

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 | 2persons |

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 250female students, accounting for about 65.45 of the total. The grade distribution of respondents as follows: there are131freshman students, it accounts for about 34.29 percent of the total number of students surveyed, and 127sophomore students, it accounts for about 33.25 percent of the total number of students surveyed, and 124junior 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.

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	\bar{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	
		Opportunity	Threat
Strategic analysis	Strength	<p>S-O</p> <ol style="list-style-type: none"> 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. 	<p>S-T</p> <ol style="list-style-type: none"> 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.
	Weakness	<p>W-O</p> <ol style="list-style-type: none"> 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. 	<p>W-T</p> <ol style="list-style-type: none"> 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	<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 feedback 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</p>
S-O	<p>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.</p> <p>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> <p>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.</p>
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. 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>
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. 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>
S-T	<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>

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.
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.	During the implementation phase , universities use external forces to create a learning environment for students to learn about the rule of law At the stage of publishing teaching textbooks , it is necessary to add legal knowledge that is closely related to students in the textbooks.
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 teaching stage , in order to make up for the lag of textbook knowledge, social hotspots are added to the teaching. 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	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.	responsible for supervision should make the university's rule of law education part of the performance appraisal and set up incentives and punishments.
		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.	Establishing a special fund for teacher training.
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	In the assessment phase, attention should be paid to assessing the effectiveness of what students have learned.
		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.	

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	