

## On the Reform of China's Educational System and the Optimization of Employment Structure

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### Abstract

At present, China's "one size fits all" admission policy lacks of legal basis, violates the fairness of education and ignores the humanistic care. From the beginning of the increase in primary school enrollment in the spring, the full implementation of two track mode of admission and graduation which is interconnected between middle school and university is conducive to break the drawbacks of once-in-a-lifetime exam and contributes to the coordinated development of higher education and vocational education. It can also avoid the problem of a short-term oversupply of labor force and difficulty in employment caused by the fact that graduates only pour into the market in the summer, which balances the supply and demand of the labor force as far as possible and avoids the employment cycle change radically. Thus it is conducive to the realization of the successful docking between schools and the community.

**Key words:** Education system; Reform; Employment structure; Optimization

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### INTRODUCTION

As a kind of important public goods, education is the fundamental way to change the fate of a person. Educational equity is an important foundation of social equity, and it is the starting point and the entrance of realizing social equity. The contribution of education equity to social equity is unique and lasting. Educational equity must first pay attention to the equity of starting point. And governments have a primary responsibility of the equity of starting point. The government should balance the allocation of educational resources reasonably. At present, requirement of the Chinese ministry of education for the age of primary school enrollment is that only the children who are not under the age of 6 before August 31<sup>st</sup> in that year have access to public schools and get student status. This led to 1/3 of school-age children born in the same year to wait for admission until the September of the next year. It even includes children born on September 1<sup>st</sup>. This is the so-called "born late one day, reading a year later" phenomenon. Scientifically speaking, the main basis for determining the age of admission should be the level of children's psychological development, rather than the level of physical development. Children's individual development is different, especially the psychological development stage of male and female students is different. It is debatable whether is scientific to take 6 years of age as the unified school age for male and female children. Government departments should not only pay attention to the impact of premature enrollment on the child's physical and mental health, but also pay attention to the psychological damage of children who do not attend school due to the age limit of admission.

## **1. "ONE SIZE FITS ALL" ADMISSION POLICY LACKS OF LEGAL BASIS, VIOLATES THE FAIRNESS OF EDUCATION AND IGNORE THE HUMANISTIC CARE**

The right to education is a basic right of the citizen to learn scientific and cultural knowledge, to master the necessary survival skills, professional skills, cultural literacy and develop their personality, intelligence and creativity. It is the basis of the formation of independent personality and independent status and the realization of the comprehensive development and the value of life. And it is the premise to enjoy other rights and social material and cultural wealth. Education can not only enrich and develop the personality of individuals, but also is an important source and power to promote the prosperity and progress of the whole social economy and culture. It is the key to maintain the social structure of freedom and democracy. Moreover, education can promote social fair competition and free flow to help the weak to change his class limitations and living conditions, thereby correcting the injustice of society and fulfilling the social equality and justice. However, in a long period of time, our understanding of the right to education is often biased towards its utilitarian value in personnel training, economic development and technological progress. But as the basic human rights, it's the humanistic significance and social functions are ignored unconsciously or consciously.

On the one hand, such rigid division on the school age the Education Department made lacks sufficient legal basis. From the perspective of constitutional hermeneutics, the current article 33 of the constitution "all citizens are equal before the law" and article 46 "citizens have the right to education" can be converted to the semanteme of "equal right to receive education". China's compulsory education law Article 11 provides that

for every children who have attained the age of 6 years old, their parents or other legal guardians shall send them to school to receive and complete compulsory education; children in the area where do not have the conditions can be postponed to 7 years of age.

The rule is about the baseline age for the children to receive compulsory education, which aims to clear the maximum age bottom line for the government and citizens to fulfill the obligation of education. The purpose of the legislation is to urge the guardian to protect the minors' right to education, but not to authorize the administration to make such strict restrictions on the education rights of minors. However, the current practice of the education sector actually manifests the inability to meet the demands of education to which people attach great importance. And, from the logical structure of the legal provisions, there is no clause about that it must be investigated for legal responsibility for the admission of children under 6 years of age in the chapter of "legal responsibility"

in the law. That is to say, there is no ban on children under the age of 6 to receive compulsory education. Therefore, the existing "one size fits all" admission policy is not consistent with the spirit and provisions of the constitutional law.

On the other hand, that children who have graduated from the kindergarten are unable to go to primary school not only go against the development of their personality and knowledge accumulation, but also cause great pressure on their families. As we all know, due to the responsibility of preschool education is not clear, the financial security of preschool education is very weak. For a long time, preschool education funds haven't been budgeted as a single event, and it has been included in the budget of the primary and secondary education. The overall level is very low. The relevant statistics show that in China, funds for preschool education accounted for only 1.3% of public education funds, which are much lower than the 16.4% of Thailand in Southeast Asia and are also lower than the world average. Because public investment is insufficient, the operating expenses of kindergartens have to be transferred to the community and borne by the family. At present, China's preschool education resources are far less than compulsory education resources. Problems of kindergarten crunch and high kindergarten fees are still common. In some areas, this group of children is rejected by the primary school, even the kindergarten. This increases the burden on parents to take care of their children while working. Or they have to send their children to more expensive private kindergarten, which increases the economic burden of the family. What's more detrimental is that this would cast a shadow on children's young hearts of childhood rejection. Researches on child psychology showed that suffering discrimination and neglect in childhood will cause the child goes downhill for a lifetime and be deprived and excluded from the mainstream of society. Even if the public kindergartens accept this group of children, in the background of removing inclination to primary school and the prohibition of starting preschool classes, children are prone to become school-weariness when they relearn learned content. Moreover, once the children learned that their former classmates are on the primary school while they can not, they are easy to form a sense of inferiority and generate resistance to the kindergarten life.

## **2. THE EXISTING EDUCATION SYSTEM HAS INCREASED THE MEDICAL BURDEN, AFFECTED THE QUALITY OF THE POPULATION AND EXACERBATED THE EDUCATION CORRUPTION**

In order to better plan the child's life and avoid losing at the starting line, at the end of the August of each

year, there are a lot of puerperae cluster and require hospitalization for cesarean section to let the child born in advance, which caused the phenomenon “birth in August 31<sup>st</sup>”. This not only endangers life and health of puerperae and fetus, but also affects the normal medical order in department of obstetrics and gynecology of hospital, aggravate the operation load, objectively reduces the hospital’s service quality and do harm to balanced utilization of medical resources. From a medical point of view, it is more harm than good to do cesarean section simply in order to choose the child’s birthday. Because the risk of cesarean section is higher than the coefficient of birth. They choose cesarean section in advance when they can normal delivery, once encountered anesthesia accident, organ damage and postpartum hemorrhage, etc.. The risk of thrombosis and poor wound healing was increased after the operation. Especially for newborns, cesarean section in advance can cause the scleredema, respiratory distress syndrome and hypoxic ischemic encephalopathy and other complications of preterm birth. In children’s future growth process, bad habits such as hyperactivity and inattention could be formed. If the early admission is to pull up seedlings to help them grow and will harm the physical and mental health of children, premature birth with non medical necessity is bound to affect the physical and mental development of premature infants throughout their lifetimes. It goes against the improvement of the population quality in our country.

What is more, many parents are forced to use their connections to try to tamper with the child’s household registration information and date of birth, resulting in corruption. These social corruptions further penetrate into the campus, which leads to education corruption. Education corruption is the illegal, disciplinary and criminal acts that the education departments do to break the educational objectives and equity, undermine the laws and rules and regulations and do the transaction of educational opportunities by using power and money to seek selfish interests. Due to the tolerance and neglect of the imbalance in the allocation of educational resources, the academic circles, educational circles or the society, to a certain extent, are in the loss of the ability to distinguish right from wrong. Because education is the lack of appropriate norms and constraints, corruption that distorting or even disregarding the law occurs in part of the department of education and schools. For example, some students enter the primary and secondary key schools through the privilege, obtain high scores and get admission qualifications through financial transactions and so on. The existence of a series of educational injustice results from the continuous shortage of educational resources in our country that makes the total social demands can not be met. Therefore, the phenomenon of social corruption has penetrated into the school level, and this kind of education corruption exacerbated the imbalance in the allocation of educational resources,

forming a kind of vicious spiral. The school is the moral foundation of the whole society. Education corruption will seriously pollute cultivation of moral quality of students. And all kinds of corruption proliferate in the schools will greatly weaken the credibility of the education sector they should have. It must interfere with the value orientation on the moral judgment of the students. In terms of a nation, the most serious problem is the moral degeneration. The negative effects caused by the imbalance of educational expenditure of different levels and dimensions are far-reaching and significant. The serious corruption occurred in the market economy environment has deepened our understanding of the equilibrium problem of education investment. It makes us more aware of the importance of the system and reveals the significance of system reform and system innovation. Education corruption is an abandonment of the concept of social justice and it infringes upon the rights of citizens to be educated. It is an objective reality which can not be avoided to realize the equalization of educational expenditure and it requires urgent attention.

### 3. WAYS TO REFORM EDUCATION SYSTEM AND OPTIMIZE THE EMPLOYMENT STRUCTURE

The national medium and long term program for education reform and development (2010-2020) points out in the first place that it must rely on reform to develop the education. If Chinese education wants there will be a great-leap-forward development in the future can be anticipated, it is obviously unrealistic to expect to solve all sorts of problems existing simply rely on increasing investment. Educational reform, especially the reform of the system, has been regarded as the only way to make the cake bigger and bigger by a number of far-sighted personages. Nothing less will do if we give up on this way. For 2020, Chinese education should focus on the reform of system and mechanisms encourage the local and schools in bold exploration and testing and accelerate the pace of reform of key areas and key links. And it should innovate personnel training system, school running system and education management system, reform the quality evaluation system and entrance examination and enrollment policy, reform the teaching content, method and means and construct the modern school system, etc..

First, in order to solve the above problems and achieve educational equity with the human-oriented idea, in the short term, it can make flexibility provisions for the age of enrollment in primary school. Starting from the source can improve the rationality of the layout of the new educational resources and solve the problem of imbalance in the distribution of educational resources from the source. However, the factors of the source mainly originated from the system. The change of system

is relatively slow, and the result of the change has some uncertainty. Thus, the countermeasures of perfecting the system are mainly aimed at the long-term and need continuous attempt and improvement. If we only start from the source, we can not effectively solve the current existing congestion of service resources in the short term and even a long term. Therefore, in order to solve the current congestion phenomenon of entrance, we must also start from the stock relief and the increment equilibrium. For example, the regulation for age of enrollment can be adjusted from the age of 6 years old before 31<sup>st</sup>, August in that year to over the age of 6 years old before 28<sup>th</sup>, February in the next year. Thus, since their date of birth is after 31<sup>st</sup>, August, their enrollment time will be delayed nearly a year and the regulation will make the time quantum shorted from nearly a year to half a year. Because children now have very good growth environments, their overall capacity such as intelligence development and self care has been greatly improved, so they are usually able to achieve the requirements for admission to school. At least we should give parents the option to allow them to decide whether or not to entrance based on their child's development status. If children who are over five and a half but under six years old are same as children over six years old in intelligence and learning ability, at the meantime, children and parents would like to school, their enrollment should be agreed so as to ensure that the right of timely receiving education for every children who has normal intelligence development is not limited. In France, New Zealand, Australia and other countries, children's admission age is 5 years old. The United States has more flexible provisions of the admission age that is 5 to 6 years old. In addition, the admission age of children should also make a distinction between male and female children. Study on children's psychology shows there are two peaks in children's development: one is the baby stage that also known as the physiological weaning period, another is the juvenile stage that also known as psychological weaning period. Generally speaking, the development of the rote memory will be up to the vertex when the boy is 13 years old and the girl is 12 years old. When a boy is 14 years old and the girl is 13 years old, this time is acceleration of their spatial imagination ability development. When the boy is 13-14 years old and the girl is 11-13 years old, their sex consciousness begin to sprout, and at this stage their emotions are excited easily and also show contradictions and instability. These show that the age of the mental development of boys and girls differs 1 year, that is to say girls tend to become mature 1 year earlier than boys. Therefore, children of the same age in primary school, girls show the advantages of language expression, memory and understanding ability, and they are more initiative than boys in study. In junior middle school stage, it is the peak period of physiological development for 12-14 year old girls; meanwhile, it is the stage of violent

change in mentation. In high school stage, they often distract because they pay attention to clothing, appearance and the evaluation of others to their own. From the college entrance examination, older girls of the admitted students account for a smaller proportion. This shows that 14-16 is the best period of thinking development for girls and when the ages over 18-19 years, girls learning, on the contrary, become difficult. Therefore, the admission age of children should base on their psychological age but not the physical age. In principle girl school age should be 1 year earlier than a boy, that's to say girls are generally five years old. "Elastic age" can be implemented on individuals with special intellectual development to make the psychological level of the same class students be similar. In particular, we should ensure that the girl in the best thinking period enters the high school to learn.

Secondly, to increase primary school enrollment in the spring and to reform China's educational structure. Educational equity is a matter of education. But only by the Department of education will not succeed. It requires the government and the whole society to work together. In order to achieve educational equity fundamentally, promote the improvement of educational structure and the quality of education in our country and better transport various types of talents at all levels for the country, primary school enrollment in the spring should be gradually implemented. The advantage of reform measures of primary school enrollment in the spring and the autumn is that there are two times a year for the primary school enrollment, which helps to adapt to social development, improve the teaching rhythm and promote the efficiency of the whole society. Primary school enrollment twice a year and the corresponding graduation twice a year can make concentration degree produced by once a year of enrollment and graduation become relatively average. Thus the social pressure caused by the concentration of the primary school enrollment and graduation could be dispersed. Obviously, this is a measure to improve the time accuracy of social governance. In fact, some areas have launched a pilot project of two exams in one year in senior high school entrance examination and college entrance examination. And some universities have implemented a parallel teaching method of enrollment in the spring and the autumn. In the future it should implement the pattern of peak alternation of enrollment and education step by step, innovative curriculum planning and personnel training program and realize the balanced utilization of educational resources. Taking the reform of college entrance examination as an example: It is estimated that in the next 10 years or even longer, the incremental supply of vocational education talents in our country will significantly decrease while the variable supply will show a rapid upward trend under the macro background of the transformation of economic development mode and the adjustment of industrial structure. Therefore, to strengthen

the connection of secondary vocational education and to meet demands of skilled talent for the economic development are imminent. Education authorities should establish an operational mechanism which can organically integrate the two admission times in the education system of the whole country. The spring enrollment can be combined with the reform of autonomous enrollment in college and higher vocational college to enlarge options of students and schools in the admissions process and meet the demand of the economic development for different types of talents especially skilled talents. So, from the beginning of the increase of primary school enrollment in the spring, the full implementation of the two track model of mutual connection of admission and graduation between secondary schools and colleges is conducive to break the drawbacks of once-in-a-lifetime exam system and the harmonious development of higher education and vocational education. This can also reduce the work pressure of the medical system from the source, coordinate the resource allocation and ensure newborn born at full-term, which helps to improve the overall national quality of birth and physical and mental health.

Finally, optimize the employment structure through the reform of the education system. At present, our country is still in a period that the market economy is not sound enough. The adjustment of economic and industrial structure not only to make college students have difficulty in employment, but also the whole society. The increment of labor supply in China has reached its peak value. And the total supplies grow quickly. However, the employment elasticity of the economic growth is relatively low and labor demand is difficult to grow substantially. The total workforce is still oversupplied. However, due to the continuous adjustment of economic structure and the continuous upgrading of the industrial structure, the employment market in China has occurred the problem with dual contradiction that the demand exceeds supply and the oversupply. On the one hand, there is still a big shortage of talents in our country compared with the needs of the national construction. In the important period of accelerated economic development, national construction requires a large number of talents. Such as the demand for high-tech talents in emerging industries, the demand for technical talents in the development of agriculture and township enterprises, the demand for all kinds of talents in the exploitation and construction of the western region, the demand for all kinds of compound talents in enterprise and society and the urgent needs of the specialized talents after joining the WTO, etc.. On the other hand, due to the rigidity of the existing education system, this year's graduates will have to complete their first employment in a short period in July, before and after. It is difficult

for schools and students to respond to changes in the employment structure in a timely manner. In addition, another feature of China's employment market is that every year the time after the Spring Festival holiday is the fastigium of job-hopping. So, every spring is the lean season of workforce for the firms. This has greatly affected the normal production and operation of enterprises and the steady development of the national economy. And once it realized that the higher education and vocational education deliver graduates to the labor market twice a year, and then students enrolled in the spring would be graduate in the winter. This can ease the problem of "labor shortage" and "employment difficulty" and also avoid the problem of a short-term oversupply of labor force and difficulty in employment caused by the fact that graduates only pour into the market in the summer, which balances the supply and demand of the labor force as far as possible and avoids the employment cycle change radically. Thus it is conducive to the realization of the successful docking between schools and the community.

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## CONCLUSION

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In order to achieve the fairness of everyone in the starting point, our education system can not generalize by children's age simply and stiffly. It should be analyzed and studied from the aspects of gender difference, physiological development level, mental cognition ability and so on, take ruling the country by law and people-oriented as the premise, reform education system and implement flexible educational system on the basis of balancing the distribution of educational resources and ensuring the rights of citizens to education to meet the diversified needs of labor force structure and quality in the process of the transformation of China's economic structure and the promotion of comprehensive national strength.

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