

Practices and Lessons Learned from the Troubleshooting and Development of County High Schools

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Abstract: It is of practical significance to explore the local experiences of county high schools in getting out of the predicament of becoming "collapsed high schools" in order to promote the revitalization of China's county high schools more effectively. The article summarizes the commonalities and differences in the experiences of typical county high schools in China that have successfully avoided becoming "collapsed high schools", and outlines three ways for county high schools to avoid "lagging behind": the policy incentive type, which is typified by policy assistance, system reform and financial support; the people-centered type, which is typified by high-quality teacher training and attention to students' needs; and the exchange and empowerment type, which is typified by articulation between universities and county high schools, and strengthening inter-school cooperation. Drawing on practical experience, some insights have been gained: to get out of the "collapsed high school" predicament, it is necessary to pay attention to the implementation of policies fostering the development of county high schools and help county high schools conduct management reform; focus on the humanistic care of teachers and enhance the sense of belonging to teaching; change the concept of teaching in county high schools and make more efforts to improve the quality of education; strengthening the construction of schools with special characteristics and improving the attractiveness of county high schools.

Keywords: County High School; Collapsed High School; County High School Revitalization.

1. Introduction

In recent years, the development of county high schools has been affected by the differences in the allocation of educational resources and the acceleration of the urbanisation process, resulting in the problem of the loss of outstanding teachers and students, and a decline in the quality of education, that is, the collapse of county high schools (hereinafter referred to as "collapsed high school"). This phenomenon not only affects the general public's confidence in county high school education, but also has an adverse impact on the socio-economy of the county. The situation of "collapsed high school" has received widespread public attention, and in December 2021, the Ministry of Education and nine other departments issued the "14th Five-Year Plan of Action for Upgrading the Development of Ordinary High Schools in Counties", which puts forward the main goals and main measures for the development of high schools in counties by 2025, which strongly boosted the quality of the development of county high schools. County high schools are important carriers of parents' expectations for education and upward mobility in counties, and are of great significance in driving the quality and balance of education in counties and the construction of a high-quality education system in the region. Its development is closely related to education equity. In the context of new urbanisation strategy, rural revitalisation strategy and common prosperity in China, it is of great significance to implement the requirements of county high school revitalisation, and to increase the exploration of effective paths for county high schools to get out of the predicament of "collapsed high school".

In the investigation of the actual situation of the development of county high schools around China, it is found

that in the face of the same development problems, while many county high schools appear to be "collapsed high schools", there are still many county high schools that maintain their advantages in the competition with other high schools. They are keenly aware of the changes, or actively carry out "self-help reforms", or rely on external help, and explore the situation in the light of their own actual situation, and form a systematic practical experience in the quality of student cultivation, the improvement of teacher quality, and innovation in education management, so the dilemma of "collapsed high school" has been avoided. Therefore, the local experiences of excellent county high schools in avoiding "collapsed high school" can provide ideas and references for other county high schools that are still at the reform node and help revitalise the practice. The existing studies mainly focus on the necessity of revitalisation of county high schools, the difficulties of county high schools and the development countermeasures, but lack of local experiences in avoiding "collapsed high school", therefore, it is of practical significance to explore from this perspective. This paper will take into account the dilemmas of county high school development and summarise the effective experiences of typical schools in avoiding the dilemmas of collapsed high school, so as to explore the practical paths of county high schools out of the dilemmas.

2. The Evolution of County High School to "Collapsed High School"

Looking back at the development history of county high school, county high school has gradually developed and grown due to the policy of the 1980s and 1990s, such as running key high schools and building model high schools [1], and for a long period of time, it has carried the educational

expectations of the county public due to its high promotion rate. However, with the acceleration of China's urbanisation process, the continuous outflow of student sources from the county, coupled with the implementation of the enrolment system and other policy deviations, has accelerated the rate at which county high schools have fallen into difficulties. At the same time, in the face of new educational reform and development requirements, county high school's educational shortcomings such as teaching style and mode of schooling are also increasingly apparent. Analysing and summarising the evolution of county high schools to "collapsed high schools" will help us to analyse in depth the reasons for the lack of development of county high schools, and to find targeted local experiences for improvement.

2.1. From Carrying Educational Expectations to Losing Students

The development of county high schools has responded to the demands and expectations of parents and students themselves. Parents hope that their children can "change their destiny" by receiving school education, and believe that studying is the way to have a better life [2]. And due to the county education resources are more single and family economic conditions limitations, information access to a single channel, county high school students rely on school education to a high degree, the path to higher education hugely depends on the college entrance examination. Some scholars believe that this kind of students have "bottom cultural capital" [3], i.e., a stronger sense of independent struggle, and can obtain more comparative advantages in the college entrance examination through "suffering". The high promotion rate and quality of education in county high schools provide a reliable guarantee for students to enter universities, and the development of county high schools, where time is exchanged for scores, has been adapted to the needs of ordinary people seeking better development.

However, with the acceleration of urbanisation, more convenient transportation and the rapid development of social media, cities with a higher level of economic development than counties are becoming more attractive due to their broad educational platforms and richness of educational resources. In the context of differential development between urban and rural areas, the flow of students from township to county has shifted to township to provincial capitals and central cities. On the one hand, many township residents choose to work in big cities to seek more job opportunities, and school-age students follow their parents to go out to work; on the other hand, the parents' desire for quality educational resources and the imbalance of resource allocation [4], parents take the initiative to choose to let their children leave the townships and go to the urban schools with relatively better educational resources, so as to create a better learning environment for their children [5]. As a result, the number of students in country high school, especially well performed students, continues to decrease.

2.2. High Attrition Rates of Teachers and Changes in the Enrollment of Students Accelerated the Decline of County High Schools

Currently, teachers' employment choices are more diversified, and county high school has deficiencies in educational resources, salary, and job development

opportunities compared with the city high schools [6], which affects the career attractiveness of county high school to teachers. Low salary and limited development opportunities become the driving factors for experienced teachers with significant teaching achievements to leave the county high school. In terms of teacher supply, many new county school teachers are attracted by cities in the context of urbanisation, and tend to use county high schools as a transit point for accumulating teaching experience. The continuous decrease of teachers in county high schools, especially excellent teachers, limits the sustainable development of county high school education.

In addition, private schools, provincial and municipal schools which have more educational resources or recruitment and enrolment autonomy scoop up outstanding teachers, cross-regional in the city or even the province with a variety of preferential policies to attract, give priority to the admission of outstanding students [7], coupled with the phenomenon of separation registration in the management of the student registration, and so on, and gradually formed the fact that city high schools getting better and county high schools getting worse [8], the loss of students and teachers makes the high performance of county high school difficult to sustain and the county education ecology is challenged, county high school development momentum is insufficient.

2.3. Shortcomings Which Further Reduced County High School's Attractiveness

The shortcomings in the teaching style of county high school make it difficult to sustain high quality promotion rate in county high school. County high school's school culture contains explicit institutional incentives and constraints, with high rewards and high constraints to improve promotion rate. Explicit incentives such as campus slogans and implicit incentives such as test rankings. Students' time and energy are strictly regulated, which is manifested in the curriculum, work schedule, and leave system [9]. Teachers and students form a close-knit community under the institutional regulations, and students accept the role expectations of teachers and administrators and show corresponding role behaviours, i.e., strict management of their own behaviours, time, and needs, grasping all available time to study to achieve higher grades, and paying more attention to test-taking in their studies. All of these lay hidden dangers for the sustainable development of county high school, and the ability of school development is narrowed down to measurable development indicators[10]. With the proposal of quality education and the implementation of the new college entrance examination in China, the education evaluation system increasingly emphasises the overall development of students. County high school model has come to the turning point of the transformation of test-oriented education to quality education, but the the implementation of quality education has increased the burden of teachers and students.

The disadvantages of county high school education are also reflected in the homogenised model of schooling between schools [11], where schools that achieve excellent promotion rates tend to receive higher social evaluations, and in turn, more social resources to support them. Under this developmental logic, there is a convergence and similarity of organisational structures among county high schools [12], which further raises the demands and expectations of student performance. The homogenisation of county high schools highlights the lack of innovation in education, which

negatively impacts on the attractiveness of education.

In a nutshell, the development and collapse of county high schools is the result of a combination of factors. Urbanisation and differences in educational resources and levels of provision in the context of a promotion-oriented mindset have influenced students' choice of schools, and deviations in the implementation of policies such as focusing on one or two high schools in the whole county and cross-regional enrolment, as well as the gradual development of super high school education monopoly, have accelerated the loss of students, especially high-quality students. In addition, insufficient support for teachers' salaries, careers, and professional development has also contributed to the loss of teachers, and the development and collapse of county high schools is closely related to the county's educational ecology.

3. Practices in County High Schools to Avoid Collapsing

Although the development of county high schools has been hampered by the loss of students and teachers, stereotypical teaching styles, and homogenization of schools, there are still many counties high schools that have successfully avoided collapsing, and it is meaningful and valuable to explore these experiences. This study collects a wide range of typical cases of county high schools avoided becoming "collapsed high school" across the country. These schools are all facing the common problems of student and teacher loss, but all of them have actively carried out reform practices and successfully avoided the collapsing. This paper summarises the commonalities and differences in the experiences of these typical schools based on the particularities of their situations and resources, and outlines three modes of operation for county high school schools to avoid collapsing.

3.1. Policy-incentivized Mode

Policy plays a guiding and regulating role in school development. Policy support plays a role in accelerating the integration of resources, improving the differences in supply and demand, and bridging the information gap. The successful experience of policy-incentivized county high school development lies in grasping the policy opportunities, relying on the policy to actively play the school's advantages and characteristics, and effectively implementing the policy objectives.

3.1.1. Policy Support for Education Compensation

The facilitating effect of policies on the development of county high schools is directly reflected in the tilting of various college admission policies and the assistance provided to county high school schools. In terms of tilted college admissions policies, for example, the three major special programs of the college entrance examination in China, i.e., the college special programme, the national special programme, and the local special program directly enhance the educational attractiveness of the county high school by improving the allocation of places for further studies and giving rural students more opportunities to study in better universities [13]. As most of these programmes stipulate the location of students' household registration, they can form a comparative advantage with schools in other cities, and have a direct impact on the stable inflow of students in county high schools and the sustainable development of education in the county. In terms of support, the Ministry of Education launched a county high school hosting and support

program in May 2022 in China. This program help can effectively bring into play the high quality resource conditions of colleges and universities, and is an opportunity for county high schools to update their education concepts, improve their education management level, and realise the goal of higher-quality teaching.

3.1.2. Institutional Reforms for Balanced Resource Allocation

The policy's role in promoting the development of county high schools is also manifested in helping school management reform, coordinating and balancing regional resources, and indirectly helping county high school schools to improve quality and increase efficiency. County high school school management reforms not only point to more scientific and reasonable teaching goals, but also put the expectations of the people of county high schools on the promotion rate. In terms of personnel reform, the implementation of the county management school employment, teacher mobility system, and refinement of work methods, mobilising personnel enthusiasm and endogenous motivation. For example, the reform of the management system, the implementation of the grade pay system for headmasters, the protection of the autonomy of headmasters in running schools, and the adoption of a contractual employment system. To strengthen the balanced construction of high schools, first of all, focusing on the reform of the enrolment system of high schools, regulating the order of enrolment, and effectively alleviating the anxiety of education in the county. For example, the municipal government plays a coordinating role and provides for a standardised procedure for the examination stage of high school enrolment and ensures fairness in education. High-quality teacher training is indispensable to promoting balanced development of education quality. For example, teachers' training colleges and other institutions have been sending teachers to county high schools and conducting joint inspections, effectively helping county high school schools to target problems in such areas as teacher quality.

3.1.3. Financial Support for Upgrading School Conditions

Financial support is an important aspect of policy support, and the sound development of schools remains indispensable to education funding. The promotion of financial support for county high schools is mainly embodied in the three aspects of school construction, teacher incentives and scholarship system. In terms of school construction, financial investment has greatly enriched the material resources of county high school, narrowing the gap between schools, not only emphasising the renewal of infrastructure construction, but also focusing on improving the learning experience and efficient teaching; a system of annual comprehensive assessment incentives, funded at the city and county levels, and a special team incentive fund that provided to class management teachers to enhance their professional identity, have also been established. The direct impact of financial support on students is reflected in the awarding of scholarships and grants. A series of comprehensive student aid systems, such as national scholarships, tuition and accommodation fee exemption policies, and on-campus financial assistance, have, to varying degrees, guaranteed the quality of education for poor students. The main sources of scholarships and grants have shown a diversified development trend, such as the "Spring Buds for Schooling" series of activities organised by Liaoning Province, and the "Sunshine Charity Classes" project organised by Jiangxi

Province, whose main goal is to subsidise students with academic excellence or to visit students from poor families who have been identified as being in need, and which is of great help in helping students to complete their studies and in alleviating their poverty. These programs have played an important role in helping students to complete their studies, alleviating their burdens and encouraging them to pursue their studies.

The key to the introduction of policies lies in their implementation. The introduction of policies on the development of county high schools has stimulated the vitality of school management, but the long-term development of county high schools is also inseparable from the administrators' awareness of change and innovative ideas. Policies and the local educational atmosphere will promote each other. Policies favourable to the development of county high schools and the social atmosphere of respecting teachers can strengthen the sense of belonging and obtaining of teachers, attracting excellent teachers to stay in county high schools and forming a virtuous circle of the development of county high schools.

3.2. People-oriented Mode

To form a virtuous cycle in county high school school education and teaching quality, students and teachers are in an important position. People-oriented county high school actively carry out education and teaching reforms within the school, starting from improving the quality of teachers, promote student development, improve the goal of creating a culture of education around the quality of education, so that the county high school school from convergence to personalised innovative development.

3.2.1. Quality Teacher Training for Professional Development

Teachers are the backbone of county high schools, and this type of school pays great attention to the construction of its teacher development system. Teacher training is organised in a variety of ways, such as intelligent system training and subject research training, to enhance teacher quality throughout the whole process of teacher development. For new teachers, an induction training programme lasting about ten days is conducted before joining the school, and activities such as working knowledge tests are organised to help new teachers adapt to the working environment of the school as soon as possible and familiarise themselves with the business of education and teaching. For young teachers, the "Youth and Blue Project" or "Mentor Project" is implemented to help new teachers grow, through which young teachers are enriched in their teaching experience and their ability to solve practical educational problems is improved. In some schools, young teachers who have been in the profession for a certain number of years are offered special activities such as competitions for new teachers and training courses for young teachers and skills competitions are offered to all teachers. Teaching competitions, led by the headmaster of the professional knowledge exams for teachers of different disciplines, etc., such initiatives give teachers a platform to display their talents, so that teachers continue to spontaneously update their knowledge base and learn advanced educational concepts. For class management teachers, a group that undertakes multiple types of work, some schools have specialised in activities such as class management teachers' experience exchange meetings and class management teachers' salons to improve their leadership and quality of

thought.

The schools provide support for the growth of teachers' professionalism, which is mainly embodied in the improvement of education and teaching ability and the enhancement of scientific research ability: in order to improve the education and teaching ability of teachers, the schools actively organises classroom research activities, practices collective lesson preparation, "one lesson, one research" and other forms of teaching and research activities, and emphasizes the importance of classroom and teaching methods. Classroom and teaching methods are emphasised, and teachers are encouraged to improve their teaching methods through collective and external supervision, while the development of school-based curricula is strengthened. In terms of scientific research, many schools advocate the development of schools through scientific research, emphasize the scientific research atmosphere, and encourage teachers to apply for projects. In addition, schools attach importance to spiritual rewards for teachers, establishing a recognition and reward system and awarding teachers with outstanding performance with honours such as "Meritorious Teacher" and "Outstanding Preparation Team Leader".

3.2.2. Improve the Quality of Education Based on Students' Needs

Enhancing the quality of teaching is the ultimate goal of quality enhancement in county high school. In terms of student development, the first is to pay attention to student needs. For county high school students' characteristics and learning development needs, take outside expert lectures or carry out career planning counselling and other forms of conveyance of college entrance examination policy; pay attention to students' mental health, combined with the conditions of the school to carry out school adaptation education and other caring activities, and strengthen the psychological counselling system for the construction of the students. Secondly, the schools attach importance to students' personality development. Enrich after-school life, carry out art festivals and other campus cultural activities; create school arts and sports characteristics, such as actively creating a campus football culture, recruiting sports students; combined with the local culture, carry out activities such as "non-material heritage culture into the school". Third, based on the concept of comprehensive development, to provide students with extracurricular practice, volunteer opportunities. For example, schools conduct study tours, in which moral education and labour education are provided, for example, by formulating the Outline of Moral Education, which regulates moral education in the form of a system.

Besides, campus environment is an important expression and carrier of campus culture, which is the result of the interaction between teachers, students and staff and the natural environment. Campus infrastructure is an important part of the campus environment, in recent years, many county high schools started multi-functional complex building construction, school history museum, etc., these initiatives to improve the learning and living environment for teachers and students.

3.3. Communication-empowered Mode

The development of county high school is not isolated, but requires cooperation and exchange with other schools in the education system such as colleges and universities, private schools, and provincial and municipal high schools. The communication-empowered county high school is a school

development through communication.

3.3.1. Cultivating Talented Students through Deep Cooperation with Colleges and Universities

Colleges and universities have advantageous conditions in talented student cultivation, scientific research, and educational resources. County high school schools actively use their own schooling advantages to seek cooperation with colleges and universities, cooperate with colleges and universities for win-win results, attract talented students, and strengthen the effective articulation between high schools and universities. Talented student base is also a form of cooperation between universities and county high school, Tsinghua University, Shanghai University of Finance and Economics and other colleges and universities have set up high-quality student base in qualified county high schools. Compared with the Ministry of Education organised the implementation of the Ministry of colleges and universities county high school hosting help, talented student base is built on the existing results, but for the county high school, this is not only to attract talented students back, but also with colleges and universities to establish interconnectivity It is also an opportunity to build relationships with colleges and universities and make use of their resources.

3.3.2. Expanding the Influence by Sharing the Resource of High-Quality High Schools

High schools of different scales in different places have can promote development through exchanging views with each other and form healthy competition. County high schools help teachers understand the connotation of the new college entrance exam reform and adjust their teaching strategies through guidance from teaching and research offices and sharing of lectures by master teachers from high-quality high schools. Outstanding teachers are encouraged to participate in teaching and research activities to improve their teaching ability through, for example, the use of the same lesson. With the development of information technology in education, quality educational resources can be disseminated and shared.

The communication-empowered county high schools fully explore and actively use their own advantages and conditions, take the campus as the center, link all aspects of the teaching and learning community, make up for the shortcomings in the exchanges and co-construction, improve the quality of education and development potential, and form the unique attraction of the country high school.

4. Summary

The main experiences of county high schools avoiding becoming "collapsed high school" include targeted policy support, effective reform of school management, rational use of financial resources, the formation of a humanist-oriented culture of teaching pattern, and efficient inter-school exchanges and cooperation. The Ministry of Education and other departments issued the "14th Five-Year Plan of Action for the Development and Enhancement of County High Schools", which puts forward tasks and measures to solve the difficulties of the development of county high schools in terms of enrolment management, teacher training, and quality of education and teaching. Combined with the analysis of the experience of the county high schools successfully avoided collapsing, it can help to refine and implement the policy requirements, and provide more specific insights into the revitalisation of county high schools in terms of school management, teacher treatment, teaching pattern, and school

characteristics.

4.1. Attaching Importance to The Policy Implementation and Help the Management Reform of County High Schools

The reform and development of county high school will not be achieved overnight [14], county high school getting out of the "collapsed high school" situation is inseparable from the policy co-ordination guarantee and financial support. With a series of macro education policy being put forward and implemented, county high school should shift from relying on the policy to assist the development of their own sustainable development opportunities. County high school should take the initiative to dock social resources, make up for the development shortcomings, grasp the enrolment tilt policy and take the initiative to carry out quality reform and development. Firstly, from the policy level, the training and supply mechanism of excellent teachers in county high schools should be smooth, and the professional development pathway of teachers should be unblocked, so as to provide a solid foundation for the teaching practice in county high schools. Secondly, strengthen the coordination of educational resources within the county and the development of school community construction, actively interconnect with colleges and universities, and at the same time, through benign competition with other high schools to achieve win-win cooperation. Thirdly, strengthen the training of headmasters, improve the level of management, and improve the teacher management system. Ensure the autonomy of headmasters in teacher employment and other aspects, and break the rigidity of the school management situation.

Good social opinion and county high school school reform complement each other, social opinion affects the county high school school administrators and teachers and students of the self-evaluation [15], county administrative should reasonably use policy tools to strengthen the guidance of social opinion, so that the focus of attention change from the unilateral pursuit of higher promotion rate to the quality of education, thus guide parents to rationally choose high school for the students. The Ministry of Education mentioned in 2022 that it is strictly forbidden to publicise and speculate on the good results of the college entrance examination, which is of great significance in changing the public's concept of education evaluation and easing the anxiety about further studies in the county. Relaxed public opinion helps to enhance the confidence of county education, and at the same time gives county high school administrators the courage to reform the school.

4.2. Focus on Humanistic Care for Teachers and Enhance Their Sense of Belonging

Only by realising the needs and expectations of teachers for self-development can the development really have an endogenous impetus, which will in turn improve the professional ability of teachers in county high schools and open a breakthrough for the benign development of county high schools. Therefore, the humanistic care for teachers' development can be increased from improving teachers' incentives, innovating teachers' training methods, and creating teachers' development community, so as to enhance teachers' sense of belonging and promote teachers' long-term teaching in county high schools.

With regard to teacher incentives, there has been a shift from a focus on material incentives to a balance between material and spiritual incentives. Honours such as meritorious teacher help to realize teachers' self-worth and increase their sense of professional well-being and recognition. When setting incentive standards, teachers' personal life and career development expectations should be taken into account, and incentive procedures should be standardised. In terms of teacher training methods, an environment for learning and reflection should be provided for teachers, and the forms of teacher training should be enriched to improve the effectiveness of training. From the supplementation and cultivation of novice teachers to the training of in-service teachers and the training of skilled teachers in teaching reflection, different training programs are formulated according to the different stages of teachers' professional development, so as to warmly assist teachers' self-improvement and lifelong learning. Teachers are guided to participate in scientific research activities to improve the theoretical level of subject teaching. In terms of creating a teacher development community, the barriers affecting the collaborative development of teachers in the county are removed, and the balanced development of teacher resources in the county is promoted. Combined with the actual needs to actively guide teachers to take the initiative to exchange [16]. Give full play to the role of radiation driven by experienced master teachers, carry out the new and old teachers pairing, excellent teachers in the same class activities, the establishment of master teacher studios, and so on, but also provide teachers with a platform to display their own abilities.

4.3. Transform the Concept of Education in County High Schools and Promote Educational Compensation Through Multiple Channels

At a time of rapid technological development, rapid advances in artificial intelligence research, and emphasis on the development of students' core qualities, in order to increase the attractiveness of county high schools to potential students, it is necessary to actively change the concept and method of teaching, and to cultivate well-rounded and socially adapted students. In view of the fact that most of the students in county high schools come from rural areas, county high schools should do their best to avoid the digital divide in education and create more educational opportunities and experiences for culturally disadvantaged students.

It is necessary to adhere to the concept of comprehensive development of students and to create a school culture full of humanistic care. Define the school's nurturing goals, promote the all-round development of students, design curricula and extracurricular activities from the perspective of students' needs, and explore educational and teaching methods that meet the characteristics and interests of students' physical and mental development. Renovate the infrastructure and strengthen the construction of intelligent systems to enhance teaching efficiency and improve the campus experience for teachers and students.

With regard to access to education, county high schools should regulate the funding of scholarships and grants. Develop a funding mechanism for scholarships and grants from outside social groups, and make clear rules and regulations on the source of funds for scholarships and grants, application, selection and other specific procedures, so that scholarships and grants can be more widely and accurately

applied to help ensure the students' basic needs, motivate students to achieve academic success, and cultivate good ethical behaviours and habits. In terms of study environment, county high schools should create a platform for students to enhance their digital literacy and cultivate digital thinking. County high schools can make use of the Internet and digital platforms to break through the traps in students' minds due to the limitations of their horizons, and provide a platform for students' diversified development.

4.4. Improving the Attractiveness of County High School by Strengthening the Construction Special Characteristics

To cope with the siphon effect brought about by urbanisation, county high schools have their own comparative advantages that are worth exploring, such as policy support, school characteristics and long history. To give full play to the advantages of the county high school, to create school characteristics, will help to form the attraction of students and parents to choose schools.

County high school should take the initiative to strengthen its comparative advantages of social publicity, such as the college entrance examination special programs, scholarship policy and other education preferential policies, break the information barriers of students' parents, and change the parents' perception of the insufficient opportunities for further education in county high school education. At the same time to create personalised characteristics of the campus. County high school student cultivation and management mode has always had homogeneous tendency. County high schools can rely on local culture, school history, development of county resources, strengthen the development and construction of school-based curriculum. It can also flexibly play the geographical advantages, relying on agricultural and rural resources, carry out experiential activities, exploratory learning, etc., and broaden the student cultivation mode in labour education, vocational education, etc. [17], forming a unique path for the development of county high school. At the same time, attention should be paid to avoid excess campus construction, which is not only a waste of financial budget, but also a deviation from the goal of education.

While enhancing its own attractiveness, county high school should take up the social responsibility as a highland of education in the county. County high school bears the expectation of helping students from underprivileged families to receive better education, and the society has long been judging the quality of its education by the promotion rate of college entrance exam [18], and avoiding "collapsed high school" is not the same as giving up the demand for the rate of advancement. Avoiding "collapsed high school" is not the same as giving up the demand for higher education promotion rate. Since all the reform measures and the next action plan are centred on educational goals and concepts, county high school administrators and leaders should be clear about the school's positioning and concepts, and balance the relationship between the overall improvement of students' qualities and the improvement of academic performance.

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