While junior high school graduates and vocational high school students enrolled in a five-year system had certain skills and practical ability, but there were also obvious problems such as not deep theoretical foundation, improper learning attitude and not strong learning consciousness (Xu Lishuang, 2016). Some students had poor learning ability, weak basic knowledge, no understanding, and were playful and lazy mobile phone controlling, and these students tended to have weak organizational awareness, insufficient awareness of time, inactive learning attitude, weak desire to learn, low self-requirements, and generally lacked interest and motivation to learn (Feng Cuiqin, 2019). The learning initiative of some vocational college students was slightly different from that of undergraduate students in terms of learning initiative (Zhang Hongda, 2020). In higher vocational colleges, most students were in a disorganized learning state, and because of factors such as family environment and living habits, their learning consciousness was relatively weak, and they did not have a clear life goal and plan, and students cannot fully concentrate on class (Ma Yingtai, 2021).

To sum up, college students had the characteristics of limited cognitive level, poor psychological quality, lacked of responsibility consciousness, special training goals, poor learning ability and so on.

Summary of this chapter: Due to the particularity of higher vocational colleges, the source of students was different from that of undergraduate colleges, and the students in higher vocational colleges also showed special characteristics. The analysis of the characteristics of higher vocational college students was helpful to formulate targeted strategies suitable for them.

Related Research

Domestic Research

At present, China is implementing the policy of comprehensively governing the country according to law, and many scholars have conducted a series of researches on comprehensively governing the country according to law. In the field of higher vocational colleges, many scholars have conducted researches on improving the rule of law awareness, rule of law literacy and effectiveness of the rule of law education of college students, but there are not many articles on the rule of law education system of higher vocational colleges. Most of the rule of law education system of higher vocational colleges is included in the rule of law education system of teenagers.

Research on the main body of the rule of law education system:

The juvenile rule of law education system constructed was a "five-in-one" juvenile rule of law education system composed of juvenile state organ rule of law education, juvenile school rule of law education, juvenile social rule of law education, juvenile family rule of law education and juvenile self-rule of law education. The "five" of this "five in one" were state organs, large, middle and primary schools, social organizations, enterprises and institutions and members of society, young people's families, and young people themselves, all of which were indispensable, inseparable, interconnected and common development (Duan Fan, 2021). First, we should take colleges and universities as the main body and educate people everywhere at all times. Second, we should guide parents to cooperate with the school and care for and understand the students. Third, we must unite social forces to carry out education on the rule of law. Universities, parents and social forces jointly promoted the construction of the rule of law education system. (Zhou Xi & Zheng Yue, 2020)

On the problems existing in the current rule of law education:

(Zhou Xi & Zheng Yue, 2020) The following problems existed: (1) The curriculum system was not perfect, students had limited ways to receive legal education. (2) Unbalanced professional teaching staff, limited ability to carry out

education on the rule of law. (3) Students lacked basic legal literacy, had weak legal awareness, had fewer opportunities to use the law to protect themselves, and their awareness of abiding by the law and protecting their rights had weakened. (Jian YingHui & Tian JianXin, 2023) The following problems existed: (1) The weakness of traditional rule of law ideology seriously restricted the development of rule of law education. (2) Rule of law education lacked overall planning and accurate positioning. (3) The curriculum was not scientific and reasonable. (4) College students had weak awareness of rule of law. Some students thought that "more than one thing was better than less". (Guan Qi, 2022) believed that the current legal education in higher vocational colleges had the following problems: (1) In the course of classroom teaching, ideological and political teachers, when introducing and interpreting the abstract content of the rule of law, ignored the concretization of the knowledge required by college students, and did not pay enough attention to the absorption and transformation ability of college students. (2) Students lack the mastery of specific legal knowledge, and there are few channels to acquire special legal knowledge outside the classroom and books. (3) The mode of rule of law education is single. (4) When college students encounter legal matters, they lacked professional guidance and are easy to blindly follow the trend and fall into legal misunderstandings. (5) Among the teachers of ideological and political courses, the proportion of teachers with legal background s relatively low.

Strategic research on improving the effectiveness of rule of law education in higher vocational colleges:

(Guan Qi, 2022) Puts forward the following strategies: (1) The dialectical relationship between "learning" and "application" in the rule of law education of college students in higher vocational colleges should adhere to the rule of law education concept of "applying learning to application, promoting learning with application, and promoting learning with application". (2) Focusing on how to learn law well, we should start from both subjective and objective aspects: Subjective, actively mobilize the enthusiasm of college students to study law, change the traditional infusion education. (3) The transformation from "learning" to "using" was a

gradual process. and transform the knowledge of the rule of law into the rule of law practice activities around the needs of college students. (Jian YingHui & Tian JianXin, 2023) Thinks from the following aspects: (1) The formation of the rule of law pattern of "governing the university according to law" for the management system of colleges and universities, it should establish a rule of law pattern of "there was law to follow, law enforcement must be strict, justice and law abiding by the whole people". (2) Reform the "rule of law education" classroom for college students. For education courses on the rule of law, the standard of one-fourth of the class hours of the course was guaranteed. Secondly, through the method of thematic teaching, teachers with legal background were required to teach the legal part of this course. Thirdly, we attached importance to the practical part of this course. (3) To improve the rule of law literacy of faculty and staff, it was necessary to strengthen the construction of teacher ethics and ethics of all faculty and staff.

Summary: To sum up, Chinese scholars' current research on the rule of law education system of college students in higher vocational colleges has achieved a lot of results. From the perspective of the research on the whole system, most of them are in local research, and there are problems such as insufficient systematic research and insufficient depth of research in theory, and insufficient experience summary and insufficient effectiveness in practice. These problems need to be solved urgently. There is still much room for research on the rule of law education system of college students in higher vocational colleges.

Foreign Research

The following is a summary of the research on rule of law education in two major European and American countries, the United States and the United Kingdom, and two representative Asian countries, Japan and Singapore.

Research on American rule of law education. According to the Rule of Law Education Act of the United States, rule of law education referred to "education that enables non-legal professionals to acquire knowledge and skills related to law, legal process, and the legal system, and to understand the basic principles and values on which it is founded." In a sense, American youth rule of law education was a kind of

value education, and cultivating citizens' recognition of social values had always been the basic idea of American youth rule of law education (Zhang Ran, 2024). As a country with the most developed economy and higher education in the world, the United States had its own characteristics in cultivating the concept of rule of law and the spirit of contract among college students, and had established an effective training mechanism. (1) Legal system guarantee mechanism. First, clarified the goal of rule of law education by legislation; Second, established the professional guidance agencies. (2) Classroom teaching mechanism. First, offered the rule of law courses in American universities; Second, a professional and diversified teaching team; Third, the content of rule of law education was rich, and there was no unified national textbook for rule of law courses in American universities; (3) Extracurricular practice formation mechanism. First, carried out the “second classroom”; Second, developed service learning; Third, project citizenship; (4) Environmental carrier education mechanism (Zhang Yaguang, 2018). This paper discussed in detail the general rule of law education rather than legal professional education implemented by American universities for undergraduates. This paper expounded the rule of law education for undergraduates in American universities in an all-round way from the aspects of course teaching, student management, student service and rule of law practice (Lai XueMei & Xiao Ping, 2018). The construction mode of the rule of law education system in American universities had obvious characteristics, which was reflected in the following three aspects. First, the rule of law education in universities presented a strong political view. Second, the education of the rule of law was primarily about the education of ideas. The third, the diversification of the rule of law education methods and content levels. (Liao Huan, 2023).

A study on the rule of law education in Britain. Starting from citizenship, citizens should know what their status means, and citizens must receive education in the rule of law if they wanted to practice their civil rights, fulfill their civic duties and pursue a life of civic virtue. The education of citizens' legal rights was the core content of the civic education process, and open rule of law education may tend to sacrifice rights as the cost of learning obligations (Derek Hitt, 2010). On the whole,

there was no unified civic education curriculum in British higher education, but it did not mean that there was no rule of law education. The rule of law education had a unique way and was mainly integrated into other education. In terms of education forms, British schools mainly taught civic education separately, integrated civic education content into other courses, integrated civic education into school daily life, encouraged students to actively participate in school activities and management, and carried out practical teaching activities through mock trial competitions and establishing cooperative relations with law firms (Che Lei, 2021).

Research on rule of law education in Japan. rule of law education was embodied in three aspects: (1) Integrated the rule of law education into the spiritual education, and put it in the core position of the rule of law and moral education in Japan; (2) Integrated the rule of law education into the personality education; (3) Integrated the rule of law education into survivability education (Wang Bei, 2016). Japan used new media technology to summarize a set of legal education methods suitable for Japanese universities: (1) In terms of legal construction, Japan had formulated complete laws and regulations. (2) To formulate the principles of rule of law education in colleges and universities. First, constructed the principle of people-oriented education. Second, establish the use principle of cooperation and sharing. Finally, improved the data analysis system (Liao Huan, 2023).

Research on rule of law education in Singapore. (1) the education of rule of law in Singapore is in line with moral education; (2) The content of its rule of law education is more inclined to the reality of students' life. In addition to using legal provisions as teaching materials; (3) Its rule of law education has strict rewards and punishments; (4) In addition to school education, parents' cooperation, community cooperation, and government cooperation are the main ways for their rule of law education (Yu Jun & Zhang Ze Qiang, 2012). The rule of law education in Singapore adopts cross-education and attaches importance to the comprehensive education of moral education (Zhang Xiaoqin, 2023).

Summary: To sum up, the rule of law education system in foreign countries is based on the research of rule of law education, and the rule of law education in universities mostly has a special rule of law course, except in Britain. Moreover, they all pay attention to the practice of the rule of law, carry out a wealth of extracurricular activities.

Chapter 3

Research Methodology

The research focuses on optimizing the rule of law education system for higher vocational students in Guangdong. The purpose of research can be divided into three steps: 1. To study the current situation of the implementation of the rule of law education for higher vocational students in Guangdong. 2. To develop strategies to optimize the rule of law education system for higher vocational students in Guangdong. 3. To evaluate the strategies for the rule of law education system for higher vocational students in Guangdong. For this purpose researcher used mixed method of research and divided into adopt the following research procedures, as shown below.

1. The population / Sample Group
2. Research Instruments
3. Data Collection
4. Data Analysis

Step 1: Investigate the current situation of the rule of law education system for higher vocational students in Guangdong.

Step 2: Formulate strategies for optimizing the rule of law education system for higher vocational students in Guangdong.

Step 3: Evaluate the feasibility of the strategies for optimizing the rule of law education system for higher vocational colleges students in Guangdong.

The research structure diagram is shown in Table 3.1:

Table 3.1 Research Methods 3 steps

Research steps	Target group	Instruments	Data analysis	Objectives
step1: Research on the problems and factors of the rule of law education system of higher vocational college students in Guangdong	382 students from 5 higher vocational colleges	Questionnaire	X and S.D. modified	To study current situation of the implementation of the rule of law education system of higher vocational college students in Guangdong.
Results: Problems and influencing factors in the implementation of the rule of law education system for higher vocational students in Guangdong.				
Step2: Formulate strategies to optimize the rule of law education system of higher vocational college students in Guangdong	10 teachers and administrators in 5 higher vocational colleges	Interviews Focus Group Discussion	Hybrid analysis Statistical analysis	To develop strategies for optimizing the rule of law education system of higher vocational college students in Guangdong
Results: Form optimizing measures for the of law education system of higher vocational college students in Guangdong				
Step3: Evaluate the strategy of optimizing the rule of law education system of higher vocational college students in Guangdong	3 teachers from 3 higher vocational colleges and 2 legal workers	evaluation Form	thematic analysis	To evaluate the strategy of optimizing the rule of law education system of higher vocational college students in Guangdong
Result: the adaptability and feasibility of the strategy of optimizing the rule of law education system for higher vocational students in Guangdong.				

Population/Sample Group

The Population

The population of research population includes 61494 persons related to the develop strategies to optimize the rule of law education system for college students in higher vocational colleges in Guangdong, classified as:

- 1) Students 60700 persons
- 2) Teachers 170 persons
- 3) Administrators 624 persons

The Sample Group

Questionnaire and interview groups: the sample group of this study includes 382 persons relate to the develop strategies to optimize the rule of law education system for college students in higher vocational colleges in Guangdong. The sample group is determined to use the table provided by Krejcie and Morgan (Krejcie and Morgan, 1970) for random sampling. According to the stratified random sampling method, it is classified into 1) Heyuan Polytechnic 88 persons 2) Guangdong Meizhou Vocational and Technical College 38 persons 3) Guangdong Songshan Polytechnic 105 persons 4) Shanwei institute of technology 63 persons 5) Luoding Polytechnic 88 persons.

Purposive sampling was used to selected 5 teachers and 5 related administrators from 5 vocational colleges as interview subjects.

- 1) legal teachers 5 persons
- 2) related administrators 5 persons

1. Interview 5 teachers. Respondents must have: 1) associate professor or above; 2) working in higher vocational colleges for more than 10 years.

2. Interview 5 administrators. 1) a professional title of lecturer or above; 2) Having worked in school for more than 10 years, familiar with the specific situation of the school's legal publicity work, daily legal teaching work, and student management work.

As show in Table 3.1:

Table 3.2 The sample group

NO.	object	Population			Sample Group		
					questionnaire	interview	
		Students	Law teachers	administ rators	Students	Law teachers	adminis trators
1	Heyuan Polytechnic	14000	38	171	88	2	2
2	Guangdong Meizhou Vocational and Technical College	6000	18	60	38	1	0
3	Guangdong Songshan Polytechnic	16700	55	200	105	0	1
4	Shanwei institute of technology	10000	25	93	63	2	0
5	Luoding Polytechnic	14000	34	100	88	0	2
Total		60700	170	624	382	5	5

Evaluation group: using purposive sampling method, select 3 experts and 2 lawyers as members of focus group and evaluation form. Follow table 3.2

- 1) experts 3 persons
- 2) lawyers 2 persons

Table 3.3 Lists of experts and lawyers

NO.	Place of work	Position
Expert1	Heyuan Polytechnic	teacher
Expert2	Luoding Polytechnic	teacher
Expert3	Guangdong Songshan Polytechnic	teacher
Expert4	in Shanwei City	law
Expert5	Senior lawyer in Meizhou City	law

The research is divided into three steps:

Step 1: A survey questionnaire is used to randomly select 382 students and investigate the current situation of the implementation of the rule of law education for college students in vocational colleges in Guangdong.

Step 2: Use interview method, research on strategies for optimizing the rule of education system for vocational college students in Guangdong.

Interview 5 legal teachers. The interviewee must possess: 1) A professional title of associate professor or above; 2) Engage in legal education and teaching for more than 10 years. Interview 5 related administrators. The interviewee is a worker in the academic and publicity departments. The interviewee must possess: 1) a professional title of lecturer or above; 2) Having worked in school for more than 10 years, familiar with the specific situation of the school's legal publicity work, daily legal teaching work, and student management work.

Step 3: Use interview method, evaluation of strategies for optimizing the rule of law education system for vocational college students in Guangdong.

The qualification requirements for experts in vocational colleges are: 1) Having engaged in vocational education for more than 15 years; 2) Having rich experience in educational management; 3) Associate professor or above professional title. Lawyer's requirements: 1) Engaged in the legal industry for more than 15 years; 2) Having rich experience in handling juvenile delinquency cases.

Research Instruments

In order to formulate strategies for optimizing the rule of law education system of higher vocational college students in Guangdong, the instruments used in this study include a questionnaire survey, in-depth interviews, and effectiveness evaluations.

Questionnaire survey

Design purpose: By collecting data to study the current situation and influencing factors of the implementation of the rule of law education system of higher vocational college students in Guangdong, it is divided into 2 parts, as follows:

Part 1: Determine the basic information of the respondents, including gender, major, grade, and universities.

Part 2: Issues related to the implementation of the rule of law education system of higher vocational college students in Guangdong, which are closely related to students.

This section is divided into 4 steps:

Step 1: Set up questionnaire. To construct a questionnaire on the current situation of the rule of law education system of higher vocational college students in Guangdong based on the information required. The content of the questionnaire includes: the concept of rule of law education, the goal of rule of law education, the content of rule of law education, the approach to rule of law education, the guarantee of the rule of law education, the evaluation standards of the rule of law education.

Step 2: Five experts were invited to test the research instrument and modify questions based on the experts' recommendations.

Step 3: The questionnaire was distributed and 30 students were randomly selected to test the reasonableness of the questionnaire.

Step 4: The questionnaire was randomly distributed to 382 students from five universities, It contained: Heyuan Polytechnic, Guangdong Meizhou Vocational and Technical College, Guangdong Songshan Polytechnic, Shanwei institute of technology, Luoding Polytechnic.

And the data interpretation for average value based on Rensis Likert (1932).

The data interpretation are as follows:

4.50-5.00	Refer to	The highest level
3.50-4.49	Refer to	High level
2.50-3.49	Refer to	Moderate level
1.50-2.49	Refer to	Low level
1.00-1.49	Refer to	The lowest level

Structured interviews

Design purpose: to explore the factors affecting the implementation of the rule of law education system of higher vocational college students in Guangdong, and to study strategies for optimizing the rule of law education system of higher vocational college students in Guangdong. The content of the interview is based on 6 factors that affect the rule of law education system of higher vocational college students in Guangdong. It is divided into 2 parts, as follows:

Part 1: Basic information of the respondent, including name, position, name of university.

Part 2: This study sets up interview survey based on six factors affecting the rule of law education system of higher vocational college students in Guangdong.

This section is divided into 4 steps:

Step 1: In order to make the interviews more reasonable and scientific, 5 teachers and 5 administrators were selected from five sample universities, 1 teacher and 1 administrator were selected from each university, and these teachers and administrative administrators had more than 15 years of teaching experience and were associate professor or professor.

Step 2: According to the factors derived from the questionnaire that affecting the rule of law education system of higher vocational college students in Guangdong, interview questions were set up at last.

Step 3: The interview form were modified based on experts' advice.

Step 4: Interviews were conducted with 10 experts online or offline.

Effect evaluation

Design purpose: To evaluate the feasibility of the strategy for optimizing the rule of law education system of higher vocational college students in Guangdong. Three teachers from three sample universities and two legal practitioners from the cities where the other two universities are located, with more than 15 years of relevant work experience. The experts evaluated the draft strategy for optimizing the rule of law education system of higher vocational college students. And the data interpretation for average value based on Rensis Likert (1932).

The standards are as follows:

4.50-5.00	Refer to	The highest level
3.50-4.49	Refer to	High level
2.50-3.49	Refer to	Moderate level
1.50-2.49	Refer to	Low level
1.00-1.49	Refer to	The lowest level
1.00-1.49 indicates the lowest level		

Data Collection

When researching strategies for optimizing the rule of law education system of higher vocational college students in Guangdong, multiple research methods are used, so data collection is important. Data collection can be divided into quantitative and qualitative aspects. Researcher collected data according to the following tools and procedures.

Questionnaire

Design a questionnaire for college students to study the current situation of the rule of law education system of higher vocational college students in Guangdong :

Step 1: Obtain an invitation letter for research instrument from the Graduate School of Bansomdejchaopraya Rajabhat University and prepare to invite 5 higher vocational

colleges to participate in the questionnaire.

Step 2: Through WeChat, 382 students from 5 colleges and universities were sent questionnaire QR codes, and they were told to fill in the information in a truth-seeking manner. The 382 students were selected at random, and the number of students at each university was controlled according to a sample table.

Step 3: As of August 19, 2024, 382 questionnaires have been collected, with a recovery rate of 100%.

Step 4: Researchers examined the survey data with SPSS and used SPSS to analyze the complete and valid questionnaire data.

Structured interviews

Through in-depth interviews with rule of law teachers and administrators, to discuss the strategy for optimizing the rule of law education system for higher vocational colleges in Guangdong.

Step 1: Obtain an invitation letter for research instrument from the Graduate School of Bansomdejchaopraya Rajabhat University to invite 10 experts for an interview. The 10 experts came from the 5 higher vocational colleges in the sample table.

Step 2: Information on teachers and administrators was collected from five higher vocational colleges, in order to make sure their names, position, teaching experience, etc. were obtained to meet the requirements of the sample form.

Step 3: The content of the interview outline was designed according to the influencing factors.

Step 4: Interviews were conducted in a variety of ways, including phone calls, online video conferences, and face-to-face discussions. In the interviews, the experts provided detailed feedback on strategies for optimizing the rule of law education system for higher vocational colleges in Guangdong based on the research objectives provided.

Step 5: After the interview, researcher reviewed the content of the interview to ensure that it met the requirements, then organized and analyzed the interview data.

Evaluate the feasibility of the strategy

In depth interviews: Through in-depth interviews with rule of law teachers and

In depth interviews: Through in-depth interviews with rule of law teachers and managers, explore the implementation of rule of law education for college students in vocational colleges in Guangdong.

Step 1: Obtain an invitation letter for research instrument from the Graduate School of Bansomdejchaopraya Rajabhat University to invite 5 experts for evaluating. The 5 experts contained 3 teachers and 2 lawyers.

Step 2: Researchers asked the sample universities for the details of the experts, including their names and positions, and years of teaching, secondarily asked the Judiciary of the city where the other two sample universities were located for information about the lawyers, and made sure that the lawyers met the requirements. The invitation was sent to the experts.

Step 3: Explain the objectives of the assessment to experts and send the assessment form to the experts for completion through online and offline means.

Step 4: Researchers collected responses from experts and organized the data to assess the feasibility of the proposed strategy. The results were then analysed for further study.

Data Analysis

Qualitative data analysis

1. Theme analysis

Qualitative data collected through in-depth interviews is analyzed by topic. Determine the core content related to the optimization and development strategy of the rule of law education system of higher vocational college students in Guangdong.

2. SWOT and PEST Analysis

Based on the analysis of the questionnaire results and the analysis of the interview results, the SWOT and PEST methods are used to analyze and formulate a draft strategy for optimizing the rule of law education system of higher vocational college in Guangdong. SWOT analysis is an analysis based on the internal and external competitive environment and competitive conditions of the research object. Different matrices are given different meanings through the matrix structure diagram. SWOT includes S (strengths), W (weaknesses), O (opportunities), T (threats). When analyzing the two external factors O (opportunities) and T (threats) in the external environment, use PEST (an evaluation management tool involving political, social, economic and technical factors that may affect the legal education system of college students in higher vocational colleges) The analytical method

comprehensively and systematically grasps the external development environment of colleges and universities.

3. TOWS Analysis

TOWS is known as the inverted SWOT analysis method, and based on the results of the above SWOT analysis, a TOWS strategy analysis is carried out, and corresponding strategies are formulated: promotion countermeasures (SO), torsion countermeasures (WO), reactive countermeasures (ST), and defensive countermeasures (WT). The pros and cons of influencing factors were analyzed by using TOWS, which laid the foundation for the subsequent formulation of the draft strategy.

Quantitative data analysis

Statistical analysis

Questionnaires, interviews, and focus interviews all used statistical analysis and SPSS was used to statistically analyze the collected data, as follows:

Mean value and standard deviation: This study analyzed the current situation of the rule of law education system for higher vocational colleges students in Guangdong, and selected the draft strategies that can be used to solve the problems encountered in the current situation based on the strategies given by the interview experts. Mean and standard deviation were also used in focus interviews and feasibility assessments, and the data were analyzed to arrive at a final feasible strategy.

Percentage: Understand the evaluation of the effectiveness of legal education by different groups.

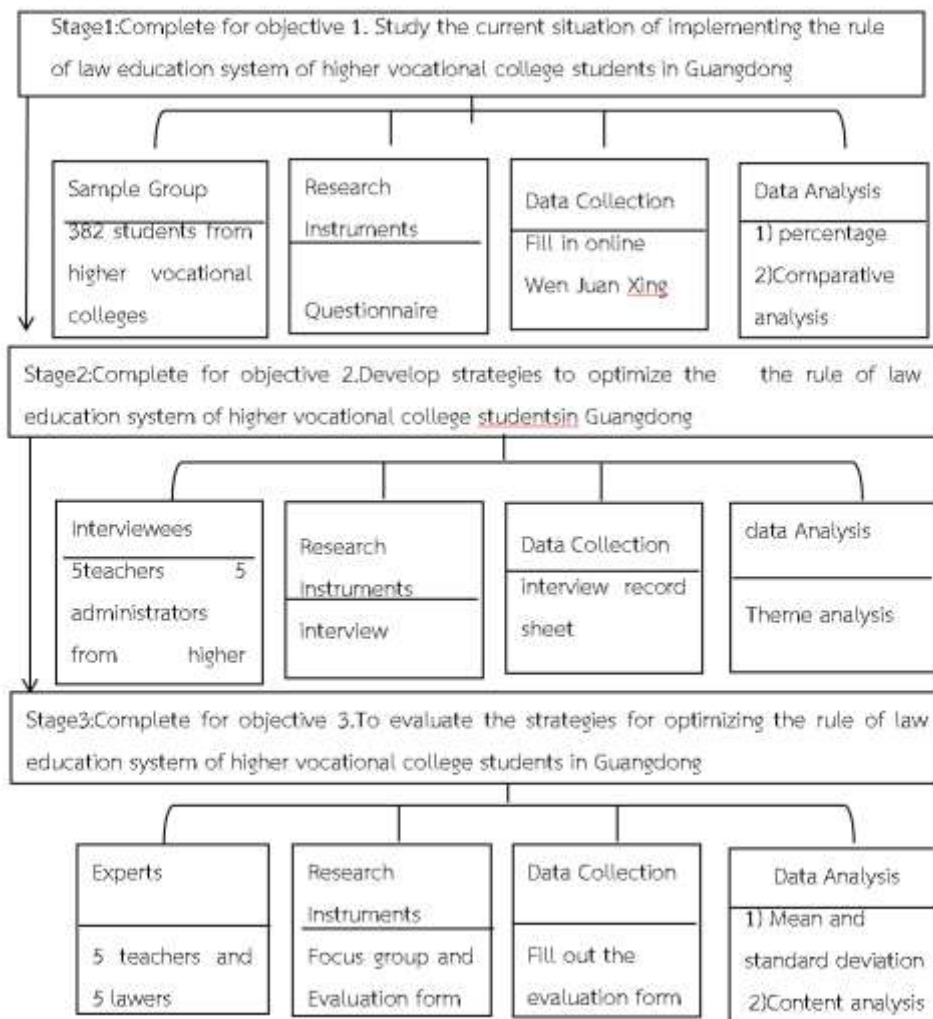


Figure 3.1 Summary of research methods in 3 stage

Chapter 4

Results of Analysis

The purpose of this research on strategy for optimizing the rule of law education system of higher vocational college students in Guangdong is: 1) To study current situation of the implementation of the rule of law education system of higher vocational college students in Guangdong. 2) To develop strategies for optimizing the rule of law education system of higher vocational college students in Guangdong. 3) To assess feasibility of strategies for optimizing the rule of law education system of higher vocational college students in Guangdong. The researcher sent a questionnaire, conduct a structural interview to the sample group of this study and sent evaluate forms to the experts, and held focus group discussion. Researcher used SWOT, PEST and TOWS analysis. The data analysis results are presented as follows:

1. Symbol and abbreviations
2. Presentation of data analysis
3. Results of data analysis

the details are as follows:

Symbol and abbreviations

- | | |
|-----------|------------------------------|
| n | refers to sample |
| \bar{X} | refers to mean |
| S.D. | refers to standard deviation |

Presentation of Data Analysis

The presentation of data analysis of this study is as follows:

Section 1: The results of the questionnaire analysis of the current situation of the rule of law education system of higher vocational college students in Guangdong. There are 2 steps:

Step 1: Analysis of the personal information of respondents from five higher vocational colleges in Guangdong are classified by gender, grade, professional category, and university. Presented the data in the form of percentage.

Step 2: Analysis of the questionnaire of current situation of the rule of law education system of higher vocational colleges students in Guangdong. Presented the data in the form of the mean and standard deviation.

Section 2: The results of the analysis of the interview content on the strategy for optimizing of the rule of law education system of higher vocational colleges students in Guangdong. There are 3 parts:

Step 1: Analysis of the personal information of experts from five higher vocational colleges in Guangdong includes the gender, university, position, and working hours of 10 respondents. Presented the data in the form of percentage.

Step 2: Analysis of SWOT and PEST on the strategies for optimizing the rule of law education system of higher vocational colleges students in Guangdong. Based on the principle of SWOT analysis, the study analyzed four aspects: S (strengths), W (weaknesses), O (opportunities) and T (threats) from the internal and external environment of the current development of the rule of law education system of higher vocational colleges students in Guangdong. When analyzing the external environment, PEST analysis involves political, social, economic and technological factors that may affect the rule of law education system of higher vocational colleges students.

Step 3: Analysis of the TOWS on the strategy for optimizing the rule of law education system of higher vocational colleges students in Guangdong. Based on the results of the above SWOT analysis, a TOWS strategic analysis is conducted.

Section 3: The adaptability and feasibility evaluation results of the strategy for optimizing of the rule of law education system of higher vocational colleges students in Guangdong. The experts used a structured form to evaluate the draft strategy to determine whether the rule of law education system of higher vocational colleges students in Guangdong could be optimized. Data is expressed as a percentage and frequency.

Results of Data Analysis

The researcher analyzed the data in 3 sections as follows:

Section 1: The results of the questionnaire analysis of the current situation of the rule of law education system of higher vocational college students in Guangdong.

Step 1: The results of the analysis of the personal information of respondents from five higher vocational colleges in Guangdong are classified by gender, grade, major and university. Presented the data in the form of and percentage.

Table 4.1 Personal Information of Respondents

(n=382)

Personal information		Number of people	Percentage (%)
Gender	Male	132	34.55
	Female	250	65.45
	Total	382	100
Grade	Freshman	131	34.29
	Sophomore	127	33.25
	Junior	124	32.46
	Total	382	100.00
Major	Liberal arts	107	28.01
	Science	110	28.8
	Arts	91	23.82
	Engineering	74	19.37
	Total	382	100.00

Table 4.1 (Continued)

(n=382)

Personal information		Number of people	Percentage (%)
University	Heyuan Polytechnic	88	23.04
	Guangdong Meizhou Vocational and Technical College	38	23.04
	Guangdong Songshan Polytechnic	63	16.49
	Shanwei institute of technology	105	27.48
	Luoding Polytechnic	88	23.04
	Total	382	100.00

According to the statistical results in Table 4.1, it can be seen that the distribution of five universities respondents of questionnaires. The gender distribution of respondents are as follows: there are 132 male students, accounting for about 34.55% of the total number of students surveyed, and 250 female students, accounting for about 65.45 of the total. The grade distribution of respondents as follows: there are 131 freshman students, it accounts for about 34.29 percent of the total number of students surveyed, and 127 sophomore students, it accounts for about 33.25 percent of the total number of students surveyed, and 124 junior students, it accounts for about 32.46 percent of the total number of students surveyed. The professional classification distribution of respondents as follows: there are 107students in the liberal arts category, it accounts for about 28.01 percent of the total number of students surveyed, and 110 students in the Science category, it accounts for about 28.8 percent of the total number of students surveyed, and 91 students in the arts category, it accounts for about 23.82 percent of the total number of students surveyed, and 74 students in the engineering category, it accounts for

about 19.37 percent of the total number of students surveyed. The university distribution of respondents as follows: there are 88 students from Heyuan Polytechnic, it accounts for about 23.04 percent of the total number of students surveyed, and 38 students from Guangdong Meizhou Vocational and Technical College, about 9.95 percent of the total number of students surveyed, and 63 students from Guangdong Songshan Polytechnic, about 16.49percent of the total number of students surveyed, and 105 students from Shanwei institute of technology, about 27.48 percent of the total number of students surveyed, and 88students from Luoding Polytechnic, about 23.04 percent of the total number of students surveyed. It can be seen that the overall distribution of the population in this questionnaire survey is relatively uniform.

Step 2: Analysis of the questionnaire of current situation of the rule of law education system of higher vocational colleges students in Guangdong. Presented the data in the form of the mean and standard deviation.

The purpose of this section is to investigate the current situation of the implementation of the rule of law education system of higher vocational college students in Guangdong. To achieve this purpose, the researcher designed a survey questionnaire. By testing the reliability and validity of the questionnaire, it showed that the questionnaire designed by the investigator study meets the requirements of measurement science. Based on the results of the questionnaire survey. This paper analyzed the current situation of the rule of law education system for college students in higher vocational colleges in Guangdong from six aspects: the concept of the rule of law education, the goal of the rule of law education, the content of the rule of law education, the way of the rule of law education, the guarantee of the rule of law education, and the evaluation standards of the rule of law education. Through questionnaires, researcher has a deeper understanding of the current situation of the rule of law education system of higher vocational college students in Guangdong, it provides important data support and basis for further formulating and improving the strategy of the rule of law education system of higher vocational college students in Guangdong. The specific survey results are as follows:

Table 4.2 Analysis of the current situation of the concept of rule of law education of higher vocational college students in Guangdong.

(n = 382)

Factor: The concept of rule of law education	\bar{X}	S.D.	Level	Order
1. The rule of law education in higher vocational colleges should be popular legal education (The law that residents must understand is the simplest of the laws)	3.24	0.88	moderate	2
2. The rule of law education in higher vocational colleges should be general education (It is necessary to understand not only knowledge, but also the spirit and value of it)	4.07	0.77	high	1
3. The rule of law education in higher vocational colleges should not be quality education (to improve legal literacy)	3.02	0.92	moderate	3
Total	3.44	0.82	moderate	

According to table 4.2, the data shows that respondents' overall evaluation of the concept of rule of law education is at a moderate level ($\bar{X}=3.44$). Among the three types of the concept of the rule of law, the highest level is that "the rule of law education in higher vocational colleges should be general education (It is necessary to understand not only knowledge, but also the spirit and value of it)" ($\bar{X}=4.07$). The second is that "the rule of law education in higher vocational colleges should be popular legal education (The law that residents must understand is the simplest of the laws)" ($\bar{X}=3.24$). The minimum level is that "the rule of law education in higher vocational colleges should be quality education (to improve legal literacy)" ($\bar{X}=3.02$).

Table 4.3 Analysis of the current situation of the goal of rule of law education for college students in vocational colleges in Guangdong

(n=382)

Factor: The goal of rule of law education	\bar{X}	S.D.	Level	Order
1. Students can use what they have learned in class to solve problems in life	3.01	0.97	moderate	4
2. Students learned about the law knowledge and the rule of law knowledge	3.07	0.92	moderate	2
3. Students have established the spirit of the rule of law and enhanced their belief in the rule of law	3.11	0.85	moderate	1
4. Rule of law education improves students' ability to practice the rule of law	3.03	0.97	moderate	3
5. The course content learned is of great practical value	3.00	1.01	moderate	5
Total	3.04	0.94	moderate	

According to table 4.3, The data show that respondents' overall assessment of the goals of rule of law education is at a moderate level ($\bar{X}=3.04$). Among these five questions, the highest score is that “Students have established the spirit of the rule of law and enhanced their belief in the rule of law” ($\bar{X}=3.11$). The second is that “students have learned legal knowledge and the rule of law knowledge” ($\bar{X}=3.07$). Thirdly, it is that “Rule of law education improves students' ability to practice the rule of law” ($\bar{X}=3.03$). The lowest score is that “The course content learned is of great practical value” ($\bar{X}=3.00$).

Table 4.4 Analysis of the current situation of the content of rule of law education of higher vocational colleges students in Guangdong

(n = 382)

Factor: The content of rule of law education	\bar{X}	S.D.	Level	Order
1. Rule of law education includes the rule of law knowledge	3.10	0.85	moderate	4
2. Rule of law education includes basic knowledge of law, knowledge of the rule of law and improving the ability to practice the rule of law	3.28	0.89	moderate	3
3. Rule of law education should include basic knowledge of law, knowledge of the rule of law, and education on the practice of the rule of law (volunteer services such as public interest law popularization)	4.08	0.74	high	1
4. The content of the course is relatively esoteric and difficult to understand	4.0	0.79	high	2
Total	3.62	0.82	moderate	

According to table 4.4, the data show that respondents' overall assessment of the content of rule of law education is at a moderate level ($\bar{X}=3.62$). Among these four questions, the highest score is that “Rule of law education should include basic knowledge of law, knowledge of the rule of law, and education on the practice of the rule of law (volunteer services such as public interest law popularization)” ($\bar{X}=4.08$), the second is that “The content of the course is relatively esoteric and difficult to understand” ($\bar{X}=4.0$), Thirdly, it is that “basic knowledge of law, knowledge of the rule of law and improving the ability to practice the rule of law” ($\bar{X}=3.28$), The lowest score is that “the rule of law knowledge” ($\bar{X}=3.10$).

Table 4.5 Analysis of the current situation of the approach to rule of law education of higher vocational colleges students in Guangdong

(n=382)

Factor: The approach to rule of law education	\bar{X}	S.D.	Level	Order
1. Students like the combination of theoretical education and practice	4.04	0.71	high	2
2. Students like case teaching	4.12	0.71	high	1
3. Students like the second classroom teaching	3.96	0.96	high	3
4. Students like theoretical teaching	2.77	1.07	moderate	4
Total	3.72	0.76	high	

According to table 4.5, the data show that respondents' overall assessment of the approach to rule of law education is at a moderate level ($\bar{X}=3.72$). Among these four questions, the highest score is that “students like case teaching” ($\bar{X}=4.12$). The second is that “students like the combination of theoretical education and practice” ($\bar{X}=4.04$). Thirdly, it is that “students like the second classroom teaching” ($\bar{X}=3.96$). The lowest score is that “students like theoretical teaching” ($\bar{X}=2.77$).

Table 4.6 Analysis of the current situation of the guarantee of the rule of law education of higher vocational colleges students in Guangdong

(n = 382)

Factor: The guarantee of the rule of law education	\bar{X}	S.D.	Level	Order
1. Your legal teachers are very professional	3.39	0.82	moderate	1
2. The university attaches great importance to the course "Ideology, Morality and the Rule of Law", which is a course of rule of law education	3.19	0.92	moderate	3
3. The university has special funding to participate in social practice activities (such as going to the countryside and visiting practical bases)	3.28	0.89	moderate	2
Total	3.28	0.89	moderate	

According to table 4.6, the data show that respondents' overall assessment of the guarantee of rule of law education is at a moderate level ($\bar{X}=3.28$). Among these three questions, the highest score is that “your legal teacher is very professional ($\bar{X}=3.39$), the second is that “the university has special funding to participate in social practice activities (such as going to the countryside and visiting practical bases)” ($\bar{X}=3.28$), he lowest score is that “the university attaches great importance to the course "Ideology, Morality and the Rule of Law", which is a course of rule of law education” ($\bar{X}=3.19$).

Table 4.7 Analysis of the current situation of the evaluation standards of the rule of law education of higher vocational colleges students in Guangdong

(n = 382)

Factor: The evaluation standards of the rule of law education	\bar{X}	S.D.	Level	Order
1. The final exam score is the only criterion for course evaluation	3.41	1.03	moderate	4
The ability to apply the theoretical knowledge learned in practice is an important criterion	3.96	0.78	high	2
2. The university takes the usual performance as the standard for course evaluation, and take violations of laws and regulations as a one-vote veto system for evaluation	3.58	0.99	high	3
3. A good culture of rule of law on campus is an important criterion for measuring the results of rule of law education	4.05	0.76	high	1
Total	3.75	0.89	high	

According to table 4.7, the data show that respondents' overall assessment of the evaluation standards of the rule of law education is at a moderate level ($\bar{X}=3.75$). Among these four questions, the highest score is that “a good culture of rule of law on campus is an important criterion for measuring the results of rule of law education” ($\bar{X}=4.05$). The second is that “the ability to apply the theoretical knowledge learned in practice is an important criterion” ($\bar{X}=3.96$). Thirdly, it is that “The university takes the usual performance as the standard for course evaluation, and take violations of laws and regulations as a one-vote veto system for evaluation” ($\bar{X}=3.58$). The lowest score is that “the final exam score is the only criterion for course evaluation” ($\bar{X}=3.41$).

Section 2: The results of the analysis of the interview content on the strategy for optimizing of the rule of law education system of higher vocational colleges students in Guangdong.

The purpose of this section is to formulate strategies for optimizing the rule of law education system of higher vocational college students in Guangdong. Therefore, this study uses the interview method to deeply explore the influencing factors of the implementation of the rule of law education system of higher vocational college students in Guangdong, and tries to formulate optimization strategies. This interview interviewed 10 teachers and administrators from five vocational colleges in Guangdong. Through the interviews, we have an in-depth understanding of the influencing factors of the rule of law education system of higher vocational college students in Guangdong, which provides important data support and basis for further formulating strategies to optimize the rule of law education system of higher vocational college students in Guangdong.

Step 1: Analysis of the personal information of experts from five higher vocational colleges in Guangdong includes the gender, university, position, and working hours of 10 respondents. Presented the data in the form of percentage.

For this study, the researchers used an interview outline designed specifically for this study and presented the information provided by the interviewees through a structured interview. The interviewers met the following conditions: a total of 10 people, they had deputy senior professional titles or above and had worked in higher vocational colleges for more than 15 years. The interviewees were the sample group for this study, as detailed in Table 4.8:

Table 4.8 Personal information of interviewees

Personal information		n	percent
Gender	Male	5	50%
	Female	5	50%
	Total	10	100%
work experience in college(years)	≤15	1	10.0%
	16-19	6	60.0%
	≥20	4	30.0%
	Total	10	100%
job title	Associate professor	6	60%
	Professor	4	40%
	Total	10	100%
Position	administrators	5	50,0%
	Teacher	5	50.0%
	Total	10	100%

Interviewees	Position	Gender	Experience	University
Interviewee 1	Full-time teacher/ professor	Male	30	Heyuan Polytechnic
Interviewee 2	Full-time teacher/ associate professor	Male	32	Heyuan Polytechnic
Interviewee 3	Full-time teacher/ associate professor	Female	16	Heyuan Polytechnic
Interviewee 4	Full-time teacher/ professor	Male	20	Guangdong MeizhouVocational and Technical College
Interviewee 5	Full-time teacher/ associate professor	Female	15	Guangdong Songshan Polytechnic

Table 4.8 (Continued)

Interviewees	Position	Gender	Experience	University
Interviewee 6	Full-time teacher/ associate professor	Female	23	Guangdong Songshan Polytechnic
Interviewee 7	Full-time teacher/ professor	Male	23	Shanwei institute of technology
Interviewee 8	Full-time teacher/ professor	Male	24	Shanwei institute of technology
Interviewee 9	Full-time teacher/ associate professor	Female	16	Luoding Polytechnic
Interviewee 10	Full-time teacher/ associate professor	Male	19	Luoding Polytechnic

Table 4.8 shows that this study involved a total of 10 respondents, including 6 males, accounting for 60%, and 4 females, accounting for 40.00%. The number of years of university work experience was less than or equal to 15 years, one person accounted for 10.00%, three persons had 16-19 years, accounting for 30.00%, and six persons had more than 20 years, accounting for 60.00%. In terms of professional titles, there are 6 associate professors, accounting for 60.00%, and 4 professors, accounting for 40%. Positions include 5 educational administrators, accounting for 50.0%, and 5 teachers, accounting for 50.0%.

Through a combination of offline face-to-face and online networking, The researchers interviewed 10 interviewees and recorded the content of the interviews. Each interview lasted about 30 minutes, and the total interview time for all interviewees was 350 minutes. Transcripts of interviews with 10 interviewees are provided in Appendix C.

[illegible]

Table 4.9 (Continued)

NO.	Influencing Factors	Interviewee 1	Interviewee 2	Interviewee 3	Interviewee 4	Interviewee 5	Interviewee 6	Interviewee 7	Interviewee 8	Interviewee 9	Interviewee10	frequency
10	Setting up educational content according to different professional audiences			√		√	√	√			√	5
11	Diversified approaches to rule of law education	√	√	√	√	√	√	√	√	√	√	10
12	The rule of law environment on campus										√	1
13	Information of education methods										√	1
14	Policy support for rule of law education	√	√	√			√	√		√		6
15	Adequate education funding	√	√	√			√	√	√	√	√	8
16	Judicial resources obtained by colleges and universities			√	√			√		√		4
17	Supervision mechanism of rule of law education						√	√	√		√	4
18	Evaluation mechanism of rule of law education		√	√			√	√	√	√	√	7
19	The importance that colleges and universities attach to social practice							√	√	√		3
20	Evaluation criteria for rule of law education	√	√	√	√	√	√	√	√	√	√	10
Total		11	12	13	9	9	13	15	13	13	16	

According to frequency statistical results in the table 4.9, Among the 26 factors influencing the rule of law education system of college students in higher vocational colleges in Guangdong. The top nine factors with relatively high frequency of influence are: Teachers' abilities (10 times), Diversified approaches to rule of law education (10 times), College students' ability to apply law (9 times), Adequate education funding (8 times), Evaluation mechanism of rule of law education (7 times), Teaching plan for the rule of law course (6 times), Policy support for rule of law education (6 times), Setting up educational content according to different professional audiences (5times).

According to the collation and statistics of the interview materials, Improvement strategies and frequency statistics of the rule of law education system of higher vocational college students in Guangdong are shown in Table 4.10.

Table 4.10 Strategies and frequency statistics of improving strategies

NO.	Strategies	Interviewee 1	Interviewee 2	Interviewee 3	Interviewee 4	Interviewee 5	Interviewee 6	Interviewee 7	Interviewee 8	Interviewee 9	Interviewee 10	frequency
1	Diversification of education methods	√	√	√			√	√	√	√	√	8
2	Strengthening the publicity of the rule of law				√	√					√	3
4	Combining educational theory and practice	√	√					√				3
5	Improving teachers, educational capabilities	√	√	√	√	√	√	√	√	√	√	10
7	To develop scientific and reasonable teaching plans					√	√	√	√	√	√	6

Table 4.10 (Continued)

NO.	Strategies	Interviewee 1	Interviewee 2	Interviewee 3	Interviewee 4	Interviewee 5	Interviewee 6	Interviewee 7	Interviewee 8	Interviewee 9	Interviewee10	frequency
8	The content of the course is concrete and easy to understand	√	√	√					√			4
9	Educational content should include hot social issues		√		√		√			√		4
10	According to different professional objects to set up educational content			√		√	√	√			√	5
11	The ways to enrich the rule of law education	√	√	√	√	√	√	√	√	√	√	10
12	Seeking policy support for the rule of law education	√	√	√			√	√		√		6
15	Adequate education funds	√	√	√			√	√	√	√	√	8
16	Cooperation between Universities and Judiciary to Obtain Judicial Resources			√	√			√		√		4
17	Developing asupervision mechanism for rule of law education						√	√	√		√	4

Table 4.10 (Continued)

NO.	Strategies	Interviewee 1	Interviewee 2	Interviewee 3	Interviewee 4	Interviewee 5	Interviewee 6	Interviewee 7	Interviewee 8	Interviewee 9	Interviewee10	frequency
18	Developing an evaluation mechanism for rule of law education		√	√			√	√	√	√	√	7
19	Strengthening the practice of rule of law							√	√	√		3
20	The evaluation criteria should include the performance of college students respecting and abiding by the law	√	√						√	√	√	5
21	The evaluation criteria should include the degree to which college students master the knowledge of the rule of law		√	√	√		√	√		√		6
22	Evaluation standards should look at major students' ability to apply the law	√	√	√	√		√	√	√	√	√	9
23	The evaluation criteria should include the legal mental state of college students			√		√	√					3
Total		10	12	13	7	7	13	15	12	13	12	

According to the word frequency statistics in Table 4.10, ten proposers put forward some constructive suggestions. Among these strategies for optimizing the science education system for college students in higher vocational colleges, the top ten that appear more frequently are: the ways to enrich legal education (10 times), To improve teachers' educational capabilities (10 times), Evaluation standards should look at major students' ability to apply the law (9 times), Educational content should include hot social issues (9 times), Diversification of education methods (8 times), Adequate education funds (8 times), A complete evaluation mechanism for rule of law education (7times), To develop scientific and reasonable teaching plans (6 times), Seeking policy support for legal education (6 times), The evaluation criteria should include the degree to which college students master the knowledge of the rule of law (6 times).

Step2: Analysis of SWOT and PEST on the strategies for optimizing the rule of law education system of higher vocational colleges students in Guangdong. Based on the principle of SWOT analysis, the study analyzed four aspects: S (strengths), W (weaknesses), O (opportunities) and T (threats) from the internal and external environment of the current development of the rule of law education system of higher vocational colleges students in Guangdong. When analyzing the external environment, PEST analysis involves political, social, economic and technological factors that may affect the rule of law education system of higher vocational colleges students.

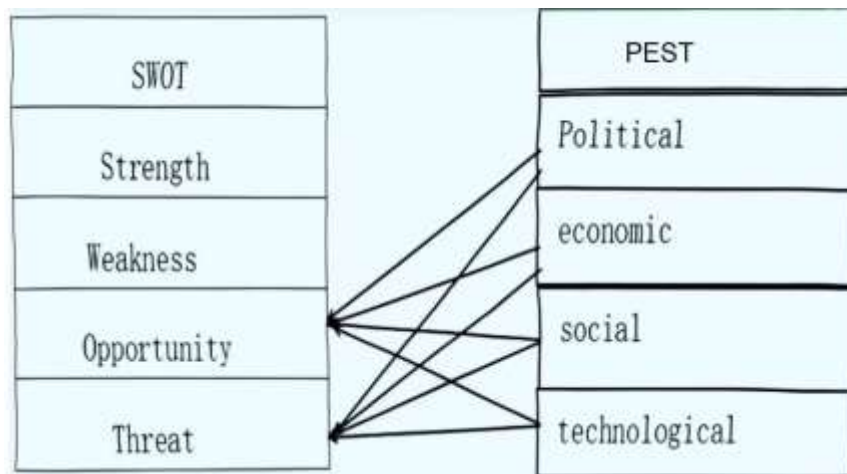
After analyzing the questionnaire results and interview results, SWOT and PEST methods were used to analyze and formulate a draft strategy for optimizing the rule of law education system for college students in higher vocational colleges in Guangdong .Through a questionnaire survey on the current status of the legal education system for college students in higher vocational colleges in Guangdong It can be seen that the current problems mainly include the following aspects: 1) The level of the rule of law knowledge learned by college students is not high; 2) The rule of law knowledge learned by college students is not very practical; 3) College students prefer to practical teaching methods; 4) The teacher capacity of rule of law

education needs to be improved; 5) College students prefer practical teaching methods; 6) Insufficient emphasis on the rule of law course in universities; 7) Lack of funding for rule of law education; 8) The evaluation criteria for rule of law education are unreasonable. Improving the sustainable development of the rule of law education system for college students in higher vocational colleges requires not only the efforts of the higher vocational colleges themselves, but also external support. Therefore, this study combines the results of the questionnaire survey and interview survey, and combines the SWOT and PEST analysis methods to formulate a scientific and reasonable draft optimization strategy.

SWOT analysis is an analysis based on the internal and external competitive environment and competitive conditions of the research object. Different matrices are given different meanings through the matrix structure diagram. Each matrix is interconnected and affects each other, and the impact of each factor is systematically analyzed. Based on the principles of SWOT analysis, this paper analyzes the current internal and external environment for the development of legal education for college students in higher vocational colleges in Guangdong, and draws a series of decision-making conclusions related to the research object. The analysis of the internal environment of the university is mainly to identify the opportunities and threats that the environment brings to the school, including S (strengths) and W (weaknesses) and to implement strategies and tactics that are appropriate to them; When analyzing the two external factors O (opportunities) and T (threats) in the external environment, use PEST (an evaluation management tool involving political, social, economic and technical factors that may affect the legal education system of college students in higher vocational colleges) The analytical method comprehensively and systematically grasps the external development environment of colleges and universities, Combine SWOT and PEST analysis to determine scientific countermeasures. As shown in Tables 4.11 and 4.12:

Table 4.11 SWOT matrix analysis diagram

SWOT	
Internal Environment	External Environment
Strength	Opportunity
Weakness	Threat

Table 4.12 SWOT - SPET analysis**Table 4.13** SWOT – PEST

Aspects	Content
S	S1: College students have faith in the law S2: College students have a strong desire to learn legal knowledge S3: College students are very enthusiastic about practical education on the rule of law
W	W1: Higher vocational colleges don't pay enough attention to rule of law courses W2: College students' ability to practice the rule of law is not strong W3: College students cannot use the rule of law knowledge learned in class to solve life problems

Table 4.13 (Continued)

Aspects	Content			
W	<p>W4: The course content learned by college students has little use value</p> <p>W5: Inadequate funding for the rule of law education</p> <p>W6: Teacher ability needs to be improved</p> <p>W7: The content of the rule of law courses is relatively esoteric and difficult to understand, and different students in different majors have different understandings, the unified rule of law education courses do not meet the needs of actual students</p> <p>W8: The evaluation standards of rule of law education are not reasonable enough</p>			
W	<p>OP1: National policy: Every five years, the Ministry of Propaganda and the Ministry of Justice formulate a five-year plan for carrying out rule of law publicity and education; every five years, the National Ministry of Education formulates a five-year plan for the education system to carry out rule of law publicity and education, which provides policy support for the formulation of the rule of law education system.</p> <p>OP2: The policy of governing the country according to law: The state's rule of law publicity activities are an</p>	<p>OE1: Opportunities brought by school-enterprise cooperation: The development of the school-enterprise cooperation model has allowed higher vocational colleges to increase the source of educational funds.</p>	<p>OS1: Social practice: The development of social practice teaching has improved the effectiveness of legal education</p> <p>OS2: Social supervision: Give full play to the role of social supervision, promote the continuous improvement of the rule of law education system, and</p>	<p>OT1: Network impact: The development of the Internet has provided rich educational resources for rule of law education.</p> <p>OT2: The development of technology promotes the innovation of the rule of law education to adapt to the development of society.</p>

Table 4.13 (Continued)

Aspects	Content			
<p>important channel for college students to absorb legal knowledge, and they also enhance the rule of law awareness of the general public, including college students.</p> <p>OP3:Education Department Regulations: The education department has issued important instructions on the rule of law education in colleges and universities,</p>	<p>OE2:Social and economic development :The rapidly developing economy provides an important guarantee for education funds</p>	<p>also enhance the social influence of the education system.</p>		
O	<p>requiring vigorous promotion of "Constitutional Spirit" themed activities, forming a the National Ministry of Education formulates a five-year plan for the education system to carry out rule of law publicity and education, which provides policy support for the formulation of the rule of law education system.</p> <p>OP2:The policy of governing the country according to law:The state's rule of law publicity activities are an important channel for</p>	<p>development of the school-enterprise cooperation model has allowed higher vocational colleges to increase the source of educational funds.</p> <p>OE2:Social and economic</p>	<p>effectiveness of legal education OS2:Social supervision: Give full play to the role of social supervision, promote the continuous improvement of the rule of law education system, and also enhance the social influence of the</p>	<p>Internet has provided rich educational resources for rule of law education.</p> <p>OT2:The development of technology promotes the innovation of the rule of law education to adapt to the development of society.</p>

Table 4.13 (Continued)

Aspects		Content		
O	college students to absorb legal knowledge, and they also enhance the rule of law awareness of the general public, including college students. OP3:Education Department Regulations: The education department has issued important instructions on the rule of law education in colleges and universities, requiring vigorous promotion of "Constitutional Spirit" themed activities, forming a good atmosphere on campus of respecting the law, studying the law, abiding by the law, and using it.	development :The rapidly developing economy provides an important guarantee for education funds	education system.	
T	TP1: Degree of execution: There may be delays or neglect in the implementation of national policies in higher vocational colleges, resulting in the failure of the rule of law education system to develop normally. TP2:Degree of intervention: too much intervention in	TE1:Effects of Economic Recession: In the event of an economic downturn, education expenditures will inevitably be	TS1:Negative impact on society:Some phenomena that lack fairness and justice in society will trigger the readjustment of the legal	TT1:The development of multimedia technology affects the reform of traditional education methods. TT2:Negative effects of

Table 4.13 (Continued)

Aspects		Content		
T	policies has resulted in inconsistent implementation results of the rule of law education system.	affected. TE2:Higher vocational colleges do not pay attention to the development of rule of law education, which may reduce the expenditure of this fund.	education system to adapt to social needs. TS2:Society's expectations for college students:College students have always been the focus of society's attention, and society's expectations of college students will affect the readjustment of the legal education system.	information: The development of multimedia technology and the widespread dissemination of illegal and criminal acts have caused college students who lack the ability to distinguish right from wrong to think about the fairness and impartiality of the law.

Step 3: Analysis of the TOWS on the strategy for optimizing the rule of law education system of higher vocational colleges students in Guangdong. Based on the results of the above SWOT analysis, a TOWS strategic analysis is conducted.

According to the above SWOT analysis results, TOWS strategy is analyzed and corresponding strategies are formulated: SO (promotional strategies); WO (reversal strategy); ST (coping strategies); WT (defensive countermeasures). TOWS is called inverted SWOT analysis method. According to the matrix arrangement, various factors are matched and analyzed using the system analysis method to derive a more targeted strategy. As shown in Table 4.14.

Table 4.14 TOWS Matrix Analysis

Strategy	Internal	
	Opportunity	Threat
External	Strength	Weakness
	S-O 1. Giving full play to students' learning enthusiasm. 2. Using the authority of the law as a deterrent. 3. Giving full play to the role of social practice and improve the effectiveness of education.	S-T 1. Enriching educational content. 2. Strengthen the construction of a legal campus and establish a fair and just campus atmosphere. 3. Increasing opportunities for social practice and enrich ways of social practice.
	W-O 1. Developing evaluation standards for legal education for college students. 2. The content of the textbook is concrete and differentiated. 3. Increasing investment in education funds. 4. Strengthening the capabilities of teachers.	W-T 1. Keep pace with the times, carrying out educational reforms according to the needs of the times. 2. Paying attention to the negative impact of public opinion. 3. Strengthen teacher training. 4. Developing school-enterprise cooperation and expand sources of education funds.

The following is a specific TOWS strategy analysis:

Table 4.15 Specific TOWS strategy analysis

TOWS	Measures
S-O	<p>SO1: Giving full play to students' learning enthusiasm. In the teaching content, we should increase the legal knowledge that college students expect, use the enthusiasm of college students to organize voluntary service, and feed back the learned knowledge to the society.</p> <p>SO2: Using the authority of the law as a deterrent. In addition to imparting knowledge about the rule of law, teachers should also allow students to understand the concepts and establish belief in the rule of law; colleges and universities strictly implement the rule of law concepts required by the state in the rule of law education syllabus.</p> <p>SO3: Giving full play to the role of social practice and improve the effectiveness of education. Teachers should add practical teaching content to the syllabus, allowing college students to acquire knowledge through participating in extracurricular practices; they add analysis of hot social issues in the classroom and use relevant knowledge to solve hot social issues to improve the effectiveness of knowledge.</p>
W-O	<p>WO1: Developing evaluation standards for the rule of law education for college students. The ability of college students to apply the knowledge they have learned in practice is used as a measurement criterion; the campus legal culture is built and a legal atmosphere is created; the daily performance of college students is used as the evaluation criterion.</p> <p>WO2: The content of the textbook is concrete and differentiated. Developing different learning contents for college students in different majors; the content of textbooks should be simple and specific.</p> <p>WO3: Increasing investment in education funds. Increasing investment in practical funds; strengthening school-enterprise cooperation and strive for capital investment outside the system.</p>

Table 4.15 (Continued)

TOWS	Measures
	WO4:Improving teachers' abilities. Vocational colleges should increase investment in teacher's training and regularly organize teachers to learn new theoretical knowledge. Assess teachers' teaching abilities.
S-T	<p>ST1:Enriching educational content. Vocational colleges should increase the proportion of teaching basic legal knowledge; include hot social cases in teaching.</p> <p>ST2:Strengthening the construction of a legal campus and establish a fair and just campus atmosphere.</p> <p>Higher vocational colleges should strictly implement the state's decision on running schools according to law; Fairly and justly handle the illegal behavior of college students. Publicize national laws and regulations.</p> <p>ST3:Increasing opportunities for social practice and enrich ways of social practice. Strengthening school-enterprise cooperation; expanding access to the second classroom; organizing volunteer activities and practice the knowledge learned in volunteer activities.</p>
W-T	<p>WT1:Keeping pace with the times and carry out educational reforms according to the needs of the times. Strengthen online teaching and enrich educational resources; accept social supervision and reform the flawed education system.</p> <p>WT2:Paying attention to the negative impact of public opinion. Guide college students to establish correct values; analyzing hot social issues into the classroom to guide college students correctly.</p>

According to the questionnaire analysis in the second part and the interview analysis in the third part, it can be found that optimizing the rule of law education system for college students in higher vocational colleges in Guangdong requires clarifying the concept of the rule of law education, optimizing the goals of the rule of law education, optimizing the content of the rule of law education, and optimizing

the rule of law education. ways, guarantees for optimizing the rule of law education, and evaluation criteria for optimizing the rule of law education. Based on questionnaires and interviews, this study analyzes the rule of law education system of college students in higher vocational colleges in Guangdong through SWOT and PEST methods, and proposes a preliminary strategy to optimize the rule of law education system of college students in higher vocational colleges in Guangdong. These preliminary strategies are based on the results of the questionnaire survey, and the questions with relatively low average values are analyzed in conjunction with the focus of the interview content. The strategies derived are also supported by relevant literature. The preliminary strategy includes six aspects: the concept of the rule of law education, the goals of the rule of law education, the content of the rule of law education, the methods of the rule of law education, the guarantee of the rule of law education, and the evaluation standards of the rule of law education. There are a total of 6 main strategies and 27 measures, as shown in Table 4.16 shown.

Table 4.16 List of Strategies

NO.	Aspects of Strategy	Number of measures
1	Clarifying the concept of the rule of law education	3
2	Optimizing the goals of the rule of law education	7
3	Optimizing the content of the rule of law education	5
4	Optimizing the ways of the rule of law education	3
5	Optimizing the guarantee of the rule of law education	6
6	Optimizing the evaluation standards of the rule of law education	3
Total		27

The specific strategies are as follows:

Table 4.17 Draft strategy for optimizing the legal education system for college students in higher vocational colleges in Guangdong Province.

Certain aspects	Strategies	Measures
Clarify the concept of the rule of law education	1. The rule of law education In higher vocational colleges develops towards general education.	1. The concept of education is clearly defined in the curriculum, so that college students can establish their belief in the rule of law. 2. Higher vocational colleges strictly implement the guidance of the legal education concept emphasized by the state in their education courses. 3. Strengthening popularization of the law and popularizing ideological education
Optimizing the goals of the rule of law education	1. Teachers should establish diverse teaching methods. 2. Establish the majesty of the rule of law.	1. It is necessary to improving teachers' teaching ability. 2. It is necessary to change from traditional indoctrination education to interactive and case-based education, and use theoretical knowledge to solve practical problems in life. 3. Carrying out the second class. 4. Developing an educational plan and curriculum system. 5. Strengthening the dissemination of the law. 6. Country vigorously develops the establishment of a society under the rule of law, forming a fair and just social atmosphere. 7. Higher vocational colleges should build a fair and just legal environment.

Table 4.17 (Continued)

Certain aspects	Strategies	Measures
Optimize the content of the rule of law education	<p>1. The content of education is concrete and life-oriented.</p> <p>2. Vocational colleges should enrich the content of classroom education.</p>	<p>Vocational colleges strictly implement the state's legal education syllabus.</p> <p>2. In addition to the basic knowledge of the rule of law, the content of the rule of law also increases the legal knowledge that is closely related to life.</p> <p>3. The curriculum should have different content depending on the specialty.</p> <p>4. The content of rule of law education should be specific and easy to understand.</p> <p>5. Teachers should keep up with social hot spots and increase their knowledge of the law in the classroom.</p>
Optimizing the ways of the rule of law education	1. The ways to enrich education.	<p>1. Higher vocational colleges should develop school-enterprise cooperation.</p> <p>2. The curriculum should strengthen extracurricular practice.</p> <p>3. Carrying out volunteer activities.</p>
Optimizing the guarantee of the rule of law education	1. Adequate education funding.	<p>1. Higher vocational colleges should strive for capital investment in school-enterprise cooperation.</p> <p>2. Higher vocational colleges and universities should ensure the investment of funds for rule of law education.</p>

Table 4.17 (Continued)

Certain aspects	Strategies	Measures
	2.Having a reasonable monitoring mechanism.	3.The education sector has established a monitoring mechanism. 4.Higher vocational colleges should make use of the judicial resources of the public procuratorate, and law.
	3.Establishing a team of high-quality rule of law teachers.	5.Higher vocational colleges regularly convene legal education to study new policies and theories on the rule of law. 6.Higher vocational colleges have strengthened high-level professional training for teachers.
Optimizing the evaluation standards of the rule of law education	1.The evaluation mechanism established by higher vocational colleges should pay attention to students' practical ability and mental state of the rule of law.	1.Rule of law assessment should pay attention to students' violations of law and discipline. 2.Rule of law assessment should focus on students' ability to apply the law. 3.Rule of law assessment should pay attention to students' mental state of rule of law. 4.Vocational colleges should not use the results of the final examination as the assessment criterion alone.

Analysis of status information statistics of interviewee (experts), as shown in Table 4.18:

Table 4.18 Expert status information statistics

Personal information		Frequency	Percentage (%)
Gender	Male	6	60.00
	Female	4	40.00
	Total	10	100.00
Occupation	Teacher	5	50.00
	Administrative Staff	5	50.00
	Total	10	100.00

In this step, 10 experts were invited to participate in focus group discussions, as shown in Table 4.12, among the 10 experts, 6 are male, accounting for 60%, and 4 are female, accounting for 40.00%. In terms of positions, there are 5 administrative staff in higher vocational colleges, accounting for 50.0%, and 5 teachers in higher vocational colleges, accounting for 50.0%.

Based on the collection and statistics of focus group discussions, experts' frequency data on the feasibility of proposed draft strategies and new strategies are shown in Table 4.19:

Table 4.19 The discussion result and frequency statistics of the focus group

Discussion

Discussion topic		Expert 1	Expert 2	Expert 3	Expert 4	Expert 5	Expert 6	Expert 7	Expert 8	Expert 9	Expert 10	Percentage%
Are the strategies mentioned in the draft necessary?												
1	Clarifying the concept of the rule of law education	√	√	√	√	√	√	√	√	√	√	100.00
2	Optimizing the goals of the rule of law education	√	√	√	√	√	√	√	√	√	√	100.00
3	Optimizing the contents of the rule of law education	√	√	√	√	√	√	√	√	√	√	100.00
4	Optimizing the approaches to the rule of law education	√	√	√	√	√	√	√	√	√	√	100.00
5	Optimizing the guarantee of the rule of law education	√	√	√	√	√	√	√	√	√	√	100.00
6	Optimizing the evaluation criteria for the rule of law education	√	√	√	√	√	√	√	√	√	√	100.00
How to make the strategy of optimizing the rule of law education system for college students in vocational colleges in Guangdong more sustainable?												
1	Clarifying the concept of the rule of law education											
1.1	Clarifying the concept of education and establishing a belief in the rule of law among college students	√		√	√	√	√	√	√	√	√	90.00
1.2	Strictly implementing the guidance of the rule of law education concept emphasized by the state in the education syllabus	√		√	√		√	√	√	√	√	80.00
1.3	Strengthening national law popularization and popularizing concept education		√	√	√	√	√	√		√	√	70.00

Table 4.19 (Continued)

Discussion topic		Expert 1	Expert 2	Expert 3	Expert 4	Expert 5	Expert 6	Expert 7	Expert 8	Expert 9	Expert 10	Percentage%
2	Optimizing the goals of the rule of law education											
2.1	Increase teachers' knowledge reserves	√	√	√	√	√	√	√	√	√	√	100.00
2.2	Transforming traditional indoctrination education	√	√	√		√	√	√	√	√	√	90.00
2.3	Launching a second classroom		√	√	√	√	√	√	√	√	√	90.00
2.4	Developing educational plans and curriculum systems			√	√	√	√	√	√	√	√	80.00
2.5	The state strengthens publicity of laws		√	√		√	√	√		√	√	70.00
2.6	Carrying out the construction of a rule of law society and form a fair and just social atmosphere	√		√			√	√		√	√	60.00
2.7	Higher vocational colleges must build a fair and just legal environment	√	√		√	√	√		√	√	√	80.00
3	Optimizing the contents of the rule of law education											
3.1	1.Strictly implementing the country's rule of law education syllabus	√	√		√	√		√	√	√		70.00
3.2	In addition to basic rule of law knowledge, increase legal knowledge closely related to life.	√	√	√	√	√	√	√	√	√	√	100.00
3.3	Different course contents are set up according to different majors	√	√	√	√		√		√	√	√	80.00
3.4	The content of rule of law education should be specific and easy to understand		√	√	√	√	√	√	√	√	√	90.00
3.5	Add social hot case analysis	√	√	√		√	√	√	√	√	√	90.00

How to make the strategy of optimizing the rule of law education system for college students in higher vocational colleges in Guangdong more sustainable?

According to the collection and statistics of the focus group discussion contents, the experts acceptance of the proposed draft strategy and the new strategies and frequency data for the feasibility and adaptability of the strategies are shown in table 4.19, Judging from the results of word frequency statistics, Regarding “whether the strategies mentioned in the draft have necessary ”?

Based on the opinions given by 10 experts, the percentage of frequency statistics exceeds 100.00%. In focus group during the discussion, on “How to optimize the strategy of the rule of law education system for college students in higher vocational colleges in Guangdong to be more sustainable”? Experts approved of the draft's 27 strategies. Combining the SWOT strategic analysis with the focus group discussion results, the draft strategy was adjusted and improved to arrive at the final strategy, as shown in the table below:

Table 4.20 Strategies for optimizing the rule of law education system for college students in higher vocational colleges in Guangdong

NO.	Aspects of Strategies	Numbers of Measures
1	Clarifying the concept of the rule of law education	3
2	Optimizing the goals of the rule of law education	7
3	Optimizing the contents of the rule of law education	5
4	Optimizing approaches to the rule of law education	3
5	Optimizing the guarantee of the rule of law education	6
6	Optimizing the evaluation criteria for the rule of law education	3
Total	6	27

According to Table 4.20, the data shows that, Strategies to optimize the rule of law education system of higher vocational college students in Guangdong include six aspects: the strategy to clarify the concept of rule of law education includes 3 measures; The strategy to optimize the goals of rule of law education includes 7 measures; The strategy to optimize the content of rule of law education includes 5 measures; The strategy to optimize the approach to rule of law education includes 3 measures; The strategy to optimize the protection of the rule of law education includes 6 measures; The evaluation standard strategy for optimizing the rule of law education includes 3 measures; It contains a total of 6 strategies and 27 measures.

The specific strategies are as follows:

Table 4.21 Draft of the rule of law education system of higher vocational college students in Guangdong

Strategy	No.	Measures
Clarifying the concept of the rule of law education	1	Clarifying the concept of education and establishing a belief in the rule of law among college students First, the teachers teaching the class determine the concept of the entire course and runs the teaching throughout the course so that students can understand the concept of rule of law education and form a belief in the rule of law in concept teaching.
	2	Strictly implementing the guidance of the rule of law education concept emphasized by the state in the education syllabus In teaching, teachers strictly implement the concept of legal education emphasized by the country in the education syllabus and integrate the concept into the content of each lesson.

Table 4.21 (Continued)

Strategy	No.	Measures
	3	Strengthening national law popularization and popularizing concept education While popularizing legal content, we also promote the concept of law in depth and let the public understand the original intention of the law.
Optimizing the goals of the rule of law education	1	Increase teachers' knowledge reserves. Teachers should have relevant professional knowledge and understand national policies and current social hot spots; Vocational colleges regularly organize teachers to learn new theoretical knowledge; Vocational colleges assess teachers' teaching abilities.
	2	Transforming traditional indoctrination education. Forming traditional indoctrination education to interactive and case-based education, achieving the goal of college students being able to use theoretical knowledge to solve practical problems in life.
	3	Launching a second classroom. Extending the teaching objectives to the second classroom, such as lectures, knowledge competitions, cultural promotions, etc., to stimulate college students' interest in learning and achieve teaching objectives in the rich second classroom activities.
	4	Developing educational plans and curriculum systems. Formulating detailed education plans and curriculum systems, implementing educational goals into every lesson and activity, and allowing each goal to be carried out in a planned manner to complete the teaching goals of the entire course.

Table 4.21 (Continued)

Strategy	No.	Measures
	5	<p>The state strengthens publicity of laws</p> <p>Through legal propaganda, college students master knowledge not found in textbooks, enhance their concept of the rule of law, and participate in social construction and democratic rule of law.</p>
	6	<p>Carrying out the construction of a rule of law society and form a fair and just social atmosphere</p> <p>Through the influence of national policies, people practice the rule of law to form a fair and just social state, and create a good social atmosphere for rule of law education. College students have become an important force in a country ruled by law.</p>
	7	<p>Higher vocational colleges must build a fair and just legal environment</p> <p>According to running the school in accordance with the law, the rule of law is incorporated into education and management, and a good legal atmosphere on campus is created.</p>
Optimizing the contents of the rule of law education	1	<p>Strictly implementing the country's rule of law education syllabus</p> <p>Strictly implement the outline content of the national rule of law outline, clarify the development track of rule of law education, and refine the outline content into teaching so that college students can integrate with society.</p>

Table 4.21 (Continued)

Strategy	No.	Measures
	2	<p>In addition to basic rule of law knowledge, increase legal knowledge closely related to life.</p> <p>One of the goals of legal education is to make the knowledge of the rule of law become the code of conduct for college students to live by, so that college students know how to deal with legal relationships in life.</p>
	3	<p>Different course contents are set up according to different majors</p> <p>College students in different majors have different knowledge needs, and knowledge directly affects students' employment fields and positions. Different course contents are set up for arts and science majors to make the educational content more targeted and more adaptable to the needs of society.</p>
	4	<p>The content of rule of law education should be specific and easy to understand</p> <p>Compared with undergraduates, the comprehensive quality of higher vocational students is different, and the focus on cultivating students' practical abilities is also different. Rule of law education should also be adjusted accordingly according to the characteristics of higher vocational college students, making it more scientific and rational.</p>
	5	<p>Add social hot case analysis</p> <p>Teachers should keep up with social hot topics, analyze and guide hot social cases in class, prevent college students from being negatively affected by public opinion, and guide college students to establish correct values, outlook on life and world view.</p>

Table 4.21 (Continued)

Strategy	No.	Measures
Optimizing approaches to the rule of law education	1	Vocational colleges should develop school-enterprise cooperation. Organizing college students to go to judicial agencies in school-enterprise cooperation to observe court hearings, understand the mediation process of the judicial department, etc., and learn a variety of legal procedures.
	2	Strengthening extracurricular practice. Moving the classroom to extracurricular hours, organizing college students to visit patriotic education bases, visit historical museums, etc., and learn knowledge that cannot be learned in textbooks outside of class.
	3	Carrying out volunteer activities. Uniting knowledge with action, using learned knowledge to serve the society, cultivate a sense of social responsibility and social awareness, and achieve the effectiveness of education in voluntary service.
Optimizing the guarantee of the rule of law education	1	Striving for financial investment in school-enterprise cooperation. At present, school-enterprise cooperation is a characteristic of education in China. Through school-enterprise cooperation, the professional knowledge learned by college students serves enterprises, and enterprises invest funds in universities to fund education, which is mutually beneficial.
	2	Vocational colleges must ensure investment in legal education funds. In the annual budget, higher vocational colleges ensure the proportion of practical funds invested in student

Table 4.21 (Continued)

Strategy	No.	Measures
		legal education to ensure that college students can smoothly carry out social practice and to ensure training opportunities for teachers.
	3	<p>Vocational colleges must ensure investment in legal education funds.</p> <p>Through the supervision mechanism, higher vocational colleges' illegal and irregular behaviors are corrected to ensure the realization of various goals of legal education. For those who fail to achieve the goals, points, performance deductions and other measures will be taken.</p> <p>Utilizing the judicial resources of the Public Security Bureau.</p>
	4	<p>Rule of law education is inseparable from cooperation with judicial agencies. Judicial agencies have actual cases that occur in life, which are the source of classroom cases to ensure rule of law education.</p>
	5	<p>Vocational colleges regularly convene rule of law educators to study and learn new policies and theories about the rule of law.</p> <p>There is an old saying in China: Learn and live until you grow old. Through regular legal education and study, teachers can learn new policies and new theories on the rule of law to ensure that education keeps pace with the times. Secondly, strengthen exchanges with other universities and learn advanced education methods.</p>

Table 4.21 (Continued)

Strategy	No.	Measures
	6	Strengthening high-level professional training for teachers. Teachers go out of campus to receive professional training, improve their skills, and enrich their professional knowledge.
Optimizing the evaluation criteria for the rule of law education	1	Diversification of evaluation methods. Vocational colleges should not use final exam results alone as the assessment criteria. They should comprehensively evaluate college students through multiple methods such as exams, classroom inspections, social practice, teacher evaluations, etc. to ensure scientific and fair evaluation.
	2	The evaluation process combines quantitative and qualitative Quantitatively, in the process of rule of law education, evaluation is carried out through classroom performance, practical assessments, final scores, violations of laws and disciplines, etc.; qualitatively, attention should be paid to students' mental state of the rule of law.
	3	Evaluation results focus on effectiveness The evaluation effect evaluation must be consistent with the school's educational goals and the school's positioning, focus on students' ability to apply the law, and use evaluation standards to promote students' all-round development.

According to Table 4.21, the data shows that, Strategies to optimize the rule of law education system of higher vocational college students in Guangdong include six

aspects: the strategy to clarify the concept of rule of law education includes 3 measures; The strategy to optimize the goals of rule of law education includes 7 measures; The strategy to optimize the content of rule of law education includes 5 measures; The strategy to optimize the approach to rule of law education includes 3 measures; The strategy to optimize the protection of the rule of law education includes 6 measures; The evaluation standard strategy for optimizing the rule of law education includes 3 measures;

Section 3: The adaptability and feasibility evaluation results of the optimization strategy of the rule of law education system for college students in vocational colleges in Guangdong. Presented the data in the form of the average value and standard deviation.

The purpose of this section is to evaluate the applicability and feasibility of the strategy of optimizing the rule of law education system for college students

in vocational colleges in Guangdong. In order to achieve this goal, We invited five experts from Guangdong vocational colleges and law firms to assess the adaptability and feasibility of the strategy to optimize the rule of law education system for college students in vocational colleges in Guangdong. The results are shown in the following table:

Table 4.22 List of strategies evaluation experts

NO.	professional titles	College/Place
1	Professor	Heyuan Polytechnic
2	Senior lawyer	Shanwei City
3	Professor	Guangdong Songshan Polytechnic
4	Professor	Luoding Polytechnic
5	Senior lawyer	Meizhou City

Experts evaluate the optimization strategies of the rule of law education system for college students in higher vocational colleges in Guangdong and present the data in the form of average and standard deviation. As shown in Table 4.23:

Table 4.23 Average Value and Standard Deviation of expert evaluation of development of the optimization strategies of the rule of law education system for college students in higher vocational colleges in Guangdong.

Assessment checklist	Feasibility		
	\bar{X}	S.D.	Level
1. Clarifying the concept of the rule of law education	4.41	0.30	high
1.1 Clarifying the concept of education and establishing a belief in the rule of law among college students	4.54	0.31	highest
1.2 Strictly implementing the guidance of the rule of law education concept emphasized by the state in the education syllabus	4.20	0.26	high
1.3 Strengthening national law popularization and popularizing concept education	4.51	0.32	highest
2. Optimizing the goals of the rule of law education	4.59	0.24	highest
2.1 Increase teachers' knowledge reserves	5.0	0.13	highest
2.2 Transforming traditional indoctrination education	4.55	0.23	highest
2.3 Launching a second classroom	4.53	0.25	highest
2.4 Developing educational plans and curriculum systems	4.52	0.31	highest
2.5 The state strengthens publicity of laws	4.30	0.27	high
2.6 Carrying out the construction of a rule of law society and form a fair and just social atmosphere	4.56	0.32	highest
2.7 Higher vocational colleges must build a fair and just legal environment	4.70	0.18	highest

Table 4.23 (Continued)

Assessment checklist	Feasibility		
	\bar{x}	S.D.	Level
3. Optimizing the contents of the rule of law education	4.72	0.25	highest
3.1 Strictly implementing the country's rule of law education syllabus	4.60	0.42	highest
3.2 In addition to basic rule of law knowledge, increase legal knowledge closely related to life	4.90	0.13	highest
3.3 Different course contents are set up according to different majors	4.62	0.14	highest
3.4 The content of rule of law education should be specific and easy to understand	4.41	0.21	High
3.5 Adding social hot case analysis	4.90	0.11	highest
4. Optimizing approaches to the rule of law education	4.62	0.25	highest
4.1 Vocational colleges should develop school-enterprise cooperation	4.50	0.26	high
4.2 Strengthening extracurricular practice	4.66	0.33	highest
4.3 Carrying out volunteer activities	4.70	0.26	highest
5. Optimizing the guarantee of the rule of law education	4.78	0.24	highest
5.1 Striving for financial investment in school-enterprise cooperation	4.82	0.21	highest
5.2 Vocational colleges must ensure investment in the rule of law education funds	4.90	0.25	highest
5.3 The education department establishes a supervision mechanism	4.53	0.24	highest
5.4 Utilizing the judicial resources of the Public Security Bureau	4.65	0.30	highest

Table 4.23 (Continued)

Assessment checklist	Feasibility		
	\bar{X}	S.D.	Level
5.5 Vocational colleges regularly convene rule of law educators to study and learn new policies and theories about the rule of law	4.80	0.31	highest
5.6 Strengthening high-level professional training for teachers	5.00	0.15	highest
6. Optimizing the evaluation criteria for the rule of law education	4.68	0.23	highest
6.1 Diversification of evaluation methods	4.53	0.21	highest
6.2 The evaluation process combines quantitative and qualitative	4.62	0.19	highest
6.3 Evaluation results focus on effectiveness	4.90	0.23	highest
Total	4.65	0.24	highest

The data shows that experts' overall evaluation of the feasibility of these strategies is at a high level, indicating that these strategies have high feasibility.

The feasibility assessment of strategies in six aspects, including clarifying the concept of the rule of law education, optimizing the goals of the rule of law education, optimizing the contents of the rule of law education, optimizing approaches to the rule of law education, optimizing the guarantee of the rule of law education and optimizing the evaluation criteria for the rule of law education.

Chapter 5

Conclusions Discussions and Recommendations

The study of strategies for optimizing the rule of law education system of higher vocational college students in Guangdong has three research objectives: 1) study the current situation of the implementation of the rule of law education system of higher vocational college students in Guangdong; 2) Formulate development strategies for optimize the rule of law education system of higher vocational college students in Guangdong ; 3) Evaluate the feasibility of strategies for optimizing the rule of law education system of higher vocational college students in Guangdong .The study includes six aspects: 1) the concept of the rule of law education; 2) The goal of rule of law education; 3) The content of rule of law education; 4) The approach to rule of law education; 5) The guarantee of the rule of law education; 6) The evaluation standards of the rule of law education.

In order to accomplish the three research objectives, this study used online questionnaires to survey students, and determined the sample size with reference to Krejcie and Morgan et al. Who distributed interview questionnaires to teachers in five higher vocational colleges in Guangdong.382 valid questionnaires were collected, and structured interviews were conducted with 5 teachers and 5 managers from 5 higher

vocational colleges in Guangdong. In research, statistical methods used to analyze data include: frequency, percentage, mean, and standard deviation. The conclusions, discussions and recommendations of this study are as follows:

Conclusions

Research on strategies for optimizing the rule of law education system of higher vocational college students in Guangdong. The researcher summarized the conclusions into three parts, as follows:

Part1. To study current situation of the implementation of the rule of law education system of higher vocational college students in Guangdong.

Part2. To develop strategies for optimizing the rule of law education system of higher vocational college students in Guangdong.

Part3. To assess feasibility of strategies for optimizing the rule of law education system of higher vocational college students in Guangdong.

Part 1: The current situation of implementation of the rule of law education system of higher vocational college students in Guangdong.

According to the first research objective, the current situation of implementation of the rule of law education system of higher vocational college students in Guangdong mainly includes: 1) the concept of the rule of law education; 2) The goal of rule of law education; 3) The content of rule of law education; 4) The approach to rule of law education; 5) The guarantee of the rule of law education; 6) The evaluation standards of the rule of law education. There are 6 variables in total.

Through statistical analysis of questionnaire survey data, it was found that: The average levels of the six aspects of the rule of law education system of higher vocational college students in Guangdong from highest to lowest are: the evaluation standards of rule of law education; The approach of rule of law education; The content of rule of law education; the concept of rule of law education; The guarantee of rule of law education; The lowest level is “the goal of rule of law education”.

1. The concept of rule of law education was at a medium level. According to analysis results, the averages from highest to lowest are: the highest level is that "the rule of law education in higher vocational colleges should be general education(It is necessary to understand not only knowledge, but also the spirit and value of it)"; The second is that “the rule of law education in higher vocational colleges should be popular legal education(The law that residents must understand is the simplest of the laws)”. The minimum level is that” the rule of law education in higher vocational colleges should be quality education (to improve legal literacy)”.

2. The goal of rule of law education is at a moderate level. According to analysis results, the averages from highest to lowest are: the highest score is that “students have established the spirit of the rule of law and enhanced their belief in the rule of law”. The second is that “students have learned legal knowledge and the rule of law knowledge”. Thirdly, it is that “rule of law education improves students' ability to practice the rule of law”. The lowest score is that “the course content learned is of great practical value”.

3. The content of rule of law education is at a moderate level. According to analysis results, the averages from highest to lowest are: the highest score is that “rule of law education should include basic knowledge of law, knowledge of the rule of law, and education on the practice of the rule of law (volunteer services such as public interest law popularization)”, the second is that “the content of the course is relatively esoteric and difficult to understand”, thirdly, it is that “basic knowledge of law, knowledge of the rule of law and improving the ability to practice the rule of law”, the lowest score is that “the rule of law knowledge”.

4. The approach to rule of law education is at a high level. According to analysis results, the averages from highest to lowest are: the highest score is that “students like case teaching”, the second is that “students like the combination of theoretical education and practice, thirdly, it is that “students like the second classroom teaching, the lowest score is that “students like theoretical teaching”.

5. The guarantee of rule of law education is at a moderate level. According to analysis results, the averages from highest to lowest are: the highest score is that “your legal teacher is very professional”, the second is that “the university has special funding to participate in social practice activities (such as going to the countryside and visiting practical bases)”, the lowest score is that “the university attaches great importance to the course Ideology, Morality and the rule of law, which is a course of rule of law education”.

6. The evaluation standards of the rule of law education is at a medium level. According to analysis results, the averages from highest to lowest are: the highest score is that “a good culture of rule of law on campus is an important criterion for

measuring the results of rule of law education”, the second is that “the ability to apply the theoretical knowledge learned in practice is an important criterion, thirdly, it is that “the university takes the usual performance as the standard for course evaluation, and take violations of laws and regulations as a one-vote veto system for evaluation”, the lowest score is that “the final exam score is the only criterion for course evaluation”.



Figure 5.1 Summary of current situation of the implementation of the rule of law education system of higher vocational college students in Guangdong

Part 2: To develop strategies for optimizing the rule of law education system of higher vocational college students in Guangdong.

According to the second research objective, based on the statistical analysis of questionnaire survey data and interviews, the researcher formulated strategies for optimizing the rule of law education system of higher vocational colleges students in

Guangdong from six aspects, with a total of 6 strategies and 27 measures. Details are as follows:

The strategy for clarifying the concept of rule of law education includes three measures: 1) clarifying the concept of education and establishing a belief in the rule of law among college students; 2) strictly implementing the guidance of the rule of law education concept emphasized by the state in the education syllabus; 3) strengthening national law popularization and popularizing concept education.

The strategy for optimizing the goals of the rule of law education includes seven measures: 1) increase teachers' knowledge reserves; 2) transforming traditional indoctrination education; 2) transforming traditional indoctrination education; 3) launching a second classroom; 4) Developing educational plans and curriculum systems; 5) the state strengthens publicity of laws; 6) carrying out the construction of a rule of law society and form a fair and just social atmosphere; 7) higher vocational colleges must build a fair and just legal environment.

The strategy for optimizing the contents of the rule of law education includes five measures: 1) strictly implementing the country's rule of law education syllabus; 2) in addition to basic rule of law knowledge, increase legal knowledge closely related to life; 3) different course contents are set up according to different majors; 4) the content of rule of law education should be specific and easy to understand; 5) add social hot case analysis.

The strategy for optimizing approaches to the rule of law education includes three measures: 1) vocational colleges should develop school-enterprise cooperation; 2) strengthening extracurricular practice; 3) carrying out volunteer activities.

The strategy for optimizing the guarantee of the rule of law education includes six measures: 1) striving for financial investment in school-enterprise cooperation; 2) vocational colleges must ensure investment in legal education funds; 3) the education department establishes a supervision mechanism; 4) utilizing the judicial resources of the Public Security Bureau; 5) vocational colleges regularly convene rule of law educators to study and learn new policies and theories about the rule of law; 6) strengthening high-level professional training for teachers.

The strategy for optimizing the evaluation criteria for the rule of law education includes three measures: 1) diversification of evaluation methods; 2) the evaluation process combines quantitative and qualitative; 3) Evaluation results focus on effectiveness.

Part 3: To assess feasibility of strategies for optimizing the rule of law education system of higher vocational college students in Guangdong.

According to the purpose of the third study, the researcher invited five experts to evaluate the feasibility of optimizing the rule of law education system for college students in Guangdong.

The data analysis results show that the overall evaluation of the feasibility of the strategy by experts is 4.65, which is at a high level, it shows that the strategy for optimizing the rule of law education system for higher vocational colleges students in Guangdong has high feasibility.

In terms of strategies for clarifying the concept of rule of law education, the strategy of clarifying the concept of rule of law education is at a high level, with an average of 4.41, it shows that the strategy for clarifying the concept of rule of law education has high feasibility.

In terms of strategies for optimizing the goals of rule of law education, the strategy for optimizing the goals of rule of law education was at a high level, with an average of 4.59, It shows that the strategy of optimizing the goals of rule of law education is highly feasible.

In terms of strategies for optimize the content of rule of law education, the strategy for optimizing the content of rule of law education is at a high level, with an average of 4.72, it shows that the strategy for optimizing the content of rule of law education is highly feasible.

In terms of strategies for optimizing the approaches to the rule of law education, the strategy of optimizing the approaches to the rule of law education is at a high level, with an average of 4.62, it shows that the strategy of optimizing the approaches of the rule of law education is highly feasible.

In terms of strategies for optimizing the guarantee to the rule of law education, the strategy for optimizing the guarantee to the rule of law education is at a high level, with an average of 4.78, it shows that the strategy for optimizing the guarantee to the rule of law education is highly feasible.

In terms of strategies for optimizing the evaluation criteria of rule of law education, the strategy for optimizing the evaluation criteria of rule of law education is at a high level, with an average of 4.68, it shows that the strategy for optimizing the evaluation criteria of rule of law education is highly feasible.

Discussions

The concluding discussion of the researchers on the strategy of optimizing the rule of law education system for college students in higher vocational colleges in Guangdong is divided into three parts, as follows:

Part 1: The current situation of the rule of law education system of higher vocational college students on Guangdong.

Through the investigation of the current situation of the rule of law education system of college students in higher vocational colleges in Guangdong, it was found that there are many problems in the concept of rule of law education, the goal of rule of law education, the content of rule of law education, the approaches to rule of law education, the guarantee of rule of law education, and the evaluation standards of rule of law education in the rule of law education system of higher vocational college students in Guangdong .By analyzing the concept of rule of law education, the goal of rule of law education, the content of rule of law education, the approaches of rule of law education, the guarantee of rule of law education, and the evaluation standards of rule of law education, it was found that although they were at higher level and high level, they still needed to be improved.

1. In terms of clarifying the concept of rule of law education, the concept of rule of law education in the current situation of the rule of law education system of higher vocational college students in Guangdong is at a medium level, and has not yet reached the highest level. The root cause of this situation: concept belong to the scope of ideology, and the establishment of ideas cannot be achieved by simply imparting theoretical knowledge. In the current situation, the knowledge of the rule of law imparted is only theoretical knowledge, which cannot give college students an in-depth understanding of the connotation of rule of law education and the spiritual

realm to be achieved. Therefore, clarifying the concept of rule of law education not only teaches the knowledge of the rule of law, but also requires college students to understand the spirit and value of it, so as to improve the literacy of the rule of law. Our society has not yet formed a strong atmosphere for safeguarding the authority of the law, and the concept

of the supremacy of law has yet to be cultivated (Wang. shuyin, 2017). Neither the generation of the emotion of the rule of law nor the establishment of the spirit of the rule of law can be achieved by simply imparting knowledge (Zheng. yanju, 2021). The object of education on the rule of law is people - people's minds, emotions and hearts,

and its ultimate goal is to enable people to form their identity, respect and belief in the rule of law. College students as a whole have not yet formed a stable habit of using the law and the rule of law thinking to handle daily affairs and participate in the social life of the rule of law (Zang. hong, 2016).

2. In terms of the goal of rule of law education, The current situation of the rule of law education system for college students in higher vocational colleges in Guangdong is at a medium level, and has not yet reached the highest level. The root cause of this situation: Teachers regard familiarity with theory as the teaching goal and ignore the practical goal, at last many college students have no legal literacy, no belief in the rule of law, and unable to apply the knowledge they have learned in practice. In terms of education methods and paths, most of them adopt a top-down, indoctrination-based approach, lacking the active and effective participation of members of society, and then lacking the sense of identity of the people (Wang. Shuyin & Fang. Yuchun. 2017) Based on classroom lectures and special lectures, traditional education and teaching methods have formed a the rule of law education model of "you speak, I listen", which cannot

well stimulate students' initiative in learning (Zheng. Yanju, 2021). In terms of the goal of rule of law education, it is often focused on mastering legal knowledge, and there is a lack of care for the concept of the rule of law and key capabilities (Huang. Wei, 2020).

3. In terms of the content of rule of law education, The content of legal education in the current situation of the rule of law education system for college students in higher vocational colleges in Guangdong Province is at a medium level, and has not yet reached the highest level. The root cause of this situation: Due to historical problems, some of the teachers who teach the rule of law course are teachers of ideological and political education, and do not have the foundation of legal expertise. In teaching, they inculcate and transmit theoretical knowledge of the rule of law to students, ignore some legal knowledge that is closely related to life, and cannot provide in-depth guidance to some cases. Moreover, the theoretical knowledge is profound, and compared with professional knowledge, students feel that it is useless, and they are not used in life and

employment. The content is relatively abstract, professional and principled, which is difficult to meet students' needs for the application of legal knowledge (Huang. Wei, 2020). Due to the limitation of teaching hours and course content, it is difficult for students to keep up with the pace of building a country under the rule of law (Dong. Xiaohong, 2020).

4. In terms of approaches to rule of law education, The current situation of the rule of law education system for college students in higher vocational colleges in Guangdong. The approach to rule of law education is at a high level, but has not yet reached the highest level. The root cause of this situation: didactic is the most widely used teaching method of rule of law education in current, which hinders the effectiveness of legal education and often hinders the improvement of students' legal literacy and legal ability. Unilaterally instilled "preaching", once college students who are eager to show their individuality are in a passive position in the interaction, they are often easy to suppress their curiosity and desire for knowledge, forming a kind of resistance psychology (Zheng. Yanju, 2021). In terms of method, the theoretical teaching method is usually adopted, which lacks of vivid language and vivid cases, and it is even more difficult for students to explore and experience (Huang. Wei, 2020).

5. In terms of the guarantee of rule of law education, the current situation of the rule of law education system for college students in higher vocational colleges in Guangdong is at a medium level, and has not yet reached the highest level. The root cause of this situation: Compared with the construction of majors, colleges do not pay enough attention to the rule of law education curriculum, are partial in funding, and do not allocate enough training funds for teachers and practice funds for students; poor school-enterprise cooperation, lack of external communication skills, and limited financial aid from enterprises have all affected the ability training of teachers and the improvement of students' social practice ability. Establish a sound guarantee mechanism,

and the development of activities requires a certain venue, special personnel, special funds and a certain system to ensure that the activities are carried out (Zheng. Yanju, 2021). The teaching force of rule of law education in colleges and

universities is relatively weak, and the main teachers who mainly rely on the course generally lack legal professional knowledge, although there are some law teachers who undertake the teaching tasks of the course, but the number is relatively small (Dong. Xiaohong, 2020). There is also a lack of retraining of teachers' legal literacy in the allocation of the rule of education teachers.

6. In terms of the evaluation criteria for rule of law education. The evaluation standards for the current situation of the rule of law education system for college students in vocational colleges in Guangdong are at a medium level, and have not yet reached the highest level. The root cause of this situation: The relevant departments' assessment of the implementation of law-based governance is not in-depth enough, and the quantitative standards are not very practical, especially in terms of students' mastery of the rule of law; The university's assessment of students is relatively simple, and it is not realistic to measure it solely by test scores. This is related to the views of Zang Hong and Chen Zhongping (2019). At present, the rule of law education in colleges and universities stays more on the dissemination and examination of legal knowledge, and to a certain extent, ignores the cultivation of college students' awareness of the rule of law and the cultivation of rule of law

thinking (Zang. Hong, 2016). Traditional test-oriented education has made many institutions of higher learning pay attention to test-taking results, and most colleges and universities have the status quo of "not involving any courses unrelated to the major, and avoiding activities unrelated to improving grades (Cheng. Zhongping, 2020).



Figure 5.2 Summary of current situation of the rule of law education system of higher vocational college students in Guangdong

Part 2: Optimization strategy of the rule of law education system of in higher vocational college students in Guangdong.

1. In terms of clarifying the concept of rule of law education. In order to clarify the concept of rule of law education, researcher put forward three measures: 1) clarifying the concept of education and establishing a belief in the rule of law among college students, this is consistent with the view of Duan Fan (2021): In addition to explaining the legal system, rule of law education should pay more attention to cultivating and establishing the political awareness, rights awareness, and belief in the rule of law (Duan. Fan, 2021).

In addition, researcher use external factors to propose the following measures: 1) strictly implementing the guidance of the rule of law education concept

emphasized by the state in the education syllabus; 2) strengthening national law popularization and popularizing concept education.

2. In terms of the goal of rule of law education, researcher propose the following measures: 1) the state strengthens the publicity of the law. Measures with Zheng Yanju's

views: the goal of incorporating education on the rule of law into the national education system is to turn the rule of law into a way of thinking and a way of life for young people, including college students, not only to internalize the awareness of the rule of law into the civic qualities of college students, but more importantly, to see it in the legal life behavior of college students (Zheng. Yanju, 2021). 2) higher vocational colleges should build a fair and just legal environment. The measures are consistent with Huang Wei's view: govern schools in accordance with the law, guide college students to consciously abide by the law, abide by the law, and believe in the law, and create a positive environment for rule of law education to strengthen college students' belief in the rule of law (Huang. Wei, 2020). In order to optimize the goal of rule of law education, researcher also proposed other measures: 1) increase teachers' knowledge reserves; 2) transforming traditional indoctrination education; 3) launching a second classroom; 4) developing educational plans and curriculum systems; 5) carrying out the construction of a rule of law society and form a fair and just social atmosphere.

3. In terms of the content of rule of law education, investigator propose the following measures: 1) in addition to the basic knowledge of the rule of law, increase the legal knowledge that is closely related to life. This is consistent with the views of Yao Jianlong and Zhu Yiyang: the content of the rule of law education for college students should not only avoid college students from breaking the law and committing crimes, but also enhance their ability to protect their own legitimate rights and interests (Yao. Jianlong, & Zhu. Yiyang, 2021). 2) Add case analysis of social hot spots, which is consistent with Guan Qi's (2022) view: carry out legal discussions on social hot events, and use legal thinking and legal knowledge to deeply analyze social hot events (Guan. Qi, 2022). Strictly implementing the country's rule of law

education syllabus, different course contents are set up according to different majors, the content of rule of law education should be specific and easy to understand.

4. In terms of approaches to rule of law education, investigator propose the following measures: vocational colleges should develop school-enterprise cooperation, this is consistent with the view of Guan. Qi: through the guidance and help of legal staff, college students can further develop the ability to use legal thinking and legal methods to solve problems in real cases that occur around them, so as to lay a solid foundation for college students to enter the society (Guan. Qi, 2022). 2) strengthening extracurricular practice, this is consistent with the views of Yao Jianlong and Zhu Yiyi (2021): the rule of law education of college students is entertaining and experiential teaching through the addition of multimedia teaching, field research and visits, etc., and through experiential teaching, to increase students' enthusiasm for participating in the course. In order to develop more effective learning methods, researcher also proposed "volunteering" (Yao. Jianlong, & Zhu. Yiyi, 2021).

5. In terms of the guarantee of rule of law education, investigator propose the following measures: 1) strengthening high-level professional training for teachers, this is consistent with Liu Panting's view: attention should be paid to the research of teachers in rule of law education to improve teachers' legal literacy (Liu. Panting, 2022). The rule of law education for college students should also be more inclusive. 2) utilizing the judicial resources of the Public Security Bureau, this is related to Zhou. Xi & Zheng. Yue: Unite social forces to carry out education on the rule of law, and invite public security officers and police to schools from time to time to carry out special education lectures, using vivid cases to educate and alert students Zhou. Xi & Zheng. Yue, (2020); 3) the education department establishes a supervision mechanism, this is consistent with the view of Duan Fan: state organs must include rule of law education in their department's basic work, not only drafting departmental plans and plans for rule of law education, but also drafting a list of responsibilities for popular legal education, breaking down responsibility for popular

legal education to each department and individual, so that it can be quantified and evaluated (Duan. Fan, 2021). In addition, in order to ensure the smooth development of rule of law education, researcher also proposed the following measures: 1) Striving for financial investment in school-enterprise cooperation; 2) Vocational colleges must ensure investment in the rule of law education funds; 3) Vocational colleges regularly convene rule of law educators to study and learn new policies and theories about the rule of law.

6. In terms of the evaluation criteria for rule of law education, researcher proposed that: 1) the evaluation process combines quantitative and qualitative, this is consistent with Liu Panting's view: the objectives of evaluating practical activities and quantifiable evaluation criteria for practical activities (Liu. Panting, 2022); 2) the evaluation results focus on effectiveness, which is consistent with Guan Qi's view: On the premise of ensuring that college students "learn" well, the transformation from "learning" to "use" can finally play the practical role of "use", and realize the effectiveness of "learning and application" of legal education for college students in higher vocational colleges (Guan. Qi, 2022). The researchers also propose another measure: diversification of evaluation methods



Figure 5.3 summary of strategy of the rule of law education system of in higher vocational college students in Guangdong

Part 3: The feasibility of strategy for optimizing of the rule of law education system of higher vocational colleges students in Guangdong.

1. In terms of clarifying the concept of rule of law education, the feasibility is at a high level. It shows that the formulation of the strategy is in line with the needs of the current situation, and it is feasible after scientific demonstration and systematic evaluation by experts.

2. In terms of the goal of rule of law education, the feasibility is at a high level.

The strategy of the goal is in line with the development needs of students and society, and it is feasible after scientific demonstration and systematic evaluation by experts.

3. In terms of the content of rule of law education, the feasibility is at a high level. The content were formulated to meet the needs of students and the development needs of society, make up for the gaps in the current educational content, and are also consistent with the goals of education. It is feasible after scientific demonstration and systematic evaluation by experts.

4. In terms of approaches to rule of law education, the feasibility is at a high level. The approaches were formulated is in line with the psychological yearning of students, and it is feasible after scientific demonstration and systematic evaluation by experts.

5. In terms of the guarantee of rule of law education, the feasibility is at a high level. The strategy were formulated in line with the practical needs of legal education, and it is also an easy way for colleges and universities to realize it.

6. In terms of the evaluation criteria for rule of law education, the feasibility is at a high level. A single evaluation criterion is unpopular with students and is inconsistent with the goal. The strategy of the evaluation criteria is in line with the development of students, which is of great significance to improve the effectiveness of rule of law education, and it is also an easy way for colleges and universities to realize it.



Figure 5.4 Summary of feasibility of strategy for optimizing of the rule of law education system of higher vocational colleges students in Guangdong

Recommendations

1. In terms of clarifying the concept of rule of law education, What students agree with the most is that "the rule of law education in higher vocational colleges should be a general education (not only to understand the knowledge, but also to understand the spirit and value thereof)". It shows that most students agree that while learning the knowledge of the rule of law, they should understand other spirits and values, so as to improve their legal literacy, so researchers put forward the following suggestions: 1) Clarify the concept of education, and college students establish faith in the rule of law. 2) Strictly implement the guidelines of the rule of law education emphasized by the state in the education syllabus, and integrate the concepts into the content of each lesson. 3) Strengthen the popularization of the law in the country, deeply publicize the concept of law, and let the public understand the original intention of the law. Improving the legal literacy of college students from the aspects of schools and policies, and establishing faith in the rule of law.

2. In terms of the goal of rule of law education, The lower scores were: "The content of the course is of great practical value" and "Students can use the knowledge learned in class to solve problems in life". It shows that students are very concerned about the effectiveness of rule of law education, and researchers put

forward the following suggestions: 1) improve the teaching ability of teachers; 2) transforming the way of law education, and researchers put forward the following suggestions: 1) improve the teaching ability of teachers; 2) transforming the way of education; 3) carry out the carry out the second class to guide students to apply the knowledge they have learned in practice from these three aspects.

3. In terms of the content of rule of law education, what students agreed with the most is that "rule of law education should include basic knowledge of law, knowledge of the rule of law and practical education of the rule of law (volunteer services such as public welfare law popularization)". It was required that the content of rule of law education should include not only theoretical knowledge, but also practical knowledge. Explain that students were interested in learning about the rule of law, and the requirements were more in line with the objectives of education, and researchers put forward the following suggestions: 1) In addition to basic rule of law knowledge, increase legal knowledge closely related to life; 2) Adding social hot case analysis. The score is relatively low, "the content of the course is relatively esoteric and difficult to understand", indicating that the teaching content in reality does not meet the psychological requirements of students, and researchers put forward the following suggestions: 1) The content of rule of law education should be specific and easy to understand; 2) Different course contents are set up according to different majors.

4. In terms of approaches to rule of law education, the highest score was "Students like case teaching", the explanation is consistent with the previous investigation of influencing factors, and pure theory cannot meet the needs of students, and researchers put forward the following suggestions: 1) higher vocational colleges should develop school-enterprise cooperation, so that students can observe court hearings, understand the process of mediation by the judicial department, etc., personally participate in the application of knowledge in handling life cases, and understand the procedures for using legal knowledge.

5. In terms of the guarantee of rule of law education, the lowest score was "the university has special funds to participate in social practice activities (such as

going to the countryside and visiting practice bases)", it shows that the rule of law education is lacking in terms of financial guarantees, which restricts the development of legal education, and researchers put forward the following suggestions: 1) in terms of internal factors, higher vocational colleges should ensure the investment of funds for rule of law education, so as to ensure that college students can smoothly carry out social practice, and also ensure that teachers have training opportunities; 2) from the perspective of external factors, strive for capital investment in school-enterprise cooperation to achieve a new situation of mutual benefit in school-enterprise cooperation.

6. In terms of the evaluation criteria for rule of law education, the lowest score was "The final exam is the only criterion for course evaluation", students' satisfaction with the "score system" evaluation criteria adopted by the school is low, and the evaluation criteria of the school still need to be further improved, and researchers put forward the following suggestions: 1) Diversification of evaluation methods. Vocational colleges should not use final exam results alone as the assessment criteria. They should comprehensively evaluate college students through multiple methods such as exams, classroom inspections, social practice, teacher evaluations, etc. to ensure scientific and fair evaluation. 2) The evaluation process combines quantitative and qualitative. Quantitatively, in the process of rule of law education, evaluation is carried out through classroom performance, practical assessments, final scores, violations of laws and disciplines, etc.; qualitatively, attention should be paid to students' mental state of the rule of law. 3) Evaluation results focus on effectiveness. The evaluation effect must be consistent with the colleges' educational objectives and the school's positioning, focusing on the student's ability to apply the law.

Future Research

The development strategy of the rule of law education system for college students is an inherent requirement for the improvement and development of the comprehensive quality of college students, and it is the need to reduce the illegal behavior of college students and maintain the safety and stability of the campus.

Through the investigation and analysis of the rule of law education system of college students in vocational colleges in Guangdong, and through empirical research, this study discusses the current situation of the rule of law education system of college students in higher vocational colleges in Guangdong from the concept of the rule of law education, the goal of the rule of law education, the content of the rule of law education, the ways of the rule of law education, the guarantee of the rule of law education, and the evaluation criteria of the rule of law education, and puts forward effective development strategies. It is of certain guiding significance for the managers of the five higher vocational colleges in Guangdong to have a more comprehensive understanding of the current situation of the rule of law education system for college students, the management defects existing in the reform, the better deepening of the reform of the rule of law education system, and the promotion of the improvement of students' comprehensive ability.

The rule of law education system for college students is a complex and important research topic, which involves the influence of the state and schools. The study of the rule of law education system for college students in five higher vocational colleges in Guangdong is a small-scale and preliminary study. The study of the rule of law education system for college students in five higher vocational colleges in Guangdong is a small

scale and preliminary study.

1. Expand the scope of this study area. This study only studies the rule of law education system of college students in five higher vocational colleges in Guangdong.

Future research can expand the scope of the study area, conduct horizontal research on vocational colleges in other regions, and apply the results of the research to higher vocational colleges in other regions.

2. Further deepen and more accurately study the contents of the system. This study discusses the influencing factors of the rule of law education system for college students in higher vocational colleges in Guangdong, and the research content is relatively large, the weakest part of this system can be studied in detail in

the future, such as the weakness of practical education, and the influencing factors of practical education can be studied in more depth.

3. We should learn from the experience of other countries and study China's current problems. Based on the differences between the legal system and the formulation of the state, it is of great significance and value for Guangdong to study the similarities and differences of legal education at home and abroad, and to learn from advanced foreign experience, for the future implementation of legal education in China and in Guangdong.

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Appendices

Appendix A

List of Specialists and Letters of Specialists Invitation for IOC Verification

List of Specialists Invitation for IOC Verification

NO.	Name	Position
1	Hu Qingle	Dr. of Dongguan university of Techlonogy
2	Shao Changjian	Associate Professor of Heyuan Polytechnic
3	Thanida Sutcharittham	Dr. of Bansomdejchaopraya Rajabhat University
4	Sarayut Setthakachorn	Assistant Professor of Bansomdejchaopraya Rajabhat University
5	Patchareeporn Bangkeaw	Assistant Professor of Bansomdejchaopraya Rajabhat University

List of Experts Invitation for Focus Group Discussion

The following lists were invited as experts to discuss about the strategies for optimizing the rule of law education system of higher vocational college students in Guangdong.

NO.	Name	Position	University
1	Liu yu	professor	Heyuan Polytechnic
2	Liu xiaofu	Aassociate professor	Heyuan Polytechnic
3	Xu wei	associate professor	Heyuan Polytechnic
4	Zhong weihui	associate professor	Guangdong MeizhouVocational and Technical College
5	Cheng fang	associate professor	Guangdong Songshan Polytechnic
6	Luo hongxi	associate professor	Guangdong Songshan Polytechnic
7	Zhou wendong	professor	Shanwei institute of technology
8	Chen zhongping	professor	Shanwei institute of technology
9	Li hongmei	associate professor	Luoding Polytechnic
10	Huang haifeng	associate professor	Luoding Polytechnic

List of Specialists Invitation for Strategies Evaluation

The following lists were invited as an evaluation expert to evaluate the feasibility of strategies for optimizing the rule of law education system of higher vocational college students in Guangdong.

NO.	Name	Position
1	He Qiuxia	Professor of Heyuan Polytechnic
2	Wu Xiaowei	Senior lawyer in Shanwei City
3	Xiao Ting	Professor of Guangdong Songshan Polytechnic
4	Chen Dayuan	Professor of Luoding Polytechnic
5	Cao Guangfu	Senior lawyer in Meizhou City

Appendix B
Official Letter

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Rajabhat University
1061 Soi Itsaraphap 15,
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31 July 2024

Subject: Invitation to validate research instrument
Dear Dr.Hu Qingle, Ph.D. Lecturer in Law and social Work Dongguan University of
Techlonogy

Ms. Luo Xiaoting is a Doctoral student in Educational Management for Sustainable Development of Bansomdejchaopraya Rajabhat University. She is undertaking research entitled "Development of Strategies for Optimizing the Rule of Law Education System of Higher Vocational College Students in Guangdong".

The thesis advisory committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research instrument.

With your expertise, we would like to ask your permission to validate the attached research instrument. In this regard, we would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Yours faithfully

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Thonburi, Bangkok, Thailand
10600

31 July 2024

Subject: Invitation to validate research instrument
Dear Dr.thaida sujarittham Ph.D. Curriculum and Instruction Bansomdejchaopraya
Rajabhat University

Ms. Luo Xiaoting is a Doctoral student in Educational Management for Sustainable Development of Bansomdejchaopraya Rajabhat University. She is undertaking research entitled "Development of Strategies for Optimizing the Rule of Law Education System of Higher Vocational College Students in Guangdong".

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31 July 2024

Subject: Invitation to validate research instrument
Dear Associate Professor. Shao Changjian, Engage in rule of law education Heyuan Polytechnic

Ms. Luo Xiaoting is a Doctoral student in Educational Management for Sustainable Development of Bansomdejchaopraya Rajabhat University. She is undertaking research entitled "Development of Strategies for Optimizing the Rule of Law Education System of Higher Vocational College Students in Guangdong".

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Thonburi, Bangkok, Thailand
10600

31 July 2024

Subject: Invitation to validate research instrument
Dear Assistant Professor Dr.Sarayut Setthakachom Ph.D. Education for Locality
Development Bansomdejchaopraya Rajabhat University

Ms. Luo Xiaoting is a Doctoral student in Educational Management for Sustainable Development of Bansomdejchaopraya Rajabhat University. She is undertaking research entitled "Development of Strategies for Optimizing the Rule of Law Education System of Higher Vocational College Students in Guangdong".

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Thonburi, Bangkok, Thailand
10600

31 July 2024

Subject: Invitation to validate research instrument
Dear Assistant Professor Dr.Phatchareephorn Bangkheow Ph.D. Education for Locality
Development Bansomdejchaopraya Rajabhat University

Ms. Luo Xiaoting is a Doctoral student in Educational Management for Sustainable Development of Bansomdejchaopraya Rajabhat University. She is undertaking research entitled "Development of Strategies for Optimizing the Rule of Law Education System of Higher Vocational College Students in Guangdong".

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20 January, 2025

Subject Invitation to join an interview as an expert
Dear Chen Zhongping
Attachment Interview content

Ms. Luo Xiaoting is a graduate student in the Doctor of Philosophy Program in Educational Management for Sustainable Development program of Bansomdejchaopraya Rajabhat University. She is conducting research entitled "Development of strategies for optimizing the rule of law education system of higher vocational college students in Guangdong" under the supervision of the following thesis advisory committee:

1. Associate Professor Dr. Narongwat Mingmit	Major Advisor
2. Dr. Pawich Phon-ngam	Co-Advisor
3. Dr. Thanida Sutcharittham	Co-Advisor

The thesis advisory committee, along with the student, recognizes your expertise in the rule of law education system. As such, the graduate school would like to formally invite you to participate in an interview as an expert, where your insights and suggestions will greatly contribute to the advancement of the student's research.

Thank you for considering this invitation.

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20 January, 2025

Subject Invitation to join an interview as an expert

Dear Cheng Fang

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20 January, 2025

Subject: Invitation to join an interview as an expert

Dear Huang Haifeng

Attachment: Interview content

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20 January, 2025

Subject Invitation to join an interview as an expert

Dear Li Hongmei

Attachment Interview content

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20 January, 2025

Subject Invitation to join an interview as an expert

Dear Liu Yu

Attachment Interview content

Ms. Luo Xiaoting is a graduate student in the Doctor of Philosophy Program in Educational Management for Sustainable Development program of Bansomdejchaopraya Rajabhat University. She is conducting research entitled "Development of strategies for optimizing the rule of law education system of higher vocational college students in guangdong" under the supervision of the following thesis advisory committee:

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20 January, 2025

Subject Invitation to join an interview as an expert

Dear Liu Xiaofu

Attachment Interview content

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20 January, 2025

Subject Invitation to join an interview as an expert

Dear Luo Hongxi

Attachment Interview content

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20 January, 2025

Subject Invitation to join an interview as an expert

Dear Zhou Wendong

Attachment Interview content

Ms. Luo Xiaoting is a graduate student in the Doctor of Philosophy Program in Educational Management for Sustainable Development program of Bansomdejchaopraya Rajabhat University. She is conducting research entitled "Development of strategies for optimizing the rule of law education system of higher vocational college students in Guangdong" under the supervision of the following thesis advisory committee:

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20 January, 2025

Subject Invitation to join an interview as an expert

Dear Zhong Weihui

Attachment Interview content

Ms. Luo Xiaoting is a graduate student in the Doctor of Philosophy Program in Educational Management for Sustainable Development program of Bansomdejchaopraya Rajabhat University. She is conducting research entitled "Development of strategies for optimizing the rule of law education system of higher vocational college students in

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20 January, 2025

Subject Invitation to join an interview as an expert

Dear Xu Wei

Attachment Interview content

Ms. Luo Xiaoting is a graduate student in the Doctor of Philosophy Program in Educational Management for Sustainable Development program of Bansomdejchaopraya Rajabhat University. She is conducting research entitled "Development of strategies for optimizing the rule of law education system of higher vocational college students in Guangdong" under the supervision of the following thesis advisory committee:

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20 January, 2025

Subject Invitation to join a focus group discussion as an expert

Dear Cheng Zhongping

Attachment A focus group discussion schedule

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20 January, 2025

Subject Invitation to join a focus group discussion as an expert

Dear Cheng Fang

Attachment A focus group discussion schedule

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20 January, 2025

Subject Invitation to join a focus group discussion as an expert

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20 January, 2025

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20 January, 2025

Subject Invitation to join a focus group discussion as an expert

Dear Liu Xiaofu

Attachment A focus group discussion schedule

Ms. Luo Xiaoting is a graduate student in the Doctor of Philosophy Program in Educational Management for Sustainable Development program of Bansomdejchaopraya Rajabhat University. She is conducting research entitled "Development of strategies for optimizing the rule of law education system of higher vocational college students in Guangdong" under the supervision of the following thesis advisory committee:

- | | |
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| 1.Associate Professor Dr.Narongwat Mingmit | Major Advisor |
| 2.Dr.Pawich Phon-ngam | Co-Advisor |
| 3.Dr.Thanida Sutcharittham | Co-Advisor |

The thesis advisory committee, along with the student, recognizes your expertise in the rule of law education system.As such, the graduate school would like to formally invite you to join a focus group discussion as an expert, where your insights and suggestions will greatly contribute to the advancement of the student's research.

Thank you for considering this invitation.

Yours faithfully

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20 January, 2025

Subject Invitation to join a focus group discussion as an expert

Dear Liu Yu

Attachment A focus group discussion schedule

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20 January, 2025

Subject Invitation to join a focus group discussion as an expert
Dear Luo Hongxi
Attachment A focus group discussion schedule

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20 January, 2025

Subject Invitation to join a focus group discussion as an expert

Dear Zhong Weihui

Attachment A focus group discussion schedule

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20 January, 2025

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Dear Zhou Wendong

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20 January, 2025

Subject Invitation to participate in the strategic assessment as an expert

Dear Cao Guangfu

Attachment Assessment sheets

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The primary focus of this research is to optimize the strategies for the rule of law education system of higher vocational college students in Guangdong. In light of your expertise in this area, the Graduate School cordially invites you to serve as an expert reviewer for the in-depth examination of the strategies under consideration and to provide feedback on these strategies. Your insights will be instrumental in promoting optimizing the strategies for the rule of law education system of higher vocational college students in Guangdong. We sincerely value your time and consideration of this request.

Thank you for your kind considerations.

Yours faithfully

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20 January, 2025

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Dear Chen Dayuan

Attachment Assessment sheets

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20 January, 2025

Subject Invitation to participate in the strategic assessment as an expert

Dear He Qluxia

Attachment Assessment sheets

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20 January, 2025

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20 January, 2025

Subject Invitation to participate in the strategic assessment as an expert
Dear Wu Xiaowei
Attachment Assessment sheets

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Appendix C

Research Instrument

Questionnaire

Questionnaire of development of strategies for optimizing the rule of law education system of vocational college students in Guangdong

Direction:

1. This questionnaire is about the current situation and influencing factors that the rule of law education system of vocational college students in Guangdong. The objectives of this research were: to study current situation of the implementation of the rule of law education system of higher vocational college students in Guangdong; to develop strategies for optimizing the rule of law education system of higher vocational college students in Guangdong; to assess feasibility of strategies for optimizing the rule of law education system of higher vocational college students in Guangdong.

2. This questionnaire is about the current situation and influencing factors that the rule of law education system of vocational college students in Guangdong, it was provided into two parts. Part one is personal information of respondents and part two is survey about the current situation of the rule of law education system of higher vocational college students in Guangdong, it contained 26 questions.

Thank you for your support and cooperation in answering this questionnaire.

Mrs. Luo Xiaoting

Bansomdejchaopraya Rajabhat University

Part 1: Basic Information

Your gender: 1. ☐ Male 2. ☐ Female

Your grade: 1. ☐ Freshman 2. ☐ Sophomore 3. ☐ Junior

Your major: 1. ☐ Liberal arts 2. ☐ Science 3. ☐ Technology 4. ☐ Engineering

Your university is 1. ☐ Heyuan Polytechnic 2. ☐ Guangdong Meizhou Vocational and Technical College 3. ☐ Guangdong Songshan Polytechnic 4. ☐ Shanwei institute of technology 5. ☐ Luoding Polytechnic

Part 2: Specific Information

Please read the following items carefully and select issues related to the current the rule of law education system strategies for college students in higher vocational colleges based on your specific actual situation and ideas. According to the Likert 5-point scale (1=strongly disagree, 2=disagree, 3= Not sure, 4=agree, 5=strongly agree, please tick the corresponding answer √)

The rule of law education in higher vocational colleges includes the concept of the rule of law education, the content of the rule of law education, the ways of the rule of law education, the guarantee of the rule of law education, and the evaluation standards of the rule of law education. This questionnaire is based on these factors. Students are asked to answer the following questions answer:

The concept of rule of law education, the overall guidance and educational direction of the rule of law education , to solve the problem of why the rule of law is implemented.

NO.	question	level					remark
		1	2	3	4	5	
1	the rule of law education in higher vocational colleges should be legal education(the law that residents must understand is the simplest of the law)						
2	the rule of law education in higher vocational colleges should be general education(it is necessary to understand not only knowledge,but also the spirit and value of it)						
3	the rule of law education in higher vocational colleges should be quality education(to improve legal literacy)						

2. The goal of rule of law education, the question of value pursuit of rule of law education answer the question of the effectiveness of rule of law education , that is the personal value and social value reflected.

NO.	question	level					remark
		1	2	3	4	5	
1	Students can use what they have learned in class to solve problems in life						
2	Students learned about the law knowledge and the rule of law knowledge						
3	Students have established the spirit of the rule of law and enhanced their belief in the rule of law						
4	Rule of law education improves students' ability to practice the rule of law						
5	The course content learned is of great practical value						

3. The content of rule of law education, what should be included in the rule of law education, and how to solve the problem of what to learn.

NO.	question	level					remark
		1	2	3	4	5	
1	Rule of law education includes the rule of law knowledge						
2	Rule of law education includes basic knowledge of law, knowledge of the rule of law and improving the ability to practice the rule of law						
3	Rule of law education should include basic knowledge of law, knowledge of the rule of law, and education on the practice of the rule of law (volunteer services such as public interest law popularization)						
4	The content of the course is relatively esoteric and difficult to understand						

4. The approach of the rule of law education solves the problem of how to better achieve educational goals.

NO.	question	level					remark
		1	2	3	4	5	
1	Students like the combination of theoretical education and practice						
2	Students like case teaching						
3	Students like the second classroom teaching						
4	Students like theoretical teaching						

5. The guarantee of the rule of law education involves the issue of how to ensure better educational effects.

NO.	question	level					remark
		1	2	3	4	5	
1	Your legal teachers are very professional						
2	The university attaches great importance to the course "Ideology, Morality and the Rule of Law", which is a course of rule of law education						
3	The university has special funding to participate in social practice activities (such as going to the countryside and visiting practical bases)						

6. Evaluation standards of the rule of law education, involve the issue of what standards should be used to evaluate the effectiveness of rule of law education.

NO.	question	level					remark
		1	2	3	4	5	
1	The final exam score is the only criterion for course evaluation						
2	The ability to apply the theoretical knowledge learned in practice is an important criterion						
3	The university takes the usual performance as the standard for course evaluation, and take violations of laws and regulations as a one-vote veto system for evaluation						
4	A good culture of rule of law on campus is an important criterion for measuring the results of rule of law education						

Interview

Interview form of the factors optimizing the rule of law education system of vocational college students in Guangdong

Direction:

1. This interview form is about factors of the current situation and factors the development of optimizing the rule of law education system of vocational college students in Guangdong. The objectives of this research were to explore the factors influencing of optimizing the rule of law education system of vocational college students in Guangdong; to develop the strategies for optimizing the rule of law education system of vocational college students in Guangdong; and to evaluate the strategies for optimizing the rule of law education system of vocational college students in Guangdong.

2. This Interview form was designed for experts to review. It was divided into 2 part 7 questions and recommendations.

3. Your comments on interview form will be useful for the development of optimizing the rule of law education system of vocational college students in Guangdong. Responding to this questionnaire will have no impact per you individually. The proposed data will be of an overview and the researcher aims to use the data for research purposes only.

Thank you for your support and cooperation.

Mrs. Luo Xiaoting
Bansomdejchaopraya Rajabhat University

Part 1 Information on the identity

Name:

Gender:

Position/Role:.....

Teaching Experience/Length of Service:

The name of the university:.....

Part II: The factor of optimizing the rule of law education system of vocational college students in Guangdong

<p>1.How to change the idea of rule of law education?</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>3.How to clarify the content of rule of law education?</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>4.What are the ways for vocational college students to better understand the knowledge of the rule of law?</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>5.What are the best way to guarantee the implementation effect of the rule of law education?</p> <p>.....</p> <p>.....</p> <p>.....</p>

6.What criteria should be used to measure the social effect of the rule of law education that students receive?

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7. What aspects of the existing the rule of law education system for college students need to be improved?

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Suggestion:

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Assessment

Assessment form for validity of Interview form of the factors optimizing the rule of law education system of vocational college students in Guangdong

Direction:

1. This assessment form for validity of interview form of the factor development of optimizing the rule of law education system of vocational college students in Guangdong is for experts to consider the consistency of the questionnaire and take suggestion. It was as part of a doctoral dissertation of educational administration in Bansomdejchaopraya Rajabhat University, Thailand. The objectives of this research were to explore the rule of law education system for higher vocational colleges students in Guangdong, and to develop the strategies for the rule of law education system of higher vocational colleges students in Guangdong, and to evaluate the strategies for the rule of law education system of higher vocational colleges students in Guangdong.

2. This assessment form for validity of questionnaire was divided into 2 part, 7 questions and suggestion.

3. The evaluation of the effectiveness of your test form will help to formulate management strategies and optimize the strategy of the rule of law education. Answering this survey will have no personal impact on you. The proposed data will be an overview, and the researchers aim to use the data for research purposes.

Thank you for your cooperation in answering this assessment form for validity.

Mrs. Luo Xiaoting
Bansomdejchaopraya Rajabhat University

Part I: Personal Information of respondents

1. Gender

☐ Male ☐ Female

2. work experience in college(years)

☐ ≤ 15 ☐ 16-19 ☐ ≥ 20

3. job title

☐ Associate professor ☐ Professor

4. Position

☐ administrators ☐ Teacher

Part II: This assessment form for validity of interview factors forms of influencing the Development of Comprehensive Quality Evaluation System Strategies for Higher Vocational Colleges Students in Guangdong

Direction: Please consider the consistency of the factors of influencing the Development of Comprehensive Quality Evaluation System Strategies for Higher Vocational Colleges Students in Guangdong. After considering it, please check in the corresponding box. Use the following criteria for consideration.

Rating is +1. There is an opinion that “Corresponds to definition.”

Rating is 0. There is an opinion that “Not sure it corresponds to definition.”

Factor	Questions	Assessment result			Remarks
		-1	0	+1	
Evaluation subject (personnel)	1. Possess expertise in evaluation				
	2. Have experience in evaluation work				
	3. strengthen training				
	4. Diversity of participants				
	5. Students as the main body				
Strategies for optimizing evaluation contents	1. In line with student development				
	2. Strengthen multiple abilities				
	3. Clarify standards and systems				
	4. Operable				
	5. Adapt to social development needs				
Strategies for improving evaluation method	1. process evaluation				
	2. Result evaluation				
	3. Adopt intelligent evaluation system				
	4. Various evaluation tools				
	5. Various evaluation methods				
Strategies for optimizing evaluation results feedback and application	1. Timely feedback on results				
	2. Hold regular feedback meetings				
	3. Increase tripartite exchanges				
	4. Provide personalized feedback				
	5. Leverage data analytics				

Rating is -1. There is an opinion that “Inconsistent with definition.”

Suggestions

Evaluation

Evaluation Form of the rule of law education system strategies for higher vocational colleges students in Guangdong

Direction:

1.This evaluation form for validity of interview form of the factors Development of strategies for optimizing the rule of law education system higher vocational colleges students in Guangdong is form for experts to consider the consistency of the questionnaire and take suggestion. It was as part of a doctoral dissertation of educational administration in Bansomdejchaopraya Rajabhat University, Thailand. The objectives of this research were to explore the rule of law education system higher vocational colleges students in Guangdong, and to develop the strategies for the rule of law education system higher vocational colleges students in Guangdong, and to evaluate the strategies for the rule of law education system higher vocational colleges students in Guangdong.

2. This questionnaire validity evaluation form is centered around 8 aspects, including all strategies.

3.Your comments on evaluation form for validity of interview form will be useful for the development of management strategies to promote development of strategies for the rule of law education system higher vocational colleges students in Guangdong. Responding to this questionnaire will have no impact on you individually. The proposed data will be of an overview and the researcher aims to use the data for research purposes only.

Thank you for your cooperation in answering this evaluation form for validity.

Mrs. Luo Xiaoting

Bansomdejchaopraya Rajabhat University

Instruction:

The tool used this time is a questionnaire to evaluate strategies for the rule of law education system of higher vocational colleges students in Guangdong. Please consider the questionnaire to evaluate all aspects of strategies for comprehensive Quality Evaluation System of Higher Vocational Colleges Students in Guangdong.

Please check each comment box, the score is as follows:

5 indicates the highest feasibility.

4 indicates high feasibility.

3 indicates average feasibility.

2 indicates low feasibility.

1 indicates the lowest feasibility.

Evaluation checklist	Feasibility				
	5	4	3	2	1
1.Strategies for clarifying the concept of the rule of law education					
1.1 Clarifying the concept of education and establishing a belief in the rule of law among college students					
1.2 Strictly implementing the guidance of the rule of law education concept emphasized by the state in the education syllabus					
1.3 Strengthening national law popularization and popularizing concept education					
2. Optimizing the goals of the rule of law education					
2.1 Increase teachers' knowledge reserves					
2.2 Transforming traditional indoctrination education					
2.3 Launching a second classroom					
2.4 Developing educational plans and curriculum systems					
2.5 The state strengthens publicity of laws					
2.6 Carrying out the construction of a rule of law society and form a fair and just social atmosphere					
2.7 Higher vocational colleges must build a fair and just legal environment					
3. Optimizing the contents of the rule of law education					
3.1 Strictly implementing the country's rule of law education syllabus					

Evaluation checklist	Feasibility				
	5	4	3	2	1
3.2 In addition to basic rule of law knowledge, increase legal knowledge closely related to life.					
3.3 Different course contents are set up according to different majors					
3.4 The content of rule of law education should be specific and easy to understand					
3.5 Add social hot case analysis					
4. Optimizing the approaches to the rule of law education					
4.1 Vocational colleges should develop school-enterprise cooperation					
4.2 Strengthening extracurricular practice					
4.3 Carrying out volunteer activities					
5. Optimizing the guarantee of the rule of law education					
5.1 Striving for financial investment in school-enterprise cooperation					
5.2 Vocational colleges must ensure investment in legal education funds					
5.3 The education department establishes a supervision mechanism					
5.4 Utilizing the judicial resources of the Public Security Bureau					
5.5 Vocational colleges regularly convene rule of law educators to study and learn new policies and theories about the rule of law					
5.6 Strengthening high-level professional training for teachers					
6 Optimizing the evaluation criteria for the rule of law education					
6.1Diversification of evaluation methods					
6.2 The evaluation process combines quantitative and qualitative					
6.3 Evaluation results focus on effectiveness					

Suggestions

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Appendix D

The Results of the Quality Analysis of Research Instruments

The Quality Analysis Results of Research Instruments

The consistency evaluation results of questionnaire survey on the current situation of development strategies for optimizing the rule of law education system of higher vocational colleges students in Guangdong.

1. The quality analysis results of questionnaire

clause	The current situation of the rule of law education system of higher vocational colleges students in Guangdong.	Expert					IOC	Conclusion
		1	2	3	4	5		
Evaluation the factors influencing concept of rule of law education								
1	The rule of law education in higher vocational colleges should be legal education(The law that residents must understand is the simplest of the laws)	1	1	1	1	1	1.00	consistent
2	The rule of law education in higher vocational colleges should be general education(It is necessary to understand not only knowledge, but also the spirit and value of it)	1	1	1	1	1	1.00	consiqstent
3	The rule of law education in higher vocational colleges should be quality education(to improve legal literacy)	1	1	1	1	1	1.00	consistent
Evaluation the factors influencing goals of the rule of law education								
1	Students can use what they have learned in class to solve problems in life	1	1	1	1	1	1.00	consistent
2	Students learned about the law and the rule of law	1	1	1	1	1	1.00	consistent

clause	The current situation of the rule of law education system of higher vocational colleges students in Guangdong.	Expert					IOC	Conclusion
		1	2	3	4	5		
3	cultivating the spirit and belief of the rule of law	1	1	1	1	1	1.00	consistent
4	Rule of law education improves students' ability to practice the rule of law	1	1	1	1	1	1.00	consistent
		1	1	1	1	1		consistent
5	The course content learned is of great practical value	1	1	1	1	1	1.00	consistent
Evaluation the factors influencing the content of rule of law education								
1	The rule of law knowledge	1	1	1	1	1	1.00	consistent
2	Basic knowledge of law, knowledge of the rule of law and improving the ability to practice the rule of law	1	1	1	1	1	1.00	consistent
3	In addition to Article 2 above, education on the rule of law should also include education on the practice of the rule of law (volunteer services such as public interest law popularization)	1	1	1	1	1	1.00	consistent
4	The content of the course is relatively esoteric and difficult to understand	1	1	1	1	1	1.00	Consistent
Evaluation the factors influencing the approach to rule of law education								
1	Student like combining theoretical education with practice	1	1	1	1	1	1.00	consistent
2	Student like case teaching	1	1	1	1	1	1.00	consistent
3	Student like the second classroom teaching	1	1	1	1	1	1.00	consistent
4	Student like theoretical teaching	1	1	1	1	1	1.00	consistent
Evaluation the factors influencing the guarantee of rule of law education								

clause	The current situation of the rule of law education system of higher vocational colleges students in Guangdong.	Expert					IOC	Conclusion
		1	2	3	4	5		
1	Your legal teacher is very professional	1	1	1	1	1	1.00	consistent
2	The university attaches great importance to the course "Ideology, Morality and the Rule of Law", which is a course of rule of law education	1	1	1	1	1	1.00	consistent
3	The university has special funds to support participation in social practice activities (such as going to the countryside and visiting practice bases)	1	1	1	1	1	1.00	consistent
Evaluation the factors influencing the evaluation criteria of rule of law education								
1	The final exam score is the only criterion for course evaluation	1	1	1	1	1	1.00	consistent
2	The ability to apply the theoretical knowledge learned in practice is an important criterion	1	1	1	1	1	1.00	consistent
3	The university takes the usual performance as the standard for course evaluation, and take violations of laws and regulations as a one-vote veto system for evaluation	1	1	1	1	1	1.00	consistent
4	A good culture of rule of law on campus is an important criterion for measuring the results of rule of law education	1	1	1	1	1	1.00	consistent

2. The quality analysis results of interview

clause	The factors influencing of development strategies for the rule of law education system of higher vocational colleges students in Guangdong.	Expert					IOC	Conclusion
		1	2	3	4	5		
Evaluation the concept of the rule of law education								
1	Clarifying the concept of education and establishing a belief in the rule of law among college students	1	1	1	1	1	1.00	consistent
2	Strictly implementing the guidance of the rule of law education concept emphasized by the state in the education syllabus	1	1	1	1	1	1.00	consistent
3	Strengthening national law popularization and popularizing concept education	1	1	1	1	1	1.00	consistent
4	Increase teachers’ knowledge reserves	1	1	1	1	1	1.00	consistent
5	Transforming traditional indoctrination education	1	1	1	1	1	1.00	consistent
6	Launching a second classroom	1	1	1	1	1	1.00	consistent
7	Developing educational plans and curriculum systems	1	1	1	1	1	1.00	consistent
8	The state strengthens publicity of laws	1	1	1	1	1	1.00	consistent
9	Carrying out the construction of a rule of law society and form a fair and just social atmosphere	1	1	1	1	1	1.00	consistent
10	Higher vocational colleges must build a fair and just legal environment	1	1	1	1	1	1.00	consistent

clause	The factors influencing of development strategies for the rule of law education system of higher vocational colleges students in Guangdong.	Expert					IOC	Conclusion
		1	2	3	4	5		
Evaluation the contents of the rule of law education								
11	Strictly implementing the country’s rule of law education syllabus	1	1	1	1	1	1.00	consistent
12	In addition to basic rule of law knowledge, increase legal knowledge closely related to life.	1	1	1	1	1	1.00	consistent
13	Different course contents are set up according to different majors	1	1	1	1	1	1.00	consistent
14	The content of rule of law education should be specific and easy to understand	1	1	1	1	1	1.00	consistent
15	Add social hot case analysis	1	1	1	1	1	1.00	consistent
Optimizing the approaches to the rule of law education								
16	Vocational colleges should develop school-enterprise cooperation	1	1	1	1	1	1.00	consistent
17	Strengthening extracurricular practice	1	1	1	1	1	1.00	consistent
18	Carrying out volunteer activities	1	1	1	1	1	1.00	consistent
Optimizing the guarantee of the rule of law education								
19	Striving for financial investment in school-enterprise cooperation	1	1	1	1	1	1.00	consistent
20	Vocational colleges must ensure investment in legal education funds	1	1	1	1	1	1.00	consistent
21	The education department establishes a supervision mechanism	1	1	1	1	1	1.00	consistent
22	Utilizing the judicial resources of the Public Security Bureau	1	1	1	1	1	1.00	consistent

clause	The factors influencing of development strategies for the rule of law education system of higher vocational colleges students in Guangdong.	Expert					IOC	Conclusion
		1	2	3	4	5		
23	Vocational colleges regularly convene rule of law educators to study and learn new policies and theories about the rule of law	1	1	1	1	1	1.00	consistent
24	Strengthening high-level professional training for teachers	1	1	1	1	1	1.00	consistent
Optimizing the evaluation criteria for the rule of law education								
25	Diversification of evaluation methods	1	1	1	1	1	1.00	consistent
26	The evaluation process combines quantitative and qualitative	1	1	1	1	1	1.00	consistent
27	Evaluation results focus on effectiveness	1	1	1	1	1	1.00	consistent

Reliability analysis of research instruments

Results of variable reliability correlation analysis

Reliability Scale: all variables

Case handling summary			
		N	%
case	effective	382	100
	Excluded ^a	0	0
	Total	382	100
a. List deletion based on all variables in this program.			

Reliability statistics		
Cronbach's Alpha	Based on standardized items Cronbachs Alpha	Number of terms
0.833	0.833	27

Interviewee

Interviewer 1

This interview is an important part of the research project on the optimization strategy of the rule of law education system for college students in vocational colleges in Guangdong , aiming to put forward the strategy of optimizing the rule of law education system for college students in vocational colleges in Guangdong.

The information collected from each interviewee is treated with the utmost confidentiality, the researcher guarantee that your answers will have no impact on the institution or you personally. We will kindly ask you to answer truthfully based on your actual work experience and teaching background. The interview is expected to last about 30 minutes.

Name: Liu Yu

Gender: male

Position/Role: professor

Teaching Experience/Length of Service: 30 years

The name of the university: Heyuan Polytechnic

1. How to change the idea of rule of law education?

In teaching, we should shift from traditional indoctrination education to rule of law thinking education, emphasize the unity of knowledge and action, and allow students to actively participate in rule of law practice.

2. How to do it in order to achieve the goal of rule of law education?

Higher vocational colleges should formulate specific education plans and curriculum systems in line with national education policies, and use role-playing exercises, case studies, etc. to improve knowledge application abilities, and also strengthen the construction of teaching staff and improve teachers' legal education ability.

3. How to clarify the content of rule of law education?

The content of rule of law education should include basic rule of law knowledge, as well as legal ethics knowledge, legal procedures, etc. that are closely related to daily life. Combine social hot issues with real life in teaching, and apply legal education to practical life.

4. What are the ways for vocational college students to better understand the knowledge of the rule of law?

Case studies and role exercises in the moot court are good classroom teaching practices; use the second classroom to give full play to the main role of students and help more people in need with the knowledge they have learned.

5. What are the best way to guarantee the implementation effect of the rule of law education?

The country should increase policy support and special funding for education.

Higher vocational colleges should strengthen the construction of teaching staff and improve teachers' ability to educate on the rule of law.

Higher vocational colleges should strengthen cooperation with public security, procuratorial and judicial organs, and use social resources to carry out practice education on the rule of law.

6. What criteria should be used to measure the social effect of the rule of law education that students receive?

The government should establish a supervision and evaluation mechanism for rule of law education.

Higher vocational colleges use examinations to measure students' knowledge of the rule of law.

In teaching practice, we should grasp students' ability to use legal knowledge to solve practical problems.

In the construction of campus legal culture, students' legal awareness and illegal behavior must be assessed.

7.What aspects of the existing the rule of law education system for college students need to be improved?

Interviewer 2

This interview is an important part of the research project on the optimization strategy of the rule of law education system for college students in vocational colleges in Guangdong , aiming to put forward the strategy of optimizing the rule of law education system for college students in vocational colleges in Guangdong .

The information collected from each interviewee is treated with the utmost confidentiality, the researcher guarantee that your answers will have no impact on the institution or you personally. We will kindly ask you to answer truthfully based on your actual work experience and teaching background. The interview is expected to last about 30 minutes.

Name: Liu xiaofu

Gender: male

Position/Role: associate professor

Teaching Experience/Length of Service:32 years

The name of the university: Heyuan Polytechnic

1.How to change the idea of rule of law education?

At the national level, the state should emphasize in the form of policies that legal education should shift from the traditional single imparting of legal knowledge to the cultivation of legal thinking and legal spirit, and focus on cultivating students' critical thinking and problem-solving skills. At the level of higher vocational colleges, emphasis is placed on students' practical cultivation of the rule of law in practical teaching.

2.How to do it in order to achieve the goal of rule of law education?

Vocational colleges should formulate specific education plans and curriculum systems, and adopt teaching methods such as mock courts and case analysis in the classroom.

Vocational colleges should strengthen the construction of teachers in rule of law education and improve the rule of law education ability of rule of law teachers.

3.How to clarify the content of rule of law education?

In addition to basic knowledge of the rule of law, higher vocational colleges should also strengthen education on legal ethics and legal practices and other legal proceedings in light of hot social issues.

4.What are the ways for vocational college students to better understand the knowledge of the rule of law?

In classroom teaching, cases closely related to life are selected for analysis, and the knowledge of the rule of law is combined with practice to make the textbooks more relevant to real life; teachers should make use of the second classroom to give full play to students' main role and apply the knowledge they have learned to solve daily life conflicts.

5.What are the best way to guarantee the implementation effect of the rule of law education?

The country should strengthen policy support and increase funding for education.

Vocational colleges should strengthen the construction of teaching staff and improve teachers' the rule of law education capabilities.

Vocational colleges should strengthen school-enterprise cooperation and use the resources of the public security, procuratorial and judicial organs to carry out the rule of law education.

What criteria should be used to measure the social effect of the rule of law education that students receive?

The government should establish an evaluation mechanism for the effectiveness of the rule of education.

Vocational colleges must pass examinations to test students' mastery of legal knowledge.

Rule of law teachers should test students' ability to use legal knowledge to solve practical problems through rule of law practice.

The embodiment of students' rule of law spirit in the construction of campus rule of law culture.

7.What aspects of the existing the rule of law education system for college students need to be improved?

The content of teaching is fixed, and vocational colleges do not consider the learning abilities of students in different majors. Vocational colleges should set different teaching contents according to the learning abilities of students in different majors.

Interviewer 3

This interview is an important part of the research project on the optimization strategy of the rule of law education system for college students in vocational colleges in Guangdong , aiming to put forward the strategy of optimizing the rule of law education system for college students in vocational colleges in Guangdong.

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Name: Xu wei

Gender: female

Position/Role: associate professor

Teaching Experience/Length of Service: 16 years

The name of the university: Heyuan Polytechnic

1.How to change the idea of rule of law education?

Transform from traditional indoctrination education to interactive, case-based education to enhance students' active participation and practical experience. There is a shift from the teaching of rule of law knowledge to the cultivation of rule of law thinking and spirit, focusing on cultivating students' critical thinking and problem-solving abilities.

2.How to do it in order to achieve the goal of rule of law education?

Vocational colleges should formulate specific education plans and curriculum systems in accordance with the national education syllabus.

A variety of teaching methods are adopted in practical teaching, such as moot court, case analysis, etc.

3.How to clarify the content of rule of law education?

In addition to imparting legal knowledge, we should also deepen education on legal ethics, legal procedures, and legal practice. We should keep up with social

hot spots and constantly update the content of the rule of education to ensure that it keeps pace with the times, so that it is closer to reality and has stronger pertinence and effectiveness.

4.What are the ways for vocational college students to better understand the knowledge of the rule of law?

In addition to carrying out more rule of law practice in classroom teaching, we encourage cooperation within and outside the university and use social resources for rule of law education.

5.What are the best way to guarantee the implementation effect of the rule of law education?

The country should strengthen policy support and financial investment.

The state should establish a supervision and evaluation mechanism for rule of law education.

Vocational colleges should establish a teacher training mechanism to enhance teachers' educational abilities.

6.What criteria should be used to measure the social effect of the rule of law education that students receive?

The extent to which students have mastered the rule of law l knowledge.

Students' ability to apply legal knowledge to solve practical problems.

The embodiment of students' awareness and spirit of the rule of law.

7.What aspects of the existing the rule of law education system for college students need to be improved?

In teaching, the systematization and coherence of the curriculum system should be strengthened, and conceptual teaching should be carried out according to the needs of college students.; In terms of the content of rule of law education, vocational colleges should pay attention to the needs of students in different majors for rule of law education and carry out differentiated teaching; In improving the ways of rule of law education, vocational colleges should improve the practicality and interactivity of education.

Interviewer 4

This interview is an important part of the research project on the optimization strategy of the rule of law education system for college students in vocational colleges in Guangdong , aiming to put forward the strategy of optimizing the rule of law education system for college students in vocational colleges in Guangdong .

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Name: Zhong weihui

Gender: female

Position/Role: professor

Teaching Experience/Length of Service: 20 years

The name of the university: Guangdong Meizhou Vocational and Technical College

1.How to change the idea of rule of law education?

First, we should pay attention to the top-level design of the system and carry out top-down reforms rather than bottom-up cognition. The second is to strengthen legal popularization among college students and increase more publicity about basic legal understanding. The third is to create a fair and just environment for the rule of law, especially for some hot legal events that have attracted a lot of attention in society, so timely announcements should be made.

2.How to do it in order to achieve the goal of rule of law education?

We should deeply understand what college students need and clarify the content of rule of law education from the legal education syllabus.

3.How to clarify the content of rule of law education?

Vocational colleges should formulate specific education plans and curriculum systems and adopt diversified teaching methods, such as moot courts and

case analysis. Vocational colleges should promptly respond to students' appeals, broaden the channels for appeals, protect personal concerns after appeals, and make everyone want to express, dare to express, and be able to express.

4.What are the ways for vocational college students to better understand the knowledge of the rule of law?

First, vocational colleges should offer specialized courses; second, vocational colleges should create a strong, fair and just campus rule of law environment; and third, students should be encouraged to participate in various rule of law practice activities.

5.What are the best way to guarantee the implementation effect of the rule of law education?

If college students violate laws and regulations on campus, they must be held legally responsible and truly safeguard the authority of the law. The state and vocational colleges should increase investment in rule of law education funds to ensure the implementation of legal practice. In addition to recruiting professional law teachers to join the rule of law education team, vocational colleges should also increase their efforts in teacher training.

6.What criteria should be used to measure the social effect of the rule of law education that students receive?

In practice, students can use legal weapons to resolve legal contradictions. In class, teachers should understand whether students can use legal thinking to solve problems. In the construction of campus legal culture, the performance of college students in observing discipline and law.

7.What aspects of the existing the rule of law education system for college students need to be improved?

The educational idea not only includes prompting college students to learn the knowledge of the rule of law, but also enhances their awareness of the rule of law; The goal of rule of law education should be more down-to-earth, and the knowledge learned by college students can solve conflicts in life;Vocational colleges should provide differentiated teaching according to the acceptance level of students

in different majors; The approaches to rule of law education are more diversified and information-based; In terms of rule of law education guarantees, the law must be strictly enforced and violators must be punished if college students violate laws and regulations.

Interviewer 5

This interview is an important part of the research project on the optimization strategy of the rule of law education system for college students in vocational colleges in Guangdong , aiming to put forward the strategy of optimizing the rule of law education system for college students in vocational colleges in Guangdong .

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Name: Cheng fang

Gender: female

Position/Role: associate professor

Teaching Experience/Length of Service: 15 years

The name of the university: Guangdong Songshan Polytechnic

1.How to change the idea of rule of law education?

The transformation from traditional theoretical teaching to teaching combining theory and allows students to actively participate in practice, cultivate students' awareness of the rule of law in practice, and cultivate the spirit of rule of law in the application of knowledge of the rule of law.

2.How to do it in order to achieve the goal of rule of law education?

Formulate specific education plans and curriculum systems in accordance with the national rule of law education syllabus, and closely follow the state's rule of law policies. In practical teaching, we should adopt teaching methods that make students more receptive to knowledge, such as select cases that are close to life for analysis and teaching, or invite judges and lawyers to teach the law in person in the form of lectures.

3.How to clarify the content of rule of law education?

In addition to basic knowledge of the rule of law, it should also include basic legal knowledge. In the course of teaching, the content of rule of law education should also be updated in light of hot social issues, so that it can keep pace with the times.

4.What are the ways for vocational college students to better understand the knowledge of the rule of law?

Higher vocational colleges make rational use of social resources, carry out legal volunteer activities, and apply the knowledge of the rule of law learned in the activities. Use the resources of the public security department to let students experience the punishment of illegal acts and set an example.

5.What are the best way to guarantee the implementation effect of the rule of law education?

Increasing fund for the social practice of the rule of law, allowing college students to fully participate in social practice; Establishing oversight and evaluation mechanisms for the establishment of rule of law campuses, creating fair and just rule of law campuses; Increasing investment in teacher training, and improve the educational capacity of rule of law teachers.

6.What criteria should be used to measure the social effect of the rule of law education that students receive?

Attention should be paid to assessing students' performance in the classroom, their application of knowledge of the rule of law in social practice, and their compliance with discipline and law in their daily study and life.

7.What aspects of the existing the rule of law education system for college students need to be improved?

Higher vocational colleges should attach great importance to the construction of this course, implement single-class teaching, and ensure the teaching effect. A student's learning outcomes should not be assessed solely on the basis of a final exam.

Interviewer 6

This interview is an important part of the research project on the optimization strategy of the rule of law education system for college students in vocational colleges in Guangdong , aiming to put forward the strategy of optimizing the rule of law education system for college students in vocational colleges in Guangdong .

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Name: Luo hongxi

Gender: female

Position/Role: associate professor

Teaching Experience/Length of Service:23 years

The name of the university: Guangdong Songshan Polytechnic

1.How to change the idea of rule of law education?

It should be emphasized and transformed the idea of legal education in the national education syllabus in practical education. For example, the transition from single theoretical teaching to integrated theoretical and practical teaching.

2.How to do it in order to achieve the goal of rule of law education?

From traditional indoctrination education to interactive, case-based education, theoretical knowledge is used to solve practical problems in life. Combine theory with practice, it is emphasized students' active participation in practical experience, tests the truth in practice, and test the deterrent effect of the rule of law.

3.How to clarify the content of rule of law education?

The idea of rule of law education is clarified through the national curriculum. In addition to the rule of law knowledge, it should also include legal knowledge that is closely related to life.

4.What are the ways for vocational college students to better understand the knowledge of the rule of law?

Vocational colleges should strengthen volunteer services and allow students to participate in social legal services; Vocational colleges should strengthen cooperation between university and enterprises, and let students experience the deterrent effect of the law in public security, procuratorial and judicial organs; Vocational colleges should use diversified teaching methods to enable students to deepen their application of legal knowledge through mock trials, case analysis, etc.

5.What are the best way to guarantee the implementation effect of the rule of law education?

Strengthen policy support at the national level; Vocational colleges should strive to obtain social funds to promote the rule of law practice activities; Vocational colleges should strengthen the construction of their teaching staff and improve teachers' ability to provide the rule of law education.

6.What criteria should be used to measure the social effect of the rule of law education that students receive?

Students' usual respect for the law; The teacher tests the students' knowledge of the rule of law in class; Teachers test students' application of the rule of law knowledge in social practice.

7.What aspects of the existing the rule of law education system for college students need to be improved?

Vocational colleges should follow the national rule of law education syllabus and integrate the classroom to deepen the cultivation of college students' idea of the rule of law; Vocational colleges should strengthen the professional development of law teachers and recruit teachers with legal backgrounds; Vocational colleges should establish an assessment mechanism for the rule of law education, have zero tolerance for illegal behavior of college students, impose on-campus punishment on students who violate the rules, and conduct educational follow-up in the formalities.

Interviewer 7

This interview is an important part of the research project on the optimization strategy of the rule of law education system for college students in vocational colleges in Guangdong , aiming to put forward the strategy of optimizing the rule of law education system for college students in vocational colleges in Guangdong .

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Name: Zhou wendong

Gender: male

Position/Role: 23 years

Teaching Experience/Length of Service: professor

The name of the university: Shanwei institute of technology

1.How to change the idea of rule of law education?

The transformation from traditional knowledge instillation education to interactive education allows college students to transform from passive knowledge learning to active participation in learning; Vocational colleges should emphasize the importance of practical teaching and allow college students to participate in the practice of rule of law education; Teachers focus on cultivating students' critical thinking and problem-solving abilities in teaching and education.

2.How to do it in order to achieve the goal of rule of law education?

Vocational colleges formulate teaching plans in accordance with the national education syllabus, keep pace with the times in practical teaching, select social hot spots for case analysis, and apply the theoretical knowledge learned to social practice. Vocational colleges encourage students to carry out volunteer activities and use the legal knowledge they have learned to help more people.

3.How to clarify the content of rule of law education?

Vocational colleges enrich the content of the course on ideology, morality and the rule of law in accordance with the national teaching syllabus.

Vocational colleges should also strengthen education in legal knowledge, legal practice and other aspects in practical teaching.

Vocational colleges should combined with hot social issues, the content of rule of law education should be updated to make up for the lag in textbook content.

4.What are the ways for vocational college students to better understand the knowledge of the rule of law?

Vocational colleges should improve their teaching plans and incorporate social practice into their teaching syllabus.and increase interactive teaching methods, select cases closely related to life for analysis, and apply knowledge to life. Teachers should use the second classroom to give full play to the main role of students and use the knowledge they have learned to help more people who need legal aid.

5.What are the best way to guarantee the implementation effect of the rule of law education?

The country and vocational colleges need to attach great importance to legal education; Vocational colleges must ensure financial investment in the practice of rule of law education; Vocational colleges should establish a professional team of the rule of law education teachers.

6.What criteria should be used to measure the social effect of the rule of law education that students receive?

The state should establish a supervision and evaluation mechanism for rule of law education; In class, teachers assess students' mastery of legal knowledge;In practice, teachers grasp students' ability to use legal knowledge to solve practical problems.

7.What aspects of the existing the rule of law education system for college students need to be improved?

The content of rule of law education does not take into account the learning differences among students of different majors, and differentiated teaching should be carried out.

Interviewer 8

This interview is an important part of the research project on the optimization strategy of the rule of law education system for college students in vocational colleges in Guangdong , aiming to put forward the strategy of optimizing the rule of law education system for college students in vocational colleges in Guangdong .

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Name: Chen zhongping

Gender: male

Position/Role: professor

Teaching Experience/Length of Service:24 years

The name of the university: Shanwei institute of technology

1.How to change the idea of rule of law education?

In teaching, teachers should change the traditional way of emphasizing indoctrination over guidance and knowledge over practice, internalize legal knowledge into legal awareness, and cultivate the spirit of the rule of law.

2.How to do it in order to achieve the goal of rule of law education?

Emotionally, it is very important to improve students' trust and reverence for the rule of law, so as to continuously enhance students' idea of the rule of law.In terms of teaching methods, the school helps students learn how to use it through various forms of learning activities in the second classroom, so as to combine theoretical knowledge with practice.

3.How to clarify the content of rule of law education?

Develop a scope of knowledge of the rule of law on the basis of the national policy outline, In teaching, we should connect with the hot issues of life, keep pace with the times, and make up for the limitations of books.

4.What are the ways for vocational college students to better understand the knowledge of the rule of law?

Vocational colleges should organize students to participate in legal practice activities of public security, procuratorial and judicial organs; Vocational colleges should cultivate students' awareness of abiding by the law through the second classroom. Vocational colleges hold law lectures on campus to encourage students to communicate with legal professionals to enhance their legal thinking ability.

5.What are the best way to guarantee the implementation effect of the rule of law education?

The government provides policy support; Vocational colleges increase investment in education funds; Vocational colleges should strengthen the professional construction of the rule of law teachers and improve the ability of rule of law education.

6.What criteria should be used to measure the social effect of the rule of law education that students receive?

The performance that student's usual respect for the law and abiding by the law; Students' performance in the construction of the rule of law campus culture; The performance of students' ability to use legal knowledge to solve practical problems in the ongoing social practice.

7.What aspects of the existing the rule of law education system for college students need to be improved?

The content of rule of law education is one-sided, and should be integrated with some basic legal knowledge;In terms of teaching, the form of teaching is single, and a variety of teaching methods should be used to better achieve the purpose of education.

Interviewer 9

This interview is an important part of the research project on the optimization strategy of the rule of law education system for college students in vocational colleges in Guangdong , aiming to put forward the strategy of optimizing the rule of law education system for college students in vocational colleges in Guangdong .

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Name: Li hongmei

Gender: female

Position/Role: associate professor

Teaching Experience/Length of Service: 16 years

The name of the university: Luoding Polytechnic

1.How to change the idea of rule of law education?

The core premise of the transformation of the idea of rule of law education is the authority of the rule of law. Only when every citizen recognizes the authority of the law in practice can they consciously abide by and respect the law, and naturally learn and apply the law. Only then can rule of law education truly achieve the effect of education.?

2.How to do it in order to achieve the goal of rule of law education?

To achieve the goals of rule of law education, it is necessary to form a systematic rule of law education system. It is necessary to form a coherent system of rule of law at different stages and educational levels, and to form a scientific teaching plan.

3.How to clarify the content of rule of law education?

The content of rule of law education is rooted in national conditions and social people's livelihood. Rule of law education should be linked to current social

hot topics and national conditions that are suitable for Chinese-style modernization. For each education target, the content of rule of law education should be set according to the age group, life and work background and education level of the education target.

4.What are the ways for vocational college students to better understand the knowledge of the rule of law?

1) Rule of law education classroom; 2) Practical training bases constructed by vocational colleges; 3)Social practice; 4)Social surveys organized by vocational colleges for students to participate; 5) Under the national rule of law propaganda, acquire knowledge of the rule of law through self-study;

5.What are the best way to guarantee the implementation effect of the rule of law education?

The teaching method should be combined with the characteristics of the times and learning characteristics of the teaching objects, and the rule of law education should be creatively combined with profession, work, study, life, social hot spots, etc. Vocational colleges should increase teacher training and enhance teachers' the rule of law education capabilities.

6.What criteria should be used to measure the social effect of the rule of law education that students receive?

Changes in students' choices of behavior; College students' recognition of the virtuous cycle of social relations; College students' confidence in the rule of law model; The ability of college students to think independently about hot social issues.

7.What aspects of the existing the rule of law education system for college students need to be improved?

The content of the rule of law education is stereotyped and unattractive. It should be made specific, vivid and applicable to attract college students to study.

Interviewer 10

College students who violate laws and regulations must be punished in accordance with regulations to create a good, fair and just campus legal environment.

This interview is an important part of the research project on the optimization strategy of the rule of law education system for college students in vocational colleges in Guangdong , aiming to put forward the strategy of optimizing the rule of law education system for college students in vocational colleges in Guangdong .

The information collected from each interviewee is treated with the utmost confidentiality, the researcher guarantee that your answers will have no impact on the institution or you personally. We will kindly ask you to answer truthfully based on your actual work experience and teaching background. The interview is expected to last about 30 minutes.

Name: Huang haifeng

Gender: male

Position/Role: associate professor

Teaching Experience/Length of Service: 19 years

The name of the university: Luoding Polytechnic

1.How to change the idea of rule of law education?

The core of the idea of rule of law education lies in the popularization of law.

Therefore, rule of law education should first cultivate the sense of awe for the law, arouse the consciousness of abiding by the law and respecting the law, and turn abiding by the law into the basic moral requirement of a citizen. At the same time, the rule of law education should carry on the basic legal education, but at the same time can not fall into the false emptiness, should grasp the basic legal provisions to interpret.

2.How to do it in order to achieve the goal of rule of law education?

From a macro point of view, first of all, we should adhere to the goals and guiding ideology of the times of rule of law education. Seriously study and implement Xi Jinping's thought of rule of law and General Secretary Xi Jinping's important discussion on education. Second, we must fully implement the Party's educational policy and carry out the fundamental task of fostering morality and cultivating people, with constitutional education as the core, civil code education as the focus, combined with the history of the Party, the history of New China, the history of reform and opening up, and the development history of socialism education, accurately grasp the connotation and requirements of law popularization in the new development stage, and carry out in-depth publicity and the rule of law education in the education system. According to the special educational background and social situation of different groups of the rule of law education, the rule of law education is carried out differently.

3.How to clarify the content of rule of law education?

Law itself involves a lot of content, so in the process of implementation of the rule of law education, it is necessary to select different content of the rule of law education for different groups. For students in higher vocational colleges, the fundamental is to establish students' basic cognition of the rule of law, establish legal means for students to safeguard their own rights and interests, and through relevant cases of illegal and tort crimes, to curb the germination of teenagers' illegal consciousness and establish the bottom line of law-abiding and moral bottom line.

What are the ways for vocational college students to better understand the knowledge of the rule of law?

1) Rule of law education in the classroom; 2) Lecture education; 3) Case education; 4) Legal education around; 5) Legal Clinic

5.What are the best way to guarantee the implementation effect of the rule of law education?

1) Improve the educational ability of the university's legal education team;
2) The implementation of legal aid to universities by the state judicial organs;

3) The Government's advocacy of the rule of law.

6. What criteria should be used to measure the social effect of the rule of law education that students receive?

College students' cognition of the rule of law; college students' perception of illegal and criminal behavior; college students' cognition of the Constitution;

College students' understanding of the legal ways to protect their legal rights and interests, as well as the specific implementation of rights protection.

Appendix E

Certificate of English



BANSOMDEJCHAOPRAYA
RAJABHAT UNIVERSITY

This is to certify that

Ms.Luo Xiaoting

Achieved BSRU English Proficiency Test (BSRU-TEP) level

C2

Given on 9th August 2022

A handwritten signature in blue ink, which appears to read 'Kulsirin', is placed over the printed name of the Director.

(Assistant Professor Dr Kulsirin Aphiratvoradej)
Director

Appendix F

The Document for Acceptance Research

**The Editorial Board of Higher Education Studies
Canadian Center of Science and Education**

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February 26, 2025

Dear Luo Xiaoting,

Thanks for your submission to *Higher Education Studies*.

We have the pleasure to inform you that your manuscript has been accepted for publication. It will be published in the issue of Vol. 15, No. 2, in June 2025.

Title: Development of Strategies for Optimizing the Rule of Law Education System of Higher Vocational College Students in Guangdong

Authors: Luo Xiaoting

If you have any questions, please do not hesitate to contact with us.

Sincerely,

Sherry Lin



On behalf of,
The Editorial Board of *Higher Education Studies*
Canadian Center of Science and Education

Development of Strategies for Optimizing the Rule of Law Education System of Higher Vocational College Students in Guangdong

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Abstract

The purpose of this study is to understand the current situation of the legal education system for college students in vocational colleges in Guangdong Province, and to propose feasible optimization measures to achieve this goal, the study integrated quantitative and qualitative methodologies for a comprehensive analysis. The quantitative phase is selected through random sampling, ensuring that the students involved are transgender, grade, and professional. The qualitative phase consists of semi-structured interviews in which the interviewer provides professional opinions. Quantitative use analyzes data using methods such as Likert scales, descriptive statistics, etc. The results of this study emphasize the importance of optimizing the rule of law education system for college students in Guangdong. Analyzed by SWOT and SPET, Among the internal factors, college students' ability to practice the rule of law is not strong; College students cannot use the rule of law knowledge learned in class to solve life problems; The content of the rule of law course is relatively esoteric and difficult to understand, etc. Among external factors, national policies; negative social impacts; society's expectations for college students, etc., These factors pose great challenges to the rule of law education system. Therefore, 6 main strategies to optimize the rule of law education system. This study is helpful to understand the current situation of the rule of law education system for college students in Guangdong, and puts forward feasible measures for optimizing the rule of law education system. This study emphasizes the importance of the effectiveness of rule of law education, and the importance of improving the legal literacy of college students and promoting a harmonious and stable social order. This is consistent with the goal of pursuing fairness and justice for global sustainable development.

Keywords: Strategies, rule of law education system, higher vocational, colleges students

1. Introduction

1.1 Introduce the Problem

In order to achieve the 17 Sustainable Development Goals (SDGs), countries reaffirmed the integration of freedom, peace and security, and respect for human rights into the new development framework based on the Millennium Development Goals, emphasizing that just and democratic societies are essential for achieving sustainable development. The research of this topic is carried out under the concept of the 16th Goal of Sustainable development, the rule of law education plays a very important role in achieving this goal. The vision of social justice is the hope that pedagogy is a critical hope, a political virtue (Freire, 2021). As an important component of higher education, vocational colleges make aim to cultivate practical talents who meet the needs of economic development with the educational philosophy of cultivating vocational abilities, because of the idea of education as a common good with a public mission (Locatelli, 2019). In the context of comprehensively governing the country according to law, improving the legal literacy of college students in vocational colleges is an important educational goal, which runs through the entire university.

At present, China's primary, junior high, high school, junior college, and undergraduate education system are all applicable to the same set of legal education system. The rule of law education in higher vocational colleges uses the unified national textbook and sets up the same course (ideology, morality and the rule of law) to teach the knowledge of the rule of law, but many problems arise in practice. The rule of law education for college students in the moral education system and the ideological and political education system is not clear, higher vocational college students lack basic knowledge of the rule of law, lack basic legal literacy, weak legal awareness, and

have fewer opportunities to use the law to protect themselves (Zhou & Zheng, 2020). Moreover, the curriculum is not scientific and reasonable, the rule of law education emphasizes the classroom over practice, and college students lack professional guidance when encountering legal problems, and it is easy to blindly follow the trend and fall into legal misunderstandings (Jian & Tian, 2023). When they face school violence, online loan fraud, and civil disputes in their daily lives, they don't know how to use their knowledge of the law or how to use it to protect their rights, so they may tolerate illegal activities and turn a blind eye to actions that harm the public interest (Guan, 2022). The lack of legal knowledge and the weakness of practical ability lead to the inability of higher vocational students to use the law to solve practical problems in daily life.

Strengthening education on the rule of law is of great significance to raising college students' awareness of the rule of law. The primary goal of rule of law education is to cultivate the awareness of the rule of law, especially the awareness of rules, China and the United States and UK agree on this, the rule of law education in the United States is first and foremost a conceptual education, on the basis of which legal thinking is cultivated and eventually legal habits are formed, and the rule of law is consciously observed and firmly defended in daily life, and finally implemented in the practice of the rule of law (Liao, 2023). The rule of law education in the UK actively encourages students to actively participate in school activities and management, as well as practical teaching activities through mock trial competitions and partnerships with law firms (Che, 2021). The value and life of the law lies in the implementation of the law and in the realization of social fairness and justice. In order to realize the value of the law, society must respect the authority of the law and have a high degree of respect for the law. But in fact, many college students believe that the law is inferior to good relationships. When a legal dispute arises, the first thing that comes to mind is not to resolve it through legal means, but to find a familiar person through the back door and establish a relationship, without going through the legal process. To this day, China's vocational colleges still follow the traditional management system, emphasizing the people-oriented management concept, emphasizing the authority of managers, emphasizing the authority of managers, and ignoring the power of the rule of law. In this situation, the guiding role of laws and regulations in the management of higher vocational colleges is getting weaker and weaker. In addition, with the continuous advancement of modernization, the traditional management model is difficult to adapt to the development requirements of the new situation, and its drawbacks are also increasing. The research shows that only by vigorously promoting the construction of the rule of law in higher vocational colleges and integrating the rule of law education into the education of survival ability (Wang, 2016). Only by improving the legal literacy of college students can we promote the stable and orderly management of higher vocational colleges.

Guangdong is the largest economic province in China, but the economic development of the east, west, north and south regions is unbalanced, and the difference in economic aggregate is almost ten times. Education is greatly affected by the economy, and the development of higher vocational colleges in cities with the bottom of the economic ranking cannot keep up with the cities at the top of the rankings, and there is a big gap between the comprehensive literacy of college students and that of large cities, especially in terms of legal literacy. In ordinary times, the awareness of the rule of law is not high, and they will not apply what they have learned in life.

As a result of the above-mentioned problems, researcher is interested in researching development strategies to strengthen the rule of law education system for vocational college students in Guangdong. This study selects vocational colleges in five economically underdeveloped cities as the research objects, including five vocational colleges: Heyuan polytechnic, Guangdong Meizhou Vocational and Technical College, Guangdong Songshan polytechnic, Shanwei institute of technology, and Luoding polytechnic, strategies are proposed to improve the development of the rule of law education system for vocational college students in economically underdeveloped cities, and contribute to the education industry in hometown (Heyuan).

Before writing the introduction, consider the following questions

1. What is the current situation of the implementation of the rule of law education system of higher vocational college students in Guangdong?
2. What are the strategies for optimizing the rule of law education system of higher vocational college students in Guangdong?
3. Are the strategies for optimizing the rule of law education system of higher vocational college students in Guangdong feasible?

1.2 Explore Importance of the Problem

Through investigation and analysis of the rule of law education system of college students in vocational colleges

in Guangdong, and through empirical research, this study discusses the current situation of the rule of law education system of college students in higher vocational colleges in Guangdong from the concept of the rule of law education, the goal of the rule of law education, the content of the rule of law education, the ways of the rule of law education, the guarantee of the rule of law education, and the evaluation criteria of the rule of law education, and puts forward effective development strategies. It is of certain guiding significance for the managers of the five higher vocational colleges in Guangdong to have a more comprehensive understanding of the current situation of the rule of law education system for college students, the management defects existing in the reform, the better deepening of the reform of the rule of law education system, and the promotion of the improvement of students' comprehensive ability.

1.3 Describe Relevant Scholarship

American youth rule of law education was a kind of value education, and cultivating citizens' recognition of social values had always been the basic idea of American youth rule of law education (Zhang, 2024). As a country with the most developed economy and higher education in the world, the United States had its own characteristics in cultivating the concept of rule of law and the spirit of contract among college students, and had established an effective training mechanism. (1) Legal system guarantee mechanism. First, clarified the goal of rule of law education by legislation; Second, established the professional guidance agencies. (2) Classroom teaching mechanism. First, offered the rule of law courses in American universities; Second, a professional and diversified teaching team; Third, the content of rule of law education was rich, and there was no unified national textbook for rule of law courses in American universities; (3) Extracurricular practice formation mechanism. First, carried out the "second classroom"; Second, developed service learning; Third, project citizenship; (4) Environmental carrier education mechanism (Zhang, 2018).

A study on the rule of law education in Britain. The rule of law education is unique in that it is mainly integrated into other education. British schools mainly tough civic education separately, integrated civic education content into other courses, integrated civic education into school daily life, encouraged students to actively participate in school activities and management, and carried out practical teaching activities through mock trial competitions and establishing cooperative relations with law firms (Che, 2021).

Research on rule of law education in Japan. rule of law education was embodied in three aspects: (1) Integrated the rule of law education into the spiritual education, and put it in the core position of the rule of law and moral education in Japan; (2) Integrated the rule of law education into the personality education; (3) Integrated the rule of law education into survivability education (Wang, 2016). Japan used new media technology to summarize a set of legal education methods suitable for Japanese universities: (1) In terms of legal construction, Japan had formulated complete laws and regulations. (2) To formulate the principles of rule of law education in colleges and universities. First, constructed the principle of people-oriented education. Second, establish the use principle of cooperation and sharing. Finally, improved the data analysis system (Liao, 2023).

Research on rule of law education in Singapore. (1) the education of rule of law in Singapore is in line with moral education; (2) The content of its rule of law education is more inclined to the reality of students' life. In addition to using legal provisions as teaching materials; (3) Its rule of law education has strict rewards and punishments; (4) In addition to school education, parents' cooperation, community cooperation, and government cooperation are the main ways for their rule of law education (Yu & Zhang, 2012). The rule of law education in Singapore adopts cross-education and attaches importance to the comprehensive education of moral education (Zhang, 2023).

Summary: To sum up, the rule of law education system in foreign countries is based on the research of rule of law education, and the rule of law education in universities mostly has a special rule of law course, except in Britain. Moreover, they all pay attention to the practice of the rule of law, carry out a wealth of extracurricular activities.

2 Research Methodology

2.1 Definition Subsections

The rule of law is a form of governance in a country governed by the rule of law. Emphasizing the role of the rule of law in constraining power, safeguarding rights, advocating fairness, and maintaining national order, recognizing the close relationship between the rule of law and democratic systems, and believing that the rule of law was a modern form of social governance. In summary, the rule of law has authority and compulsion, is widely recognized and followed by society, and is a common way of social governance adopted by modern countries.

The rule of law education refers to legal literacy education, which includes the literacy and ability of citizens to recognize and apply the law, as well as the internal thinking and consciousness formed by the application of these external abilities and qualities. To college students, it refers to an educational activity that involves organizing, purposeful, and planned legal education and publicity for citizens, enabling them to regulate their behavior according to legal provisions, and using legal thinking to guide their behavior. In the rule of law society, in order to improve the rule of law quality of college students, many scholars have conducted rich research on rule of law education. With the development of society, the concept of rule of law education has been enriched. From mainly referring to the education of legal system and legal knowledge, it has gradually developed into an understanding of legal ideology and the formation of a rule of law spirit, taking rule of law literacy as a type of national quality education.

The rule of law education system is a system proposed for how to instill knowledge of the rule of law in students, improve students' legal literacy, practice the rule of law in practice, and maintain the rule of law, and is the embodiment of the state's education policy. China's current the rule of law education system for college students is included in the juvenile rule of law education system.

The influencing factors of the rule of law education system refer to the various internal and external conditions and factors that can affect the implementation of the rule of law education system, the results, and ultimately the college students. These factors include many aspects, including national policies, laws and regulations, the school's legal and cultural environment, students' own ability and comprehensive literacy, teachers' professional level and social environment, etc., they influence the implementation of the rule of law education system and have a significant impact on the improvement of college students' legal literacy and social harmony and stability.

SWOT analysis, also known as a Dawes matrix or comprehensive situational analysis, is based on a comprehensive assessment of the strengths (and weaknesses) within the organization and external opportunities and threats. The four letters in the SWOT analysis are abbreviations for four English words, which are the acronyms of four words, such as Strengths, Weaknesses, Opportunities and Threats. PEST is an acronym for Political, Economic, Social, and Technological that provides a comprehensive and systematic grasp of the external development environment of an enterprise from political, social, economic and technological factors, and helps decision-makers identify potential opportunities and threats. PEST analysis plays a vital role in developing a company's strategy, marketing strategy, investment decisions, and policy making.

TOWS, also known as the DOWS Matrix or inverted SWOT analysis, is an important tool for strategic analysis and competitive intelligence. The four letters in the TOWS analysis stand for: strengths, Weaknesses, Opportunities, Threats. TOWS analysis is often used in corporate strategy development and competitor analysis.

2.2 Participant (Subject) Characteristics

This study is divided into three steps:

Phases 1: Problems and influencing factors in the implementation of the rule of law education system for higher vocational students in Guangdong .

Phases 2: Study strategies for optimizing the rule of law education system for higher vocational students in Guangdong .

Phases3: Study the adaptability and feasibility of the strategy of optimizing the rule of law education system for higher vocational students in Guangdong .

2.2.1 Sample Size

The sample group of this study includes 382 people relate to the develop strategies to optimize the rule of law education system for college students in higher vocational colleges in Guangdong. The sample group is determined to use the table provided by Krejcie and Morgan (Krejcie and Morgan, 1970) for random sampling. According to the stratified random sampling method, it is classified into 1) He yuan Polytechnic 88 persons 2) Guangdong Meizhou Vocational and Technical College 38 persons 3) Guangdong Songshan Polytechnic 105 persons 4) Shan wei institute of technology 63 persons 5) Luo ding Polytechnic 88 persons.

Select 5 teachers and 5 related administrators from 5 vocational colleges through purposive sampling as interview subjects.

- | | |
|--------------------------|-----------|
| 1)legal teachers | 5 persons |
| 2)related administrators | 5 persons |

Using purposive sampling method, select 3 experts and 2 lawyers as members of focus group and evaluation

form.

- | | |
|------------|-----------|
| 1) experts | 3 persons |
| 2) lawyers | 2 persons |

2.2.2 Sampling Procedures

The design of the questionnaire is based on the current situation and influencing factors of the rule of law education system for higher vocational students in Guangdong. There are a total of 6 factors, and these 6 factors include: the concept of the rule of law education, the goals of the rule of law education, the contents of the rule of law education, the approach to rule of law education, the guarantee of the rule of law education, the evaluation standards of the rule of law education. A total of 23 questions are included. The questionnaire was collected through WeChat, and the data analysis used the mean and standard deviation to obtain the results.

For this study, researcher used an interview outline designed specifically for this study and presented the information provided by the interviewees through a structured interview. The interviewers met the following conditions: a total of 10 people, they had deputy senior professional titles or above and had worked in higher vocational colleges for more than 15 years.

Researcher invited five experts from Guangdong vocational colleges and law firms to assess the adaptability and feasibility of the strategy to optimize the rule of law education system for college students in vocational colleges in Guangdong. Teachers had deputy senior professional titles or above and had worked in higher vocational colleges for more than 15 years. Legal workers had been engaged in related work for more than 15 years.

2.2.3 Measures and Covariates

This study adopts a mixed method and combines quantitative and qualitative methods to comprehensively explore the influencing factors affecting the rule of law education system of Higher Vocational College Students in Guangdong. The study was divided into different phases: data were collected from expert interviews through a quantitative structured questionnaire and qualitatively. The mixed approach ensures a robust understanding of the factors and their significance, providing depth and validity to the findings.

2.2.4 Research Design

Questionnaire: Sample groups were screened using the Krejcie and Morgan (1970) sampling table. A simple random sampling method was used to select 382 students from 5 economically backward vocational colleges among 93 vocational colleges in Guangdong. The number of students selected varies by grade, gender, and major.

Interviews: 10 experts were invited to conduct interviews on questionnaire content design and data analysis. The 10 experts came from the sample of 5 higher vocational colleges, including 5 rule of law teachers and 5 administrative personnel, and these 10 experts all have more than 15 years of teaching experience and have the title of associate professor or above.

Focus Group Discussion: the same experts who were interviewed were invited to discuss the draft strategy.

Evaluate: Three education experts with associate professor titles or above and more than 15 years of experience in education, and two lawyers with more than 15 years of legal experience were invited to evaluate the draft strategy.

2.2.5 Experimental Manipulations or Interventions

The questionnaire was filled out by 382 students, there are 132 male students, accounting for about 34.55% of the total number of students surveyed, and 250 female students, accounting for about 65.45 of the total. The grade distribution of respondents as follows: there are 131 freshman students, it accounts for about 34.29 percent of the total number of students surveyed, and 127 sophomore students, it accounts for about 33.25 percent of the total number of students surveyed, and 124 junior students, it accounts for about 32.46 percent of the total number of students surveyed. The professional classification distribution of respondents as follows: There are 107 students in the liberal arts category, it accounts for about 28.01 percent of the total number of students surveyed, and 110 students in the Science category, it accounts for about 28.8 percent of the total number of students surveyed, and 91 students in the arts category, it accounts for about 23.82 percent of the total number of students surveyed, and 74 students in the engineering category, it accounts for about 19.37 percent of the total number of students surveyed.

Study involved a total of 10 respondents, including 6 males, accounting for 60%, and 4 females, accounting for 40.00%. The number of years of university work experience was less than or equal to 15 years, one person

accounted for 10.00%, three persons had 16-19 years, accounting for 30.00%, and six persons had more than 20 years, accounting for 60.00%. In terms of professional titles, there are 6 associate professors, accounting for 60.00%, and 4 professors, accounting for 40%. Positions include 5 educational administrators, accounting for 50.0%, and 5 teachers, accounting for 50.0%.

Basic information of the 5 evaluators: Gender distribution: 3 males (60%), 2 females (40%). Work experience: 5 experts have more than 15 years of experience, 3 teachers are associate professors or above, and 2 legal workers have worked for more than 15 years.

Research steps	Target group	Instruments	Data analysis	Objectives
step1: Research on the problems and factors of the rule of law education system of higher vocational college students in Guangdong	382 students from 5 higher vocational colleges	Questionnaire	X and S.D. modified	To study current situation of the implementation of the rule of law education system of higher vocational college students in Guangdong.
Results: Problems and influencing factors in the implementation of the rule of law education system for higher vocational students in Guangdong.				
Step2: Formulate strategies to optimize the rule of law education system of higher vocational college students in Guangdong	10 teachers and administrators in 5 higher vocational colleges	Interviews	Hybrid analysis	To develop strategies for optimizing the rule of law education system of higher vocational college students in Guangdong
	10 teachers and administrators in 5 higher vocational colleges	Focus Group Discussion	Statistical analysis	
Results: Form optimizing measures for the of law education system of higher vocational college students in Guangdong				
Step3: Evaluate the strategy of optimizing the rule of law education system of higher vocational college students in Guangdong	3 teachers from 3 higher vocational colleges and 2 legal workers	Evaluation Form.	thematic analysis	To evaluate the strategy of optimizing the rule of law education system of higher
Result: The adaptability and feasibility of the strategy of optimizing the rule of law education system for higher vocational students in Guangdong.				

Figure 1. Research Methods 3 steps

3. Results

The results of this study include: 1. Problems and influencing factors in the implementation of the rule of law education system for higher vocational students in Guangdong. 2. Form optimizing measures for the of law education system of higher vocational college students in Guangdong. 3. The adaptability and feasibility of the strategy of optimizing the rule of law education system for higher vocational students in Guangdong.

3.1 Problems and Influencing Factors in the Implementation of the Rule of Law Education System for Higher Vocational Students in Guangdong

Table 1. The mean and standard deviation of the current situation of the rule of law education system for higher vocational students in Guangdong

(n=382)				
Important factors in the rule of law education system	\bar{X}	S.D.	Level	Order
The concept of rule of law education	3.44	0.87	moderate	4
The goal of rule of law education	3.04	0.94	moderate	6
The content of rule of law education	3.62	0.82	high	3
The approach to rule of law education	3.72	0.76	high	2
The guarantee of the rule of law education	3.28	0.89	moderate	5
The evaluation standards of the rule of law education	3.75	0.89	high	1
total	3.48	0.86	moderate	

Table 1, From the data of the interviewed students, it can be seen that the current situation of the rule of law education system for college students in higher vocational colleges in Guangdong is at the middle or high level. The respondents' overall evaluation of the concept of rule of law education is at a moderate level ($\bar{X}=3.44$), the respondents' overall assessment of the goals of rule of law education is at a moderate level ($\bar{X}=3.04$), the respondents' overall assessment of the content of rule of law education is at a moderate level ($\bar{X}=3.62$), the

respondents' overall assessment of the approach to rule of law education is at a moderate level ($\bar{X}=3.72$), the respondents' overall assessment of the guarantee of rule of law education is at a moderate level ($\bar{X}=3.28$), the respondents' overall assessment of the evaluation standards of the rule of law education is at a moderate level ($\bar{X}=3.75$).

3.2 Form Optimizing Measures for the of Law Education System of Higher Vocational College Students in Guangdong

Through the questionnaire survey of students in higher vocational colleges, it can be seen that there are six important factors that mainly affect the sustainable development of entrepreneurship among students in higher vocational colleges. The following strategies were obtained by combining SWOT, PEST, and TOWS matrix analysis.

Table 2. SWOT

Aspects	Content
S	S1: College students have faith in the law S2: College students have a strong desire to learn legal knowledge S3: College students are very enthusiastic about practical education on the rule of law
W	W1: Higher vocational colleges don't pay enough attention to rule of law courses W2: College students' ability to practice the rule of law is not strong W3: College students cannot use the rule of law knowledge learned in class to solve life problems W4: The course content learned by college students has little use value W5: Inadequate funding for the rule of law education W6: Teacher ability needs to be improved W7: The content of the rule of law courses is relatively esoteric and difficult to understand, and different students in different majors have different understandings, the unified rule of law education courses do not meet the needs of actual students W8: The evaluation standards of rule of law education are not reasonable enough
O	<p>OP1: National policy: Every five years, the Ministry of Propaganda and the Ministry of Justice formulate a five-year plan for carrying out rule of law publicity and education; every five years, the National Ministry of Education formulates a five-year plan for the education system to carry out rule of law publicity and education, which provides policy support for the formulation of the rule of law education system.</p> <p>OP2: The policy of governing the country according to law: The state's rule of law publicity activities are an important channel for college students to absorb legal knowledge, and they also enhance the rule of law awareness of the general public, including college students.</p> <p>OP3: Education Department Regulations: The education department has issued important instructions on the rule of law education in colleges and universities, requiring vigorous promotion of "Constitutional Spirit" themed activities, forming a good atmosphere on campus of respecting the law, studying the law, abiding by the law, and using it.</p> <p>OE1: Opportunities brought by school-enterprise cooperation: The development of the school-enterprise cooperation model has allowed higher vocational colleges to increase the source of educational funds.</p> <p>OE2: Social and economic development: The rapidly developing economy provides an important guarantee for education funds.</p> <p>OS1: Social practice: The development of social practice teaching has improved the effectiveness of legal education</p> <p>OS2: Social supervision: Give full play to the role of social supervision, promote the continuous improvement of the rule of law education system, and also enhance the social influence of the education system.</p> <p>OT1: Network impact: The development of the Internet has provided rich educational resources for rule of law education.</p> <p>OT2: The development of technology promotes the innovation of the rule of law education to adapt to the development of society.</p>
T	<p>TP1: Degree of execution: There may be delays or neglect in the implementation of national policies in higher vocational colleges, resulting in the failure of the rule of law education system to develop normally.</p> <p>TP2: Degree of intervention: too much intervention in policies has resulted in inconsistent implementation results of the rule of law education system.</p> <p>TE1: Effects of Economic Recession: In the event of an economic downturn, education expenditures will inevitably be affected.</p> <p>TE2: Higher vocational colleges do not pay attention to the development of rule of law education, which may reduce the expenditure of this fund.</p> <p>TS1: Negative impact on society: Some phenomena that lack fairness and justice in society will trigger the readjustment of the legal education system to adapt to social needs.</p> <p>TS2: Society's expectations for college students: College students have always been the focus of society's attention, and society's expectations of college students will affect the readjustment of the legal education system.</p> <p>TT1: The development of multimedia technology affects the reform of traditional education methods.</p> <p>TT2: Negative effects of information: The development of multimedia technology and the widespread dissemination of illegal and criminal acts have caused college students who lack the ability to distinguish right from wrong to think about the fairness and impartiality of the law.</p>

Table 3. SWOT-PEST

External factors		Internal factors	
Strategic analysis	Strength	Opportunity	Threat
		S-O	S-T
	Weakness	W-O	W-T
		1. Giving full play to students' learning enthusiasm. 2. Using the authority of the law as a deterrent. 3. Giving full play to the role of social practice and improve the effectiveness of education.	1. Enriching educational content. 2. Strengthen the construction of a legal campus and establish a fair and just campus atmosphere. 3. Increasing opportunities for social practice and enrich ways of social practice.
		1. Developing evaluation standards for legal education for college students. 2. The content of the textbook is concrete and differentiated. 3. Increasing investment in education funds. 4. Strengthening the capabilities of teachers.	1. Keep pace with the times, carrying out educational reforms according to the needs of the times. 2. Paying attention to the negative impact of public opinion. 3. Strengthen teacher training. 4. Developing school-enterprise cooperation and expand sources of education funds.

Table 4. Specific TOWS strategy analysis

TOWS	Measures
S-O	SO1: Giving full play to students' learning enthusiasm. In the teaching content, we should increase the legal knowledge that college students expect, use the enthusiasm of college students to organize voluntary service, and feedback the learned knowledge to the society. SO2: Using the authority of the law as a deterrent. In addition to imparting knowledge about the rule of law, teachers should also allow students to understand the concepts and establish belief in the rule of law; colleges and universities strictly implement the rule of law concepts required by the state in the rule of law education syllabus. SO3: Giving full play to the role of social practice and improve the effectiveness of education. Teachers should add practical teaching content to the
S-O	syllabus, allowing college students to acquire knowledge through participating in extracurricular practices; they add analysis of hot social issues in the classroom and use relevant knowledge to solve hot social issues to improve the effectiveness of knowledge.
W-O	WO1: Developing evaluation standards for the rule of law education for college students. The ability of college students to apply the knowledge they have learned in practice is used as a measurement criterion; the campus legal culture is built and a legal atmosphere is created; the daily performance of college students is used as the evaluation criterion. WO2: The content of the textbook is concrete and differentiated. Developing different learning contents for college students in different majors; the content of textbooks should be simple and specific. WO3: Increasing investment in education funds. Increasing investment in practical funds; strengthening school-enterprise cooperation and strive for capital investment outside the system. WO4: Improving teachers' abilities. Vocational colleges should increase investment in teacher's training and regularly organize teachers to learn new theoretical knowledge. Assess teachers' teaching abilities.
S-T	ST1: Enriching educational content. Vocational colleges should increase the proportion of teaching basic legal knowledge; include hot social cases in teaching. ST2: Strengthening the construction of a legal campus and establish a fair and just campus atmosphere. Higher vocational colleges should strictly implement the state's decision on running schools according to law; Fairly and justly handle the illegal behavior of college students. Publicize national laws and regulations. ST3: Increasing opportunities for social practice and enrich ways of social practice. Strengthening school-enterprise cooperation; expanding access to the second classroom; organizing volunteer activities and practice the knowledge learned in volunteer activities.
S-T	ST1: Enriching educational content. Vocational colleges should increase the proportion of teaching basic legal knowledge; include hot social cases in teaching. ST2: Strengthening the construction of a legal campus and establish a fair and just campus atmosphere. Higher vocational colleges should strictly implement the state's decision on running schools according to law; Fairly and justly handle the illegal behavior of college students. Publicize national laws and regulations.
S-T	ST3: Increasing opportunities for social practice and enrich ways of social practice. Strengthening school-enterprise cooperation; expanding access to the second classroom; organizing volunteer activities and practice the knowledge learned in volunteer activities.
W-T	WT1: Keeping pace with the times and carry out educational reforms according to the needs of the times. Strengthen online teaching and enrich educational resources; accept social supervision and reform the flawed education system. WT2: Paying attention to the negative impact of public opinion. Guide college students to establish correct values; analyzing hot social issues into the classroom to guide college students correctly.

Table 5. List of Strategies

NO.	Aspects of Strategy	Number of measures
1	Clarify the concept of the rule of law education	3
2	Optimizing the goals of the rule of law education	7
3	Optimize the content of the rule of law education	5
4	Optimizing the ways of the rule of law education	3
5	Optimizing the guarantee of the rule of law education	6
6	Optimizing the evaluation standards of the rule of law education	3
Total	6	27

Table 6. Draft strategy

Certain aspects	Strategies	Measures	Implementation Requirements
Clarify the concept of the rule of law education	1.The rule of law education in higher vocational colleges develops towards general education.	1.The concept of education is clearly defined in the curriculum, so that college students can establish their belief in the rule of law. 2.Higher vocational colleges strictly implement the guidance of the legal education concept emphasized by the state in their education courses. 3. Strengthening popularization of the law and popularizing ideological education	At the beginning stage , in teaching, the teaching concept in the teaching plan should be clarified, and the concept should run through the whole teaching process
Optimizing the goals of the rule of law education	1.Teachers should establish diverse teaching methods. 2.Establish the majesty of the rule of law.	1.It is necessary to improving teachers' teaching ability. 2.It is necessary to change from traditional indoctrination education to interactive and case-based education, and use theoretical knowledge to solve practical problems in life. 3. Carrying out the second class. 4. Developing an educational plan and curriculum system. 5.Strengthening the dissemination of the law. 6.Country vigorously develops the establishment of a society under the rule of law, forming a fair and just social atmosphere. 7.Higher vocational colleges should build a fair and just legal environment.	During the implementation phase , teachers should pay attention to the application of teaching methods in the implementation of this strategy. During the implementation phase , universities use external forces to create a learning environment for students to learn about the rule of law
Optimize the content of the rule of law education	1. The content of education is concrete and life-oriented. 2.Vocational colleges should enrich the content of classroom education.	Vocational colleges strictly implement the state's legal education syllabus. 2.In addition to the basic knowledge of the rule of law, the content of the rule of law also increases the legal knowledge that is closely related to life. 3.The curriculum should have different content depending on the specialty. 4.The content of rule of law education should be specific and easy to understand. 5.Teachers should keep up with social hot spots and increase their knowledge of the law in the classroom.	At the stage of publishing teaching textbooks , it is necessary to add legal knowledge that is closely related to students in the textbooks. In the teaching stage , in order to make up for the lag of textbook knowledge, social hotspots are added to the teaching.
Optimizing the ways of the rule of law education	1.The ways to enrich education.	1.Higher vocational colleges should develop school-enterprise cooperation. 2.The curriculum should strengthen extracurricular practice. 3.Carrying out volunteer activities.	In the implementation phase , attention is paid to the combination of theory and practice
Optimizing the guarantee of the rule of law education	1.Adequate education funding. 2.Having a reasonable monitoring mechanism.	1.Higher vocational colleges should strive for capital investment in school-enterprise cooperation. 2.Higher vocational colleges and universities should ensure the investment of funds for rule of law education. 3.The education sector has established a monitoring mechanism.	The university plans for special funds every semester In the supervision phase, the government department

Optimizing the evaluation standards of the rule of law education	1.The evaluation mechanism established by higher vocational colleges should pay attention to students' practical ability and mental state of the rule of law.	3.Establishing a team of high-quality rule of law teachers.	4.Higher vocational colleges should make use of the judicial resources of the public procuratorate, procuratorate, and law.	5.Higher vocational colleges regularly convene legal education to study new policies and theories on the rule of law. 6.Higher vocational colleges have strengthened high-level professional training for teachers.	responsible for supervision should make the university's rule of law education part of the performance appraisal and set up incentives and punishments. Establishing a special fund for teacher training.
				1.Rule of law assessment should pay attention to students' violations of law and discipline 2.Rule of law assessment should focus on students' ability to apply the law 3.Rule of law assessment should pay attention to students' mental state of rule of law. 4.Vocational colleges should not use the results of the final examination as the assessment criterion alone.	In the assessment phase, attention should be paid to assessing the effectiveness of what students have learned.

3.3 The Adaptability and Feasibility of the Strategy of Optimizing the Rule of Law Education System for Higher Vocational Students in Guangdong

Discussion topic	Expert 1	Expert 2	Expert 3	Expert 4	Expert 5	Expert 6	Expert 7	Expert 8	Expert 9	Expert 10	Percentage %
Are the strategies mentioned in the draft necessary?											
1 Clarifying the concept of the rule of law education	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	100.00
2 Optimizing the goals of the rule of law education	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	100.00
3 Optimizing the contents of the rule of law education	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	100.00
4 Optimizing the approaches to the rule of law education	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	100.00
5 Optimizing the guarantee of the rule of law education	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	100.00
6 Optimizing the evaluation criteria for the rule of law education	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	100.00

4. Discussion

After analysis, 27 measures of 6 strategies for optimizing the rule of law education system of higher vocational colleges students in Guangdong Province are at a high level. This article explores the effectiveness of the 27 measures mentioned in the strategy, and the results are as follows:

4.1 Clarifying the Concept of Rule of Law Education

Through strictly implementing the state's emphasis on the concept and guidance of rule of law education in the education curriculum, strengthening the state's popularization of the law, popularizing the concept of education and clarifying the concept of education, let college students establish a belief in the rule of law, and carry out concept education in the popularization of law and education. In addition to explaining the rule of law system,

rule of law education should pay more attention to cultivating and establishing the political awareness, rights awareness, and belief in the rule of law (Duan, 2021). UNESCO agreed a global view based on global social justice and advocates a humanist vision and transformative values for global citizens with their own political awareness (Massimiliano, 2023).

4.2 Optimizing the Goal of Rule of Law Education

Investigators propose the following measures: 1) Increase teachers' knowledge reserves; 2) Transforming traditional indoctrination education; 3) Launching a second classroom; 4) Developing educational plans and curriculum systems; 5) The state strengthens publicity of laws; 6) Carrying out the construction of a rule of law society and form a fair and just social atmosphere; 7) Higher vocational colleges must build a fair and just legal environment, govern schools in accordance with the law, guide college students to consciously abide by the law, abide by the law, and believe in the law, and create a positive environment for rule of law education to strengthen college students' belief in the rule of law (Huang, 2020).

4.3 Optimizing the Content of Rule of Law Education

In addition to basic rule of law knowledge, increase legal knowledge closely related to life. The content of rule of law education for college students should not only avoid college students from breaking the law and committing crimes, but also enhance their ability to protect their own legitimate rights and interests (Yao & Zhu, 2021). Increase the analysis of social hot spot cases, carry out legal discussions on social hot events, and use rule of law thinking and legal knowledge to deeply analyze social hot spots (Guan, 2022). Strictly implementing the country's rule of law education syllabus, different course contents are set up according to different majors and the content of rule of law education should be specific and easy to understand.

4.4 Optimizing the Approaches to Rule of Law Education

The first measure is to expand school-enterprise cooperation. Through the guidance and help of legal staff, college students can further develop the ability to use legal thinking and legal methods to solve problems in real cases that occur around them, so as to lay a solid foundation for college students to enter the society (Guan, 2022). Strengthening extracurricular practice. The legal education of college students is entertaining and experiential teaching through the addition of multimedia teaching, field research and visits, etc., and through experiential teaching, to increase students' enthusiasm for participating in the course (Yao & Zhu, 2021). Volunteering is also an effective way to learn in order to develop more effective learning methods.

4.5 Optimizing the Guarantee of Rule of Law Education

Strengthening high-level professional training for teachers. Emphasis should be placed on the research of teachers in rule of law education, and teachers' legal literacy should be improved, and the rule of law education for college students should also be more inclusive (Liu, 2022). Making use of the judicial resources of the public procuratorate and law. Unite social forces to carry out education on the rule of law, and invite public security officers and police to schools from time to time to carry out special education lectures, using vivid cases to educate and alert students (Zhou & Zheng, 2020).

4.6 Optimizing the Evaluation Criteria for Rule of Law Education

The evaluation process is a combination of quantitative and qualitative. The objectives of the evaluation activities and the quantifiable evaluation criteria of the practical activities (Liu, 2022). The evaluation results focus on effectiveness. On the premise of ensuring that college students "learn" well, the transformation from "learning" to "use" can finally play the practical role of "use", and realize the effectiveness of "learning and application" of legal education for college students in higher vocational colleges (Guan, 2022). Diversification of evaluation methods is also an effective way to optimize evaluation criteria.

5. Conclusion

Through the above theoretical analysis and data analysis, it can be seen that: The comprehensive level of the rule of law education system of higher vocational college students in Guangdong is still in the intermediate stage, many aspects that need to be improved are highlighted, and corresponding strategies are put forward after analysis. The main contributions of this study are as follows: The study discusses the current situation of the rule of law education system of higher vocational colleges students in Guangdong from the perspective of the concept of the rule of law education, the objectives of the rule of law education, the content of the rule of law education, the approaches of the rule of law education, the guarantee of the rule of law education, and the evaluation criteria of the rule of law education, so that the managers of five higher vocational colleges in Guangdong can have a more comprehensive understanding of the current situation of the rule of law education

system of higher vocational college students, the management defects existing in the reform, better deepen the reform of the rule of law education system, and promote the improvement of students' comprehensive ability, which has certain guiding significance.

The strategy of optimizing the rule of law education system of higher vocational colleges in Guangdong is an inherent requirement for improving the overall quality of college students, an important way to reduce the illegal behavior of college students, and is of great significance for maintaining campus safety and stability and promoting the construction of school governance according to law.

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Appendix

Analyze the influencing factors of the development of the rule of law education system for college students in higher vocational colleges in Guangdong, and present the results in the form of mean and standard deviation.

Table 1. The analysis of factors affecting the concept of rule of law education, with results presented using mean and standard deviation.

(n=382)

Factor: The concept of rule of law education	\bar{x}	S.D.	Level	Order
1.The rule of law education in higher vocational colleges should be popular legal education (The law that residents must understand is the simplest of the laws)	3.24	0.88	moderate	2
2.The rule of law education in higher vocational colleges should be general education (It is necessary to understand not only knowledge, but also the spirit and value of it)	4.07	0.77	high	1
3.The rule of law education in higher vocational colleges should not be quality education (to improve legal literacy)	3.02	0.92	moderate	3
Total	3.44	0.82	moderate	

Table 2. The analysis of factors affecting the goal of rule of law education, with results presented using mean and standard deviation

(n=382)

Factor: The goal of rule of law education	\bar{X}	S.D.	Level	Order
1.Students can use what they have learned in class to solve problems in life	3.01	0.97	moderate	4
2.Students learned about the law knowledge and the rule of law knowledge	3.07	0.92	moderate	2
3.Students have established the spirit of the rule of law and enhanced their belief in the rule of law	3.11	0.85	moderate	1
4.Rule of law education improves students' ability to practice the rule of law	3.03	0.97	moderate	3
The course content learned is of great practical value	3.00	1.01	moderate	5
Total	3.04	0.94	moderate	

Table 3. The analysis of factors affecting the content of rule of law education, with results presented using mean and standard deviation

(n=382)

Factor: The content of rule of law education	\bar{X}	S.D.	Level	Order
1.Rule of law education includes the rule of law knowledge	3.10	0.85	moderate	4
2.Rule of law education includes basic knowledge of law, knowledge of the rule of law and improving the ability to practice the rule of law	3.28	0.89	moderate	3
3.Rule of law education should include basic knowledge of law, knowledge of the rule of law, and education on the practice of the rule of law (volunteer services such as public interest law popularization)	4.08	0.74	high	1
4.The content of the course is relatively esoteric and difficult to understand	4.0	0.79	high	2
Total	3.62	0.82	moderate	

Table 4. The analysis of factors affecting the approach to rule of law education, with results presented using mean and standard deviation

(n=382)

Factor: The approach to rule of law education	\bar{X}	S.D.	Level	Order
1.Students like the combination of theoretical education and practice	4.04	0.71	high	2
2.Students like case teaching	4.12	0.71	high	1
3.Students like the second classroom teaching	3.96	0.96	high	3
4.Students like theoretical teaching	2.77	1.07	moderate	4
Total	3.72	0.76	high	

Table 5. The analysis of factors affecting the guarantee of the rule of law education, with results presented using mean and standard deviation

(n=382)

Factor: The guarantee of the rule of law education	\bar{X}	S.D.	Level	Order
1.Your legal teachers are very professional	3.39	0.82	moderate	1
2.The university attaches great importance to the course "Ideology, Morality and the Rule of Law", which is a course of rule of law education	3.19	0.92	moderate	3
3.The university has special funding to participate in social practice activities (such as going to the countryside and visiting practical bases)	3.28	0.89	moderate	2
Total	3.28	0.89	moderate	

Table 6. The analysis of factors affecting the evaluation standards of the rule of law education, with results presented using mean and standard deviation

(n=382)

Factor:The evaluation standards of the rule of law education	\bar{X}	S.D.	Level	Order
1.The final exam score is the only criterion for course evaluation	3.41	1.03	moderate	4
The ability to apply the theoretical knowledge learned in practice is an important criterion	3.96	0.78	high	2
2.The university takes the usual performance as the standard for course evaluation, and take violations of laws and regulations as a one-vote veto system for evaluation	3.58	0.99	high	3
3.A good culture of rule of law on campus is an important criterion for measuring the results of rule of law education	4.05	0.76	high	1
Total	3.75	0.89	high	

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