

The Bias and Discrimination of Chinese Families Towards Vocational Education: A Comparative Analysis with Foreign Vocational Education

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Abstract: This paper aims to explore the prejudice and discrimination of Chinese families to vocational education. And through the comparative analysis with foreign vocational education, this research deeply explores the causes and effects of these problems. Through comprehensive literature analysis and case studies, this paper argues that the prejudice and discrimination of Chinese families to vocational education not only restricts the career development of individuals, but also restricts the development of the whole society. In contrast, the recognition and emphasis on vocational education in some foreign countries provides more career development opportunities for individuals and provides strong support for social and economic growth. In order to solve the problem of prejudice and discrimination of Chinese families towards vocational education, this paper puts forward some suggestions such as strengthening education publicity, improving the vocational education system, and cultivating the education concept of all-rounded development, aiming at promoting the development of China's vocational education and social progress.

Keywords: vocational education, educational bias, career development opportunities, education system

1. Introduction

As an important form of education, vocational education is not only related to individual career development, but also directly affects the economic prosperity and innovation ability of the society. With the continuous development and change of social economy, vocational education has gradually evolved from the traditional “spare choice” to an important way to cultivate practical skills and professional knowledge. In vocational education, students can gain knowledge, skills and experience related to practical work, preparing them for a smooth entry into the workplace. Although the importance of vocational education is gradually being recognized, family prejudice and discrimination against vocational education still exist in China. Many families are more inclined to see academic education as a more valuable option, while vocational education is often labeled as “inferior”. At the same time, some foreign countries highly recognize the status of vocational education, providing students with a variety of career development opportunities [1]. The purpose of this study is to deeply explore the prejudice and discrimination of Chinese families against vocational

education, and to find the causes of these problems and the impact of these problems on individuals and society by comparing with foreign vocational education.

2. The Prejudice and Discrimination of Chinese Families Towards Vocational Education

Family preference for academic education: The influence of traditional values on vocational education

Chinese society has long held the traditional concept of attaching importance to academic education, and families generally believe that the traditional academic path provides better opportunities for their children's future development. This preference often stems from parents' expectations that their children will gain a higher social status and financial return by earning a higher degree. As a result, many families view vocational education with suspicion, viewing it as a "spare choice", believing that students who choose vocational education seem to be forgoing a more promising academic path [2].

Discrimination in non-traditional occupations: The influence of social perceptions on career choice

Another factor that influences the bias of Chinese families towards vocational education is the social perception of discrimination against non-traditional professions. In traditional social concepts, certain professions are considered "decent" and "status", while others may be labeled as "inferior". This leads families to hold reserved or even negative views of some non-traditional occupations, such as beauticians, car repairmen, waiters, and so forth. Parents may object to choosing these occupations as a career direction for fear of the difficulties and social perception their children will face in these occupations.

Reasons for the low status of vocational schools: misconceptions about the quality of education and career prospects

The relatively low status of vocational schools in China is partly due to widespread family skepticism about the quality of education in these schools. Some parents believe that the quality of education in vocational schools is not as good as that in regular schools and worry that their children will not acquire enough knowledge and skills here. In addition, parents may misunderstand the poor job prospects of vocational school graduates and prefer their children to choose the traditional academic path [3].

3. Recognition and Development of Foreign Vocational Education

3.1. The System of Foreign Vocational Education: Multiple Choices and Training Opportunities

Compared with China, many foreign countries highly recognize and attach importance to vocational education. In these countries, vocational education is regarded as one of the important ways to cultivate all kinds of talents, and is widely respected as academic education. The diversified vocational education systems in foreign countries cover a variety of skills training in different fields, providing students with rich career options and development paths. The diversity of such systems helps meet the interests and needs of different students, enabling them to better develop their vocational skills [4].

3.2. The Balance Between Vocational and Academic Education: The Importance of Cultivating Diverse Talents

Foreign vocational education systems usually emphasize the cultivation of vocational skills, but also pay attention to the cultivation of students' comprehensive quality and innovative ability. Compared with China, more emphasis is placed on the balance between vocational education and academic

education in foreign countries, which is believed to help cultivate diversified and well-rounded talents. The idea reflects an education philosophy that places equal emphasis on “skills + qualities”, enabling students to better adapt to the rapidly changing needs of society.

3.3. The Role of Vocational Education in Economic Development: Providing Support for Social Innovation and Competition

Some foreign countries have realized that the role of vocational education in promoting social innovation and economic competitiveness cannot be ignored. By cultivating qualified skilled personnel for all walks of life, foreign countries can maintain the competitiveness of their industries and enhance their overall innovation capacity. This is especially true in the fields of science and technology, engineering, medical care, and so forth. Foreign vocational education graduates have contributed a lot to the scientific and technological innovation and development of society.

4. The Influence of Chinese Family Bias on Vocational Education

4.1. Limitations of Career Development: The Conflict Between the Pursuit of Personal Interests and Family Expectations

The prejudice of Chinese families towards vocational education often leads to limited personal career development. Many young people may be pressured by their families to pursue careers that are not in line with their interests and potential. Such choices that go against one’s inner wishes may lead to career dissatisfaction and psychological stress, affecting one’s career achievements and quality of life. At the same time, it may also lead some people to lack motivation and enthusiasm in their work, affecting their job performance and career development.

4.2. The Talent Shortage Problem: Traditional Skills and Challenges Facing the Industry

The bias of Chinese families towards vocational education has also led to some traditional skills and industries facing talent shortages. As society places more emphasis on academic education, many young people choose to pursue academic knowledge while neglecting the study of traditional skills. This has left some traditional industries and skilled positions facing a serious talent gap, affecting the development and innovation ability of related industries [5].

4.3. Limited Ability to Innovate: Exclusion of Non-traditional Occupations Affects Social Innovation and Change

The bias of Chinese families towards vocational education may also limit social innovation and change. Innovation often comes from the intersection and collision of different fields, and some neglected non-traditional careers may be the source of innovation. However, because these occupations are subject to prejudice and discrimination, many individuals with innovative potential may be excluded from the innovation process, thus limiting the possibilities for social innovation and change.

The prejudice and discrimination against vocational education in Chinese families not only restricts the career development of individuals, but also, to a certain extent, the development of the whole society. The next section will explore strategies and suggestions to solve these problems, with a view to promoting the development of vocational education and social progress in China.

5. Strategies and Suggestions for Solving Them

5.1. The Importance of Education: The Key to Changing Family Attitudes

In order to change the prejudice and discrimination of Chinese families towards vocational education, it is crucial to publicize education. The government, educational institutions as well as the media can join forces to convey the importance and value of vocational education to parents. Through publicity and education, parents can realize that vocational education is also an important way to train talents and promote social progress, so as to change their views on vocational education.

5.2. Improve the Vocational Education System: Provide Diversified Training and Development Paths

China should strive to improve its vocational education system to ensure its quality and diversity. Vocational education should cover a variety of skills training in different fields to meet the interests and needs of different students.

5.3. A Well-rounded Education Philosophy That Encourages Personality Development and the Pursuit of Interests

Fostering a well-rounded educational concept is the key to solving the problem of bias in vocational education. Education should pay attention to students' individual differences and encourage them to choose a career path according to their interests and potential. Students should be encouraged to develop their own expertise in vocational education and be aware of the importance of different professions in society. This will help reduce family and social discrimination and prejudice against specific professions [6].

Through the above strategies and suggestions, China can gradually change the problem of family prejudice and discrimination against vocational education, promote the development of vocational education, provide more career development opportunities for individuals, and provide strong support for social and economic growth and progress.

6. Conclusion

In this paper, the author deeply discusses the prejudice and discrimination of Chinese families to vocational education, and analyzes its comparison with foreign vocational education. Through a comparative analysis, the challenges faced by China's vocational education as well as the advantages of foreign vocational education are clearly seen. The prejudice and discrimination of Chinese families towards vocational education is rooted in traditional concepts and social culture, resulting in many young people giving up the choice of pursuing their interests and potential due to family expectations. This phenomenon not only affects the career development of individuals, but also hinders the innovation and progress of the whole society. In contrast, some foreign countries pay more attention to and recognize vocational education, providing students with diversified training and development opportunities, which is conducive to the overall growth of individuals and the development of society [7]. Through publicity and education, that can gradually change the family concept and make parents realize that vocational education is equally important. At the same time, by improving the vocational education system, we can provide students with more diversified development paths to meet different needs [8]. Finally, fostering a well-rounded education concept will help reduce discrimination against non-traditional professions and promote the development of individual interests [9].

We can gradually change the prejudice and discrimination against vocational education in families, promote the development of vocational education, and create a more favorable environment for

individual career achievement and social progress [10]. This is a daunting task, but it is also a promising direction, and we are confident that we can achieve the all-round development of vocational education in China.

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