

# Governance Mode and Formation Mechanism of Continuing Education in Colleges and Universities from the Perspective of Stakeholders

Yuan Changfu

Jiangsu Maritime Institute,  
211100, Nanjing Jiangsu, China

**Abstract:** Governance mode and formation mechanism of continuing education in colleges and universities from the perspective of stakeholders is studied in the paper. Continuing education is a kind of post-degree education, which is the extension and development of academic education; its main body of learning is adults, and it is a lifelong learning activity for social members who have received a certain degree of education or vocational education. Strengthening the technological innovation of enterprises is an important link to enhance the competitiveness of enterprises, and participating in the technological transformation of enterprises and developing new products and processes is an important content of university-industry research cooperation. Hence, this paper gives the novel ideas for improving the educational performance.

**Keywords:** Perspective of Stakeholders; Colleges and Universities; Continuing Education; Governance Mode; Formation Mechanism

## 1. INTRODUCTION

Since the founding of the People's Republic of China 60 years ago, our country's continuing education has made great progress, achieved brilliant results, and played a huge role in promoting national economic and social development in all the aspects. With the gradual completion of general academic compensation education and the national education policy adjustment, the demand of society for the college continuing education has also has then changed, i.e., from the previous demand for academic certificates to nowadays, the demand for technical ability is the main demand.

General colleges and universities must change their concepts, reposition themselves, and fully understand the needs for technical ability [1-5]. The concept and repositioning of general colleges and universities must change and fully understand the importance of accelerating the development of the continuing education and the urgency of changing the development mode. The university must change its concept, reposition itself and fully understand importance of accelerating the development of continuing education and the urgency of changing the development mode. In-depth study and exploration.

We should change from focusing too much on the academic education to vigorously developing non-academic education to meet the needs of the economy.

We should change from focusing on academic education to developing non-academic education to meet the demand of the talents for economic development demand. Institutions of higher learning are not only important places for disseminating knowledge, cultivating talents, carrying out knowledge innovation and incubating high-tech enterprises, but also the only institution that can apply knowledge and information dissemination and innovation to the whole process of production. Colleges and universities have first-class scientific research talents and technologies, which are radiation sources of the high-tech. Therefore, it is the best shortcut for enterprises to realize technological innovation and transform scientific research achievements into general real productivity by taking advantage of the human resources,

intelligence and scientific research resources of colleges and universities and using continuing education as an intermediary to realize the cooperation between colleges and enterprises. In the figure 1, the sample is presented.

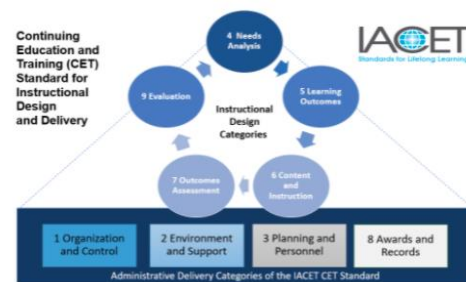


Figure. 1 The Continuing Education  
(<https://www.iacet.org/standards/ansi-iacet-2018-1-standard-for-continuing-education-and-training/>)

## 2. THE PROPOSED METHODOLOGY

### 2.1 The Continuing Education in Colleges and Universities

With the advancement of the science and technology, the acceleration of social change, and the rapid update of knowledge, educators should transmit new knowledge content to social practitioners in a timely manner [6-12].

The main methods are as listed follows: people engaged in continuing education organize teachers to sort out, synthesize and discuss new knowledge content, and evaluate whether such knowledge is necessary as continuing education content, and when necessary, report to relevant departments.

Once approved, a teaching plan will be developed and also then implemented. The implementation can be in the form of bringing the participants together to learn or teaching on the Internet, or be implemented in the other forms, and after the new knowledge education is popularized, then the effect of this education.

After the new knowledge education is popularized, the effect of this education content will be evaluated, and the economic and social benefits will be seen in the near future. After the new knowledge education is popularized, the effect of this education content will be evaluated, the economic benefits will be seen in the near future, the social benefits will be seen in the far future, and the experience will be summed up to expand the scope of education. Hence, we should focus on the listed aspects.

(1) Scientific positioning is the primary issue of education development. Research on the management model of the continuing education. One of the key objectives of the study is to solve the problem of scientific positioning of continuing education, from the importance of adhering to the scientific positioning, how to adhere to scientific as the importance of scientific positioning, how to adhere to scientific positioning, and the problems that need to be paid attention to in order to adhere to scientific positioning.

(2) We will explore the connotation of the theoretical level from several aspects, such as the importance of adhering to scientific positioning, how to adhere to scientific positioning, and the problems that need attention in adhering to scientific positioning.

(3) The professionalization of the college teachers is a requirement for the professional development of college teachers, an important platform for improving the social and professional status of college teachers, and an important guarantee for improving the quality of school teaching and deepening the reform of colleges and universities.

## 2.2 The Perspective of Stakeholders

University stakeholders are those individuals or groups that can influence or be affected by the realization of the general university strategy, including the faculty, government, administrators, students and their parents, alumni, creditors, employers, other universities, and community, etc. In general, theoretical research on stakeholders has made great progress and has served as a guide to the governance practice of the universities. However, the current research still needs to be deepened. To date, only a few scholars have conducted field research on the interests of university stakeholders, but no researcher has yet addressed the issue of how to realize the interests of university stakeholders. In fact, each university has different stakeholder groups and their interests are vary and change with time, information, environment, and other factors.

In fact, each university has a different group of stakeholders, and their interests are different, and change with the time, information, and environment. The limited resources of universities require that in the face of the different interest requirements of many stakeholders, resources should be allocated as reasonably as possible, in order to achieve a balance among various stakeholders.

Different types of the stakeholders have different ways of realizing interest requirements for the university, and there are differences in the degree of emphasis on the realization methods of various interest requirements.

## 3. CONCLUSION

Governance mode and formation mechanism of continuing education in colleges and universities from the perspective of stakeholders is studied in the paper. General colleges and universities must change their concepts, reposition themselves, and fully understand the needs for technical

ability. We give the novel suggestions for improving the quality.

## 4. ACKNOWLEDGEMENT

The Chinese Adult Education Association 14th Five-year plan "Adult Continuing Education Research Project

<<The development path research of adult continuing education in higher vocational colleges under the new circumstance>>

Project No:2021-424Y

## 5. REFERENCES

- [1] Cheng, Shao-Yi, C. Jason Wang, April Chiung-Tao Shen, and Shan-Chwen Chang. "How to safely reopen colleges and universities during COVID-19: experiences from Taiwan." *Annals of internal medicine* 173, no. 8 (2020): 638-641.
- [2] Garcia, Gina Ann. *Becoming Hispanic-serving institutions: Opportunities for colleges and universities*. Johns Hopkins University Press, 2019.
- [3] Fang, P. E. N. G. "Optimization of music teaching in colleges and universities based on multimedia technology." *Advances in Educational Technology and Psychology* 5, no. 5 (2021): 47-57.
- [4] Coley, Jonathan S., and Dhruva Das. "Creating safe spaces: opportunities, resources, and LGBTQ student groups at US Colleges and Universities." *Socius* 6 (2020): 2378023120971472.
- [5] Zhu, Tiejun. "Empirical research on the application of online teaching in Chinese colleges and universities under the situation of novel coronavirus pneumonia prevention and control." *International Journal of Emerging Technologies in Learning (IJET)* 15, no. 11 (2020): 119-136.
- [6] Mason, Geoff. "Higher education, initial vocational education and training and continuing education and training: where should the balance lie?." *Journal of Education and Work* 33, no. 7-8 (2020): 468-490.
- [7] Agyepong, Edith Biamah, and Enoch Danso Okyere. "Analysis of the concept continuing education in nursing education." *Journal of Education and Educational Development* 5, no. 1 (2018).
- [8] Price, Derek V., and Wendy Sedlak. "Creating Opportunity for All: Building Pathways from Continuing Education to Credit Programs." *Achieving the Dream* (2018).
- [9] Bendezu-Quispe, Guido, Renatta Quijano-Escate, Akram Hernández-Vásquez, Fiorella Inga-Berrospi, and Daniel Flavio Condor. "Massive Open Online Courses for continuing education for nursing professionals in Peru." *Revista latino-americana de enfermagem* 28 (2020).
- [10] Nagovitsyn, Roman S., Dana K. Bartosh, Aleksandr Y. Ratsimor, and Nataliya V. Neverova. "Modernization of Regional Continuing Pedagogical Education in the «School-College-Institute»." *European journal of contemporary education* 8, no. 1 (2019): 144-156.
- [11] Ge, Nan, Xuan Qu, Xiao-Hong Ning, and Xiao-Hong Liu. "Needs of continuing education on hospice and palliative care in China: a questionnaire-based survey."

Zhongguo yi xue ke xue Yuan xue bao. Acta Academiae  
Medicinae Sinicae 40, no. 3 (2018): 390-394.

- [12] Lai, Jieyu. "Research on cross-border E-commerce logistics supply under block chain." In 2019 International Conference on Computer Network, Electronic and Automation (ICCNEA), pp. 214-218. IEEE, 2019.

- [13] Matkin, Gary W. "Reshaping university continuing education: Leadership imperatives for thriving in a changing and competitive market." American Journal of Distance Education 36, no. 1 (2022): 3-18.