

Implementation of Labor Education in Chinese Higher Education and the Factors Influencing Its Effectiveness

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Abstract:

The implementation of labor education in higher education and the factors influencing students' labor literacy constitute a complex systemic issue. Since 2018, China has undertaken unprecedented efforts to promote labor education. However, existing studies have neither systematically summarized the implementation of labor education in Chinese higher education nor identified the key factors affecting university students' labor literacy and their causal relationships. This study fills this gap by analyzing policy documents to outline how labor education is conducted in Chinese higher education. Furthermore, through coding both literature on labor literacy and interview data, we identify the critical factors influencing students' labor literacy. Using a qualitative system dynamics approach, we construct causal loops among these factors. The findings provide theoretical guidance for higher education administrators in China to refine labor education programs. They may also serve as a valuable reference for policymakers in other countries or regions seeking to develop their own labor education initiatives.

Keywords:

Labor Education, Chinese Higher Education, Labor Literacy, Influencing Factors, Qualitative System Dynamics

1. Introduction

After more than 40 years of reform and opening up, the Chinese people have experienced a significant increase in material wealth and leisure time [1]. However, certain phenomena persist among Chinese youth, including a lack of appreciation for the value of labor, reluctance to engage in labor, and insufficient knowledge about labor [2]. Labor education refers to a form of instruction that enables students to develop a correct viewpoint and attitude toward labor, appreciate labor and workers, and cultivate labor habits [3]. Labor education, encompassing both family and school-based instruction, plays a crucial role in the overall development of young people [4,5]. Before CNEC on September 10, 2018, where labor education was elevated for

the first time to the same status as moral, intellectual, physical, and aesthetic education in China [6], Chinese universities and colleges primarily engaged in theoretical discussions on how to implement labor education. However, these theories were seldom put into practice [7], resulting in unsatisfactory outcomes in the execution of labor education [8]. Labor literacy encompasses the ideas, knowledge and skills that individuals need to effectively participate in the labor. It serves as an indicator of an individual's ability to perform specific jobs effectively. University and college labor education aims to enhance UCSLL (Abbreviations used in the text have the meanings shown in the table at the end of the text.). However, the UCSLL does not align with the demands of China's economic and social development [9].

Since the CNEC was held on September 10, 2018, China has significantly enhanced labor education for students, making it a central focus of educational research in the country. Search results with 'labor education' as the topic term indicate that up to 1,773 Chinese journal articles were included in the PKU Core Database and CSSCI Database of the CNKI between 2018 and 2023. In contrast, the same search term yielded only 39 journal articles in the SCIE, SSCI, and A&HCI databases in Web of Science from 2018 to 2023. Among these 39 English-language articles, there are no relevant articles on how to conduct labor education in China and the factors affecting the UCSLL.

Although countries have varying education systems [10], the implementation of labor education programs in one nation can serve as a valuable reference for others. Education is a complex system [11]. As China has been fully implementing labor education for five years, this study aims to systematically summarize the practice. It also aims to identify the current factors influencing the UCSLL in China and analyze their causal relationships. The findings are intended to provide reference and theoretical guidance for other countries or regions in implementing labor education. It can also offer theoretical guidance for Chinese higher education administrators to enhance the implementation program of labor education.

2. Literature Review

2.1. Labor Education

Labor education developed earlier in certain countries than in China. For example, in 1880, Britain launched the 'New Education Movement' and began to emphasize labor education, gradually forming a model of labor education that was 'oriented towards future life' [12]. In 1947, Japan enacted the Basic Law of Education, which stipulated the contents of labor education, and a comprehensive labor education system has been established [13]. In the 1950s, German schools gradually enhanced labor education to prepare students for their future vocational activities [14]. In the second half of the 20th century, the United States integrated higher education with production and labor, creating the 'service learning' model [15,16]. In 1970, Cuba implemented labor education across all schools, establishing the model of 'integrating learning with life, labor, and production.' The experiences of these countries and regions provide a useful reference for China to develop labor education.

Since 1978, labor education in Chinese higher education has been virtualized [17]. Before CNEC on September 10, 2018, labor education in Chinese universities and colleges had not received sufficient attention and had a series of issues. For example, there were biases in the concept of labor education [18], a fragmented education evaluation system [19], scarce resources [20], and a lack of joint mechanisms between

schools and enterprises [21]. Following CNEC, China implemented a series of reforms to its education system that have led to significant advancements in labor education. This included the development of a more systematic labor education curriculum system [22,23], an implementation system [24], and a labor literacy evaluation system [25]. China's labor education reforms and practices serve as a model that other countries and regions can reference.

2.2. Labor Literacy of University and College Students and Its Influencing Factors

Labor literacy reflects the labor values, labor knowledge, and labor skills that students have gradually formed through long-term labor learning and practice [26]. Studies have shown that UCSLL is influenced by various factors, including school, family, and peers [27], as well as family education concepts and styles [28]. However, scholars have not systematically identified the factors that influence UCSLL, nor have they thoroughly examined the causal relationships among these influencing factors.

2.3. Qualitative Systems Dynamics

Qualitative system dynamics is a graphical model that qualitatively describes the causal relationships between variables in a system. It is a method that illustrates the relationships of mutual influences and interactions between system variables in the form of a graph [29]. The method not only predicts changes in the system [30,31], but also identifies potential threats in the system [32] and visualizes the feedback loops of the system through causal loop diagrams [33]. The method lays the foundation for subsequent quantitative analysis [34], which has been used to enhance teaching informatization in universities and colleges [35], reform teaching in higher education institutions [36], construct labor education programs [37], improve system dynamics education [Systems], and improve the quality of training for masters of physical education and sports [39], among educational fields. The influencing factors of UCSLL are complex and multidimensional, and they need to be studied with scientific systematic thinking. Referring to the concept presented by Yu [19], this study employs a qualitative system dynamics approach to investigate the causal relationships among the factors influencing UCSLL.

3. Materials and Methods

3.1. Research Program

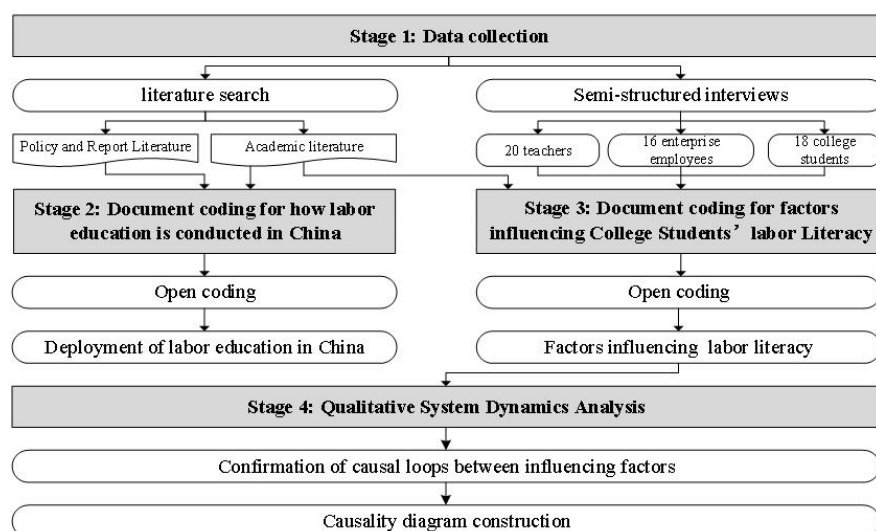


Figure 1. Research Program.

This research can be conducted in accordance with the research program illustrated in Figure 1.

3.2. Research Methods

3.2.1. Literature Collection

The policy and report data on the implementation of labor education in Chinese higher education were searched through the 'Pishu Database,' the official platform of MEPRC, as well as the official websites of Chinese provinces, universities, and colleges, using the search terms 'labor education' and 'labor literacy.' Literature data from Chinese academic journals were searched in the CSSCI and the PKU Core Database of the CNKI using 'labor education' and 'labor literacy' as topic terms. Literature data from English-language academic journals were searched in the SCIE, SSCI, and A&HCI of the Web of Science Core Collection database using the topic terms 'labor education,' 'vocational education,' 'service-learning,' and 'experiential learning.' Three literature searches were conducted for this study: the first on January 1, 2023, the second on January 1, 2024, and the third as of June 1, 2024. Paragraphs discussing the implementation of labor education and the factors influencing the UCSLL were extracted from the literature and compiled into a text.

3.2.2. Semi-structured Interviews

As face-to-face interviews were not possible due to the global COVID-19 pandemic, this study was conducted online via Tencent Conference software from January 23, 2021, to February 19, 2021. The following steps were taken: (1) The purpose of the interview was clearly communicated to the participants, emphasizing that the information obtained would be used for academic research only, and the interview was recorded with consent. (2) The concept of 'labor literacy' was explained to the interviewees to ensure that they had an accurate understanding of the research topic. (3) Interviews were conducted following the interview outline provided in Appendix A. The interview texts obtained include university and college teachers numbered T1-T20, enterprise employees numbered E1-E16, and university and college students numbered S1-S18. The interviewees' information is shown in Table 1.

Table 1. Interviewee information.

		University and college teachers	Company employees	University and college students
Gender	Male	11	9	9
	Female	9	7	9
Education	Doctoral degree	12	0	0
	Master's degree	7	6	0
	Bachelor's degree	1	10	0
Title	Senior	4	3	0
	Deputy senior	7	5	0
	Intermediate	9	6	0
	Junior	0	2	0

3.2.3. Document Encoding

Referring to the approach of Qiu and Wang [40], this research summarizes the comprehensive program of labor education in Chinese higher education by coding documents obtained from the literature. Influencing factors of labor literacy among

UCSLL were identified through coding of documents from the literature and interviews, and examples of coding are shown in Table 2.

Table 2. Example of document coding.

Coding process	Coded data
Coded material	Under the impact of the undesirable consumerism trend, the value of labor has been alienated, leading to a phenomenon where college students are unwilling and unable to work. aa1
	As far as I know, most college students exhibit a positive attitude towards labor and aspire to make advancements through their efforts. aa2
	I believe that success cannot be achieved without hard work, but I am afraid of working for less or even working for nothing. aa3
	College students who have developed a positive viewpoint of employment and career prospects tend to have a more optimistic attitude towards labor. aa4
	Nowadays, university and college students engage in labor not only for personal growth but also to meet their social obligations and responsibilities. aa5
	The motivations of university and college students to participate in labor education are diverse.
Coded label	...
	aa1 Labor values
	aa2 Positive labor attitudes
	aa3 Be afraid of working hard without receiving anything in return
	aa4 viewpoint of employment
	aa5 Sense of responsibility
Influencing factor codes	aa6 Multiple motivations for labor
	...
	a1 Labor attitude (aa1, aa2, aa4, aa22, ...)
	a2 Labor motivation (aa5, aa6, aa7, aa15, ...)
Coding of dimensions	a3 Labor participation (aa8, aa9, aa10, aa37, ...)
	...
	A1 Individual factor (a1, a2, a3, ...)
	A2 Family factor (a4, a5, a6, a7, ...)
	A3 University and college factor (a8, a9, a10, a11, ...)
	A4 Society factor (a12, a13, a14, ...)

4. Results

4.1. The Deployment of Labor Education in Higher Education in China

In recent years, China's national leaders have placed significant emphasis on labor education. In 2018, CNEC elevated labor education to the same level as moral, intellectual, physical, and aesthetic education. In 2020, CCCPC and SCPRC issued OLE. In the same year, MEPRC issued GLE. In 2021, labor education was included in the revised Education Law of the People's Republic of China and the newly enacted Law of the People's Republic of China on Family Education Promotion. The promulgation of these laws and policies reflects the importance that China places on labor education. Government departments at all levels in China have implemented top-down strategies based on these laws and policies, as outlined below.

4.1.1. The CCCPC and the SCPRC

The OLE issued by the CCCPC and SCPRC emphasizes the importance of strengthening labor education and outlines the goals and content of establishing a

labor education system that reflects the contemporary characteristics of Chinese students. The OLE clarifies the different roles of families, schools, and society in labor education. It emphasizes the importance of strengthening the capacity to organize, implement, and support the guarantee of labor education. The OLE also calls for the strengthening of scientific research, as well as the publicity and promotion of labor education to create a supportive atmosphere for labor education. It developed a comprehensive program for the nationwide implementation of labor education.

4.1.2. MEPRC

To implement the OLE, in July 2020, MEPRC formulated GLE. GLE mainly describe the nature, basic concepts, objectives, and content of labor education, along with the methods, key aspects, and evaluation of labor education. It also outlines the fundamental requirements for planning and implementing labor education in schools, as well as for ensuring conditions and professional support. GLE focus on how labor education should be organized and implemented in universities, middle schools, and primary schools.

4.1.3. Provincial Governments

To implement the deployment of labor education by CCCPC, SCPRC and MEPRC, the relevant departments of provincial governments have innovatively formulated their own labor education programmes, considering their own characteristics and resources. In terms of teaching materials construction, Shandong Province organized experts to prepare a guidebook on labor education and selected typical cases from the front line of labor education teaching, while Sichuan Province built a digital labor education curriculum resource base to provide resources and a platform for labor education in colleges and universities. In terms of curriculum development, Hainan Province, relying on the Wenchang Space Launch Site and the National Southern Breeding Research and Breeding Base, has developed aerospace technology and tropical eco-agriculture labor practice curricula, respectively. By collaborating closely with enterprises, universities and colleges can offer students practical work opportunities to gain experience and prepare for future career challenges [41]. In terms of social resources supporting labor education, Henan Province encourages enterprises and public institutions, individual businessmen and agricultural cooperatives to donate or provide labor education venues to schools through preferential tax policies, while Heilongjiang Province adopts a purchasing service approach to attract social forces to provide labor education services for students in universities and colleges.

With regard to alleviating the shortage of teachers for labor education, the Xin-jiang Uygur Autonomous Region encourages scientific research institutes and high-tech enterprises to select and send experts, model workers, craftsmen and masters to participate in labor education in universities, middle schools and primary school; and Sichuan Province has set up a system for the special appointment of labor teachers, hiring social professionals and technicians with practical experience and model workers to serve as part-time teachers. In the realm of safety and security within labor education, Guizhou and Henan provinces have developed insurance products specifically designed to address students' labor safety, thereby mitigating risks associated with labor education. Regarding accountability and progress management, Sichuan Province has designated specific departments to oversee the implementation of labor education and has established deadlines to ensure its timely execution.

4.1.4. Universities and Colleges

To implement the deployment of labor education by the relevant departments of the provincial government, university and college formulated the implementation program of labor education. According to Liu and Dang's analysis of the labor education programs of 80 universities and colleges in China, Chinese universities and colleges deployed labor education as show in Table 3 [25].

Table 3. *Deployment of labor education in 80 surveyed colleges.*

Deployment of labor education	Number of colleges and universities
Establish a leading group or a committee for labor education.	45
Independently offer mandatory courses on labor education.	26
Proposed integration of labor education into professional courses, internships, practical training, scientific experiments, social practice, and graduation design.	71
Participation in the labor of daily life.	80
Carry out production labor practices and service labor.	76
Create a list of labor tasks for the students to complete.	7
Defined the scope of the list of labor tasks.	49
Set up a "Labor Week".	36
Put forward the requirement of fostering a campus labor culture.	63
Propose the establishment of a research system for labor education.	26
Include the assessment methods for labor education.	78
Designate relevant teachers as labor education teachers.	45
Provide financial guarantees for labor education.	46

4.2. Influencing factors and it's system dynamics mechanism

4.2.1. Influencing Factors

By coding the literature documents and semi-structured interview documents, the factors influencing UCSLL were obtained as shown in Table 4.

Table 4. *Influencing factors of labor literacy among university and college students.*

Dimensions	Influencing factors
Society	Labor education sites provided by enterprises, state support for labor education, labor opportunities, level of social investment in labor education
Family	Level of family investment in labor education, purchase of domestic services, concept of family labor education, level of family investment in labor education, family book collection, family upbringing environment
University and college	Investment in labor education at university and college, marketization of university and college logistics, labor safety and security, labor practice, construction of labor education system, quality of teachers in labor education, quality of teaching materials for labor education, philosophy of labor education, attractiveness of labor education courses, methods of labor education in universities and colleges, participation in labor education courses
Individual	Pre-university labor literacy level, labor emotional identity, labor attitude, employment and career outlook, social responsibility awareness, labor technical ability, labor concept, the length of time for labor participation

4.2.2. The System Dynamics Mechanism

Based on the dimensions of the influencing factors, causal loops of the four influencing factor subsystems of individual, family, university and college, and society were constructed. The results of constructing the causal loop circuit are

depicted in Figure 2. The following is an example illustration of one loop in each dimension, respectively.

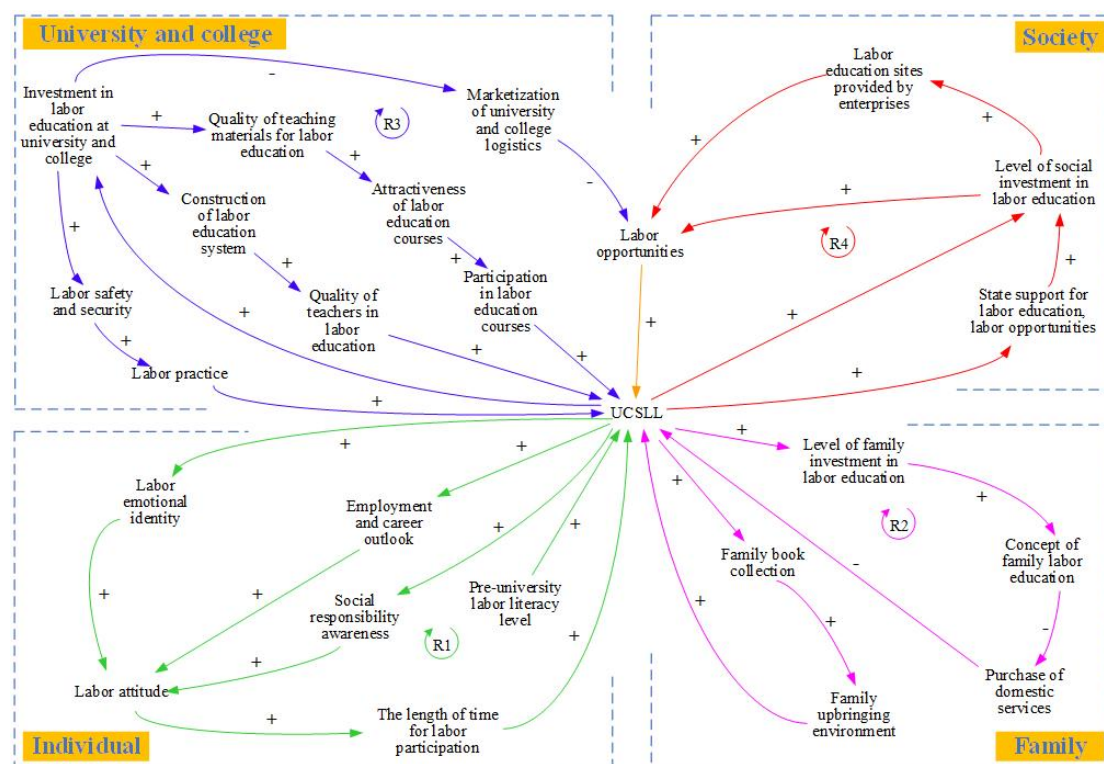


Figure 2. Causal loop diagram of factors influencing college student labor literacy.

R1: UCSLL +→Social responsibility awareness +→Labor attitude +→The length of time for labor participation +→UCSLL

This is a positive feedback loop. The higher the UCSLL, the stronger their social responsibility awareness becomes.

"During my labor course, I feel that my understanding of labor has improved, and I have also learned a lot about teamwork and sharing responsibilities. This experience has not only enhanced my efficiency in practical labor but also helped me recognize my role and responsibility in society. I will now take the initiative to participate in community service and volunteer activities because I feel that it is my duty as a member of society." (S5)

University and college students' awareness of social responsibility has an important impact on their labor attitude.

"Students who have a strong awareness of social responsibility performed exceptionally well in the labor class. They not only participated actively but also demonstrated a high level of seriousness and responsibility in their work. For example, when one student participated in community cleaning activities, he not only completed his tasks as required but also took the initiative to help other students solve their difficulties." (E8)

The more positive the attitude of university and college students towards participating in labor, the longer their actual length of labor participation [42]. The longer the length of time for labor participation, the higher UCSLL level will be improved.

"I've noticed that after improving my attitude towards labor, I have significantly increased the time I spend engaging in labor. In the past, I may have only completed the most basic tasks, but now I am willing to invest more time and energy to ensure that every detail is done correctly. For example, I often volunteer to work extra hours during campus cleaning activities." (S13)

R2: Level of family investment in labor education +→Concept of family labor education -→Purchase of domestic services -→Labor literacy of university and college students +→Level of family investment in labor education.

This is a positive feedback loop. The level of investment in family labor education positively affects the concept of family labor education.

“I found that families who invested more in labor education had a more positive attitude towards labor education. These families not only prioritize the development of labor skills but also emphasize the value and significance of labor. For example, the parents of one student often took their child to participate in labor on the family farm, which enabled the child to learn a lot of practical skills and develop a positive attitude towards labor.” (T14)

The concept of family labor education negatively impacts the purchase of domestic services. As one of the employees of a domestic services company stated during our interview.

“Among our clients, families who highly value traditional family education often hesitate to consider using home help services. They believe that involving children in household chores is an important method to cultivate an awareness of responsibility and independence. Therefore, they are hesitant to delegate these tasks to external domestic services.” (E1)

Correction of the family's concept of labor education will reduce the purchase of domestic service [43]. The purchase of domestic services will reduce the opportunities for university and college students to participate in labor [44], which will have a negative impact on UCSLL.

“The widespread introduction of domestic service does have a certain negative impact on the labor literacy of university and college students. Many students have grown up without being assigned any household chores. This has resulted in them appearing powerless, lacking basic labor skills, and lacking an awareness of responsibility when it comes to living independently and managing daily tasks.” (T3)

There is a positive effect of UCSLL on the level of household labor education investment.

“I have observed that university and college students with higher labor literacy level tend to inspire their families to invest more in labor education. Parents who witness their children excelling in labor are more inclined to support and offer additional opportunities for their children to engage in various labor activities to further enhance their labor competence.” (E6)

R3: Investment in labor education at university and college -→Marketization of university and college logistics -→Labor opportunities +→Labor literacy of university and college students +→Investment in labor education at universities and colleges

This is a positive feedback loop. The more attention is paid to labor education at university and college, the lower the degree of logistics marketization will be.

“Universities and colleges that emphasize labor education are more inclined to perform logistical tasks on their own rather than relying on marketed logistical services. Students learn many practical skills through labor education courses and are able to perform daily logistical tasks. This model not only reduces the degree of marketization of logistics, but also enhances the overall labor literacy of students.” (T11)

The advancement of marketization of university and college logistics, will make university and college students' labor opportunities decrease [45]. Labor opportunities have a positive effect on UCSLL.

“University and college students who are given more opportunities for real-world labor tend to demonstrate higher labor literacy. They were more confident in facing work tasks and were able

to effectively apply the skills and knowledge they learned in labor. This suggests that providing sufficient labor opportunities is important for enhancing UCSLL.” (E15)

Changes in the level of UCSLL will further affect the level of labor education investment in universities and colleges.

“The improvement in UCSLL has directly prompted us to increase our investment in labor education. We have seen that when students demonstrate higher labor literacy, the school manager is also more willing to increase resources and opportunities for students to further exercise and enhance their labor skills. For example, we have recently expanded our campus labor practice program to meet the needs of our students.” (T5)

R4: Level of social investment in labor education +→Labor opportunities +→Labor literacy of university and college students +→Level of social investment in labor education

This is a positive feedback loop. The level of social investment in labor education positively affects the labor opportunities of university and college students.

“In our enterprise cooperation projects, we have found that the more society invests in labor education, the more labor opportunities university and college students receive. For example, we have collaborated with several universities and colleges on various internship and labor programs. This collaboration not only enables students to acquire practical work experience but also supplies companies with exceptional interns.” (E3)

The increase in labor opportunities will positively impact the labor literacy of university and college students.

“Our company participates in numerous school-enterprise cooperation programs that offer a wide range of labor opportunities. I have noticed that university and college students who participate in these programs have significantly improved their labor literacy. They have learned time management, task allocation, and practical problem-solving skills in the programs.” (E9)

The level of UCSLL affects the level of social investment in labor education.

“We have noticed that university and college students with high labor literacy are able to demonstrate outstanding performance in actual work, which has drawn society's attention to labor education. As a result, many companies, including ours, have increased their investment in school-enterprise cooperation projects and internship programs in the hope of cultivating more university and college students with a high level of labor literacy.” (E1)

5. Discussion

Although China proposed the combination of education and productive labor long ago [6], labor education has been declining since 1978 [17]. Against this back-ground, in 2018, China elevated labor education to a prominent position alongside morality, intelligence, physical fitness, and aesthetics. The main contents of China's labor education deployment are compared with those of other countries or regions as follows.

5.1. Labor Education System Constructed in China

China's approach to fully integrating labor education into all stages of education at the universities, middle schools, and primary schools aligns with that of Cuba [12] and Japan [13]. The independent establishment of a compulsory labor education course in China aligns with the practice of most universities in Germany [46] and is similar to the inclusion of a career class as a mandatory course in the United States [12].

China's integrating labor education into subject specialties is consistent with that of Japan [47]. China's organizing labor practices in extracurricular out-of-school activities is similar to that of South Korea [48]. Some studies found that students showed increased self-efficacy and competence, motivation to engage in labor, and a better understanding of their profession after taking part in the program [48]. This aligns with the causal relationship established in this study, where labor emotional identity positively impacts labor attitudes, and employment and career outlook essentially affect labor attitudes.

5.2. Participation of Society, Schools, Families, and Individuals

In terms of mobilizing social forces and resources to participate in labor education, China has implemented various strategies. These include formulating tax relief policies for enterprises that actively provide labor education venues and opportunities, as well as the government's procurement of labor education services from society. This is consistent with the United States of America [15], as well as South Korea's practice [49]. This finding aligns with the causal logic established in this study, indicating that labor education sites provided by enterprises have a positive impact on labor opportunities.

With regard to the participation of school, firstly, in order to address the shortage of labor education teachers, China has adopted the practice of inviting labor models and experts with extensive labor practice experience to teach students. This approach differs from the practice in German universities and colleges, which have established labor education majors for teacher cultivation [50]. Second, Chinese universities and colleges cultivate a labor-oriented atmosphere and offer labor opportunities by organizing labor weeks or months, a practice not commonly seen in other countries or regions. The above is essentially consistent with the causal loop, in which the quality of teachers in labor education and labor opportunities positively affect the labor literacy of university and college students.

In terms of family involvement in labor education, China's approach mainly focuses on developing a positive family labor education concept and fostering family labor habits. China's approach aligns with the emphasis American families place on fostering children's labor habits and labor spirit [12]. This is also in line with the causal loop established in this study, where the family upbringing environment influences the labor literacy of university and college students.

In terms of individuals' involvement in labor education, China mainly focuses on guiding university and college students to cultivate a positive attitude towards labor and actively engage in labor activities. South Korea's approach involves organizing extensive community events to motivate university and college students to partake in labor practices, aiming to foster a positive outlook on labor, which is akin to China's approach [48]. This is in line with the causal loop developed in this study, where labor attitude influences the length of time for labor participation, subsequently impacting the labor literacy of university and college students.

5.3. Limitations and Future Research Directions

First, this study identifies the factors influencing labor literacy among university and college students, primarily focusing on research subjects in China, which may have regional limitations. In the future, research could be expanded to include a broader range of countries and regions to validate and enhance the labor literacy

factors identified in this study. Secondly, since China has not yet developed a monitoring system for the labor literacy of university and college students and its influencing factors, and there is a shortage of data on indicators of labor literacy and its influencing factors, this study only qualitatively analyzes the systematic dynamics of the factors influencing UCSLL. These mechanisms are still somewhat subjective and have not been verified and refined by data. After monitoring and accumulating data on UCSLL and its influencing factors to a certain extent, future research can conduct quantitative simulations based on the results of this study to further verify and enhance the system dynamics mechanisms.

6. Conclusions

This study systematically summarizes the implementation programs for labor education by the CCCPC, SCPRC, MEPRC, provincial government departments, and universities and colleges in China. It can provide reference and inspiration for other countries and regions. The purpose of conducting labor education is to enhance UCSLL. This research identified factors influencing labor literacy among university and college students. The causal loop involving four subsystems of influencing factors - individual, family, university and college, and society - was initially constructed to analyze the labor literacy of university and college students. To the best of our knowledge, this research is the first to summarize how China has comprehensively implemented labor education in colleges and universities on a national scale with unprecedented intensity. It is also the first to identify the influencing factors of Chinese UCSLL and their causal loop circuits. With the development of the global economy and society, young people in other developing countries and regions may also fail to appreciate the fruits of their labor, lack the knowledge of how to work, and exhibit a reluctance to work. These findings can be referenced by other countries and regions to develop their own labor education programs for university and college students.

Conflicts of Interest

The authors declare that there is no conflict of interest regarding the publication of this article.

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Abbreviations

A&HCI	Arts & Humanities Citation Index
CCCPC	The Central Committee of the Communist Party of China
CNEC	China's National Education Conference
CNKI	China National Knowledge Infrastructure
CSSCI	Chinese Social Sciences Citation Index
UCSLL	University and college students' labor literacy
GLE	Guidelines for Labor Education in Universities, Middle Schools, and Primary Schools (for Trial Implementation)

OLE	Opinions on Comprehensively Strengthening Labor Education in Universities, Middle Schools, and Primary Schools in the New Era
PKU	Peking University
SCPRC	The State Council of the People's Republic of China
SCIE	Science Citation Index Expanded
SSCI	Social Sciences Citation Index
MEPRC	The Ministry of Education of the People's Republic of China

Appendix A

Interview Outline on the Influencing Factors of Labor Literacy

Dear Sir or Madam,

Thank you for your participation. The interview aims to understand Chinese university and college students' labor literacy and the factors that influence it. This interview is anonymous and intended solely for academic research; it will be published anonymously as a paper. We will record the interview and will begin once you provide your consent. Thank you for your support.

(1) What do you think is the current level of labor literacy among Chinese university and high school students?

(2) What factors do you believe may influence the labor literacy of Chinese university and college students?

(3) What suggestions do you have for enhancing the labor literacy of Chinese university and college students?

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