Construction Research on Index System of Quality Evaluation of Labour Education in China

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Abstract: With the development of modern economy and society, labour education has been gradually weakened. In recent years, the declining status of labour education position in schools and colleges has weakened the function of labour education, resulting in the quality decline of labour education. The contemporary students have many problems in the aspects of labour quality and labour ability. Therefore, improving the quality of labour education in China has important historical and practical significance. This paper gives an explanation of the importance of labour education to personnel training, and analyses the innovation embodiment of labour education. On this basis, this paper constructs the evaluation index system of labour education quality in China, which consists of six criteria levels and twenty-four program levels. According to the Analytic Hierarchy Process, the paper evaluates the weight of each scheme layer, constructs a complete evaluation index system of labour education quality in China, and provides some references for relevant researchers.

1. Introduction
On September 10, 2018, general secretary Xi Jinping delivered an important speech at the national education conference. He pointed out that "we should promote the spirit of labour among students, educate and guide students to advocate and respect labour, understand the principle of the most glorious, noble, great and beautiful labour, and be able to work hard, honestly and creatively when they grow up". We should include the word "labour" in the concept of all-round development of education, and strengthen the labour education for the majority of young people. We will thoroughly implement the fundamental task of cultivating talents through morality, firmly establish the concept of systematic training of talents, promote the organic connection among primary schools, middle schools and universities, and closely integrate teaching, scientific research and practice. We combine labour production, labour skills, social practice and research-based learning, constantly improve the level of quality education, and jointly cultivate outstanding talents with all-round development of morality, intelligence, body, beauty and labour.

Of course, strengthening labour education in primary and secondary schools does not mean that college students do not need labour education. But we put the connotation and content of labour education in front from the perspective of policy orientation and education law. "Set up correct labour viewpoint and attitude. The education of loving work and working people and forming working habits should be instilled and cultivated from childhood.

2. Concept of labour education
Labour, as a way of existence of human beings, is a process of transformation between human beings and nature by means of society. In the dictionary of education, labour education is defined as "education in labour, production, technology and labour literacy", which enables students to have correct labour
views, correct labour attitudes, good working habits and basic knowledge and skills of industrial and agricultural production.

Most of the domestic scholars elaborated the role of labour education in many aspects, such as promoting the improvement of students' labour ability, promoting the development of teenagers' ideological and moral character, promoting good working habits, cultivating students' hard work, striving and promoting the coordinated development of students' morality, intelligence, body, beauty and labour. They pointed out that labour education can not only improve students' physical fitness, stimulate their enthusiasm for work and cultivate team spirit. It can also help students understand that diligence is the essence of virtue and personality equality. Foreign scholars mostly closely link productive labour with education and life, that is, without labour, there is no education, education is life.

Labour, to gain knowledge by practicing, can never be narrowly understood as laundry, cooking, cleaning. Labour education cannot be weakened into social practice courses or activities. Labour is more a process of pragmatism, work, operation and practice, using all human senses to recognize and learn. Happy life is based on hard work.

Therefore, labour education returns to practice from education, that is, the combination of learning and doing, that is, the integration of "farming" and "reading". Therefore, labour education includes cooking, sewing, home appliance maintenance, crop planting and cultivation, small production, small invention and other practical operations closely related to real life and within our capabilities. At the same time of strengthening the education of hard work and cultivating students' fighting spirit, we should strengthen the education of honest work and cultivate students' honest quality. But at the same time, it is not only land preparation, farming, porridge and rice, facing the Loess and facing the sky, but also not blindly hard. Labour education also needs creative and innovative labour, that is, modern labour should be integrated with information technology. Therefore, creative labour is related to the quality and level of future national technological innovation ability, economic development, people's life and other aspects. Creative labour education is imperative and has a long way to go.

3. Importance to personnel training of labour education
Carrying out labour education is the internal requirement of the development of quality education in schools. It is one of the important contents of the comprehensive education model to cultivate students' positive labour attitude and good labour habits and master certain labour skills. However, there are many problems in labour education, such as aimless and unplanned labour education, occupation of labour courses, lack of labour teachers, places and funds, and labour often becomes a means of punishing students. Families and parents often only care about their children's academic achievements. The society has gained without labour and spread the idea of looking at money. Labour education has been gradually weakened and excluded from the mainstream education. Why labour education is valued at the policy level, at the cognitive level, and at the application level, but the actual implementation is generally worrying.

Not only that, from the preliminary investigation, there are a certain number of courses that can be summed up in labour education in primary and secondary schools, including labour technology courses, practical activity form courses, and characteristic school-based courses. The specific content involves production, life, culture and creativity, including life skills, planting and breeding, traditional craft production (national culture and intangible cultural heritage inheritance), career planning, and innovation and creativity. But it is worth thinking about whether these courses have achieved the expected effect of labour education and played an effective role in labour education. It should be said that it has played a certain role, but more attention has been paid to the individual development of students. The interaction and integration between students and students, between students and society are lacking. The innovation of labour education is rich in content, but lacking in form and effect, especially in understanding the connotation of labour education, the value of labour education, the relationship between labour and life, and respecting other people's labour achievements.
4. Innovation embodiment of labour education
As an innovative form and important carrier of labour education, the education of learning and agriculture plays an important role in improving students' comprehensive quality and personnel training quality. From independent online course selection, class walking, strengthening independent management, to experiencing boarding life for the first time, to working in the field for the first time. From cleaning the bedding independently, cleaning the dormitory, to cleaning the table and chopsticks after eating. From washing clothes independently to helping the teacher clean the experimental site after class. From helping students with luggage to taking care of sick students. The students not only feel the hardship and happiness of labour, but also enhance their ability of independent life and management. At the end of the activity, students will be more considerate of their parents, more conscious of their housework, and more deeply understand the truth that labour is the most glorious, sublime, great and beautiful. Many parents really feel the positive changes in their children. Teachers, students and parents of the school praise each other and show their characteristics and achievements. Universities, especially agricultural institutions of higher learning, undertake agricultural education. The first is to explore the collaborative innovation mechanism of the integration of labour education of primary and secondary school students, the second is the new measures of higher education inclining to compulsory education, the third is to cultivate students' awareness, respect and love of agriculture through labour education.

4.1 Innovation embodiment of agricultural education to labour education of participative students
The educational activities of students and peasants are to cultivate students' labour consciousness, promote labour spirit, and guide students to advocate and respect labour. Corresponding courses have been set up in the platforms of "agriculture and production", "agriculture and life", "agriculture and creativity", "agriculture and culture". The curriculum arrangement fully embodies the characteristics of labour, practice, knowledge, science, innovation and interest. In terms of curriculum, 20-30 minutes for the introduction of courses, and 20-30 minutes for teachers to explain the theory, knowledge, popular science and the history of relevant fields of the course, as well as the scientific frontier technology, and 20-30 minutes for teachers to demonstrate. The remaining 15-2 hours are carried out under the guidance of teachers. After a course, we have not only learned and accumulated knowledge, but also carried out practical operation. The finished course can be taken back for memory. The course system of agricultural education involves many fields such as production, life, creativity, ecology and culture, especially Beijing Agricultural College, which makes full use of the advantages of university teaching and scientific research, organically combines the subject courses of the school with the labour practice courses, gives full play to the resource advantages of the labour base, improves the construction of the course system, and highlights the practical characteristics. The time of studying and farming has cultivated the spirit of students' love for work, the spirit of cherishing the fruits of work and the spirit of mutual assistance and love. It has exercised the ability of self-reliance, self-discipline and collective life. Improve the sense of team, responsibility and cooperation. Many parents really feel the positive changes in their children. Teachers, students and parents of the school praise each other and show their characteristics and achievements.

4.2 Innovation embodiment of agricultural education to labour education of college students
It is also a kind of exercise and growth for college students. The students who participate in the volunteer and teacher assistant work in many colleges and different majors, including undergraduates and postgraduates. During their stay in the school, they took on the role of class volunteers to solve a series of problems for teachers and students. They worked in the teachers' work group to answer questions for teachers in the experimental school in time. As a guide, they took the class to different classrooms and experimental practice places. They have undertaken various work contents such as management and organization. They have made deep friendship with teachers and students of experimental school, and improved their abilities of organization coordination, social integration, communication management, comprehensive solution and analysis of problems. Students also serve as teachers' assistants, providing
teachers with pre class, in class and after class assistant work, helping teachers to sort out experimental practice tools and materials, and taking on the role of teaching assistants in class. Part of the students have been trained systematically by the assistant teachers and after class for many periods, and have also demonstrated and guided the students in the practical operation, forming the mode of "teacher teaching, student assistant teaching" and "student class, teacher supervision". In cooperation with the Publicity Department of the school, the college students' press corps was dispatched to track, record and shoot the activities of the students and peasants, and the videos of the students and peasants for a week (8 minutes) were broadcast at the closing ceremony every Friday. Before the closing ceremony, take a group photo of the school for souvenirs. These measures have fully improved the university students' spirit of ownership and enthusiasm to participate in the educational activities of farmers and students.

College students spontaneously set up the organization of learning and agriculture, through the second classroom and other forms, to strengthen the self-management and comprehensive ability and literacy of college students. The students set up student organizations such as the branch of the school peasant League and the school peasant association, and invite teachers as the guidance teachers of the student organization to organize, operate and manage themselves. The students of university organized voluntary recruitment and training of volunteers and teaching assistants, carried out joint construction activities with the League School of junior high school, carried out knowledge competition, quality development, team building and other activities. Not only that, college students have used their own professional advantages and innovative entrepreneurial dreams to declare activities such as "Internet +" College Students' innovation and entrepreneurship competition, "Challenge Cup", extracurricular academic science and technology works competition of capital university students, and Beijing competitive team.

5. Determination of index weight of quality evaluation of labour education

5.1 Index selection

Focusing on the main line of the implementation of the labour education project to the students' harvest, guided by the practice of the concept of comprehensive development education, aimed at improving the comprehensive quality of students, and based on the comprehensive implementation of quality education as the starting point and foothold, this paper explores the construction of the quality evaluation index system of labour education and the construction of a new system of practical education. After adopting the methods of literature research and theoretical research, Delphi method, empirical research, qualitative analysis and quantitative analysis, AHP analytic hierarchy process, taking the pre and post evaluation of school, students and family on students' participation in labour education projects as important indicators, based on the comprehensive development of education theory, and finally using AHP analytic hierarchy process, the quality evaluation system of labour education and the comprehensive quality of students are established. The evaluation index system appears, and the influencing factors and weight proportion of labour education in the construction of students' comprehensive quality are clarified.

Therefore, through the reasonable evaluation index system of labour education quality and the influencing factors and weight proportion of labour education in the construction of comprehensive quality, the evaluation of the implementation effect of labour education has a more quantitative judgment. Through the cooperation of family, school, base and society, through the effective carrier of school and agriculture education, give full play to the resource advantages of labour base, highlight the practical characteristics, enrich the practical experience, expand the content and carrier of labour education, adhere to the student-cantered, practice the concept of comprehensive development education, adhere to the effective exploration of labour education, explore and build a new system of practical education, which is to build The effective carrier of the new mechanism of collaborative education, which integrates all aspects and all processes, is also an effective means to improve the quality of talent training in an all-round way, striving to make students satisfied, parents satisfied, schools satisfied, education committees satisfied and society satisfied.
Figure 1. Index system of quality evaluation of labour education

5.2 Determination method

Analytic hierarchy process was first published by T.L. Saaty, a famous American operational research scientist, in the 1970s. It belongs to a multi criteria decision analysis method in operational research, which is the first time that human beings combine quantitative analysis and qualitative analysis organically. Its main idea is to decompose the more complicated problems first, then find out the related hierarchies of each unit problem, compare the importance of different ordered hierarchies with each other, and then construct multiple effective judgment matrices. Using the matrix analysis method to analyze the proportion of different levels of decomposition elements, the proportion analysis of the decomposition elements will be orderly arranged, the relative proportion of each index in different levels of elements will be evaluated and confirmed, and the final evaluation results of the research object will be made according to the above methods.

During the development of AHP, the most critical step is to create the hierarchical model. According to the model to achieve the creation of the judgment matrix, when the consistency of the judgment matrix appears in the conclusion analysis and passes the condition verification, the next step of more detailed evaluation and calculation can be carried out for it. When the hierarchy model is completed, the
corresponding judgment matrix is constructed according to the relevant indicators in the model. Judgment matrix specifically refers to the importance of the relevant condition factors in this layer to the condition factors in the previous layer. Due to the diversity and complexity of multi-level judgment matrix in the evaluation calculation, there are often some numerical contradictions, that is, different judgment matrices do not show a strong numerical unity. When there is a change in the unity between the matrices, there will be a great change in the characteristic root of the corresponding judgment matrix. Therefore, according to this characteristic of the judgment matrix, we can use its characteristic root to check the unity of the judgment matrix. By prioritizing these importance weights, we can get the key condition factors in the model, and focus on and deal with them.

5.3 Weight result
The result is showed in the following table.

| Index name            | Weight  |
|-----------------------|---------|
| Political Attitude    | 0.1031  |
| Ideological Awareness | 0.0554  |
| Moral Character       | 0.0603  |
| Behavior Habit        | 0.0127  |
| Learning Motivation   | 0.0237  |
| Method Habit          | 0.0611  |
| Basic Knowledge       | 0.0763  |
| Basic Skill           | 0.0357  |
| Physical Development  | 0.0592  |
| Sports Skills         | 0.0201  |
| Disease Resistance    | 0.1231  |
| Hygienic Habit        | 0.0804  |
| Aesthetic Knowledge   | 0.0418  |
| Expressive Ability    | 0.0214  |
| Creative Ability      | 0.0303  |
| Aesthetic Emotion     | 0.0045  |
| Mastering Knowledge   | 0.0109  |
| Skill Level           | 0.0448  |
| Labour Attitude       | 0.0211  |
| Labour Performance    | 0.0203  |
| Cognitive Level       | 0.0211  |
| Emotional Character   | 0.0167  |
| Will Quality          | 0.0351  |
| Temperament and Accomplishment | 0.0209 |

6. Conclusions
According to the concept and connotation of quality evaluation of labour education, a set of index system of quality evaluation of labour education is designed. The main conclusions are shown as follows:

(1) This paper points out the importance to personnel training of labour education and the innovation embodiment of labour education.
(2) The objective layer of the index system of quality evaluation of labour education is divided into six rule layers. Each rule layer is decomposed into four scheme layers.

(3) The weight of the twenty-four second-level index is the key to the index system of quality evaluation of labour education is calculated based on Analytic Hierarchy Process.

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