

# **Scientific and Social Research**

Editor-in-Chief

**Assoc. Prof. Dr. Fei Liu**

*Sichuan University of Science & Engineering, China*

BIO-BYWORD SCIENTIFIC PUBLISHING PTY LTD

(619 649 400)

Level 10

50 Clarence Street

SYDNEY NSW 2000

Copyright © 2022. Bio-Byword Scientific Publishing Pty Ltd.

Complimentary Copy



## Scientific and Social Research

### Focus and Scope

*Scientific and Social Research* publishes papers devoted to quantitative social science research and methodology. The journal features articles that illustrate the use of quantitative methods to empirically test social science theory. The journal emphasizes research concerned with issues or methods that cut across traditional disciplinary lines. Special attention is given to methods that have been used by only one particular social science discipline, but that may have application to a broader range of areas with an ultimate goal of testing social science theory.

All relevant papers are carefully considered, vetted by a distinguished team of international experts, and rapidly published. Original articles, short communications, case studies and comprehensive review articles can be submitted online via the journal's submission and peer review site.

### About Publisher

Starting 2022, *Scientific and Social Research* is published by Bio-Byword Scientific Publishing, which is a fast growing peer-reviewed and open access journal publisher located in Sydney, Australia. As a dependable and credible corporation, it promotes and serves a broad range of subject areas for the benefit of humanity. By informing and educating a global community of scholars, practitioners, researchers and students, it endeavors to be the world's leading independent academic and professional publisher. To realize it, it keeps creative and innovative to meet the range of the authors' needs and publish the best of their work.

All Bio-Byword Scientific Publishing journals are free from all access barriers, allowing for the widest possible global dissemination of their manuscripts and highest possible citations. Online submissions made to Bio-Byword Scientific Publishing journals will go through a rapid peer review and production, making the process of publishing simpler and more efficient, which benefit from its user friendly online submission system that reduces the overall time from submission to publication.

### Publisher Headquarter

BIO-BYWORD SCIENTIFIC PUBLISHING PTYLTD

Level 10

50 Clarence Street

Sydney NSW 2000

Website: [www.bbwpublisher.com](http://www.bbwpublisher.com)

Email: [info@bbwpublisher.com](mailto:info@bbwpublisher.com)



## Table of Contents

- |    |  |
|----|--|
| 1  | <b>Improving the Comprehensive Ability of Vocational Education Students Through Skills Competitions</b><br><i>Shang Wang, Fei Peng, Mengjie Li</i> |
| 7  | <b>The Implications of the “Double Reduction” Policy on School Choice in China Based on Capital Theory</b><br><i>Danyang Han</i>                   |
| 12 | <b>The Eventually Lost Wind: A Marxist Interpretation of <i>Wuthering Heights</i></b><br><i>Dongfang Zhou</i>                                      |
| 29 | <b>Social Psychology and Mass Communication: Bottlenecks and Breakthroughs of Chinese Dating Shows</b><br><i>Lexuan Wang</i>                       |
| 36 | <b>Enterprise Organization Management Research and Practical Application</b><br><i>Dandan Zhao, Yukun Sang, Jitao Guo</i>                          |

## **Call for papers – Scientific and Social Research**

**ISSN (Online): 2661-4332**

**Submission open for February 2023**

Dear Researchers,

*Scientific and Social Research* publishes papers devoted to quantitative social science research and methodology. The journal features articles that illustrate the use of quantitative methods to empirically test social science theory. The journal emphasizes research concerned with issues or methods that cut across traditional disciplinary lines. Special attention is given to methods that have been used by only one particular social science discipline, but that may have application to a broader range of areas with an ultimate goal of testing social science theory.

All relevant papers are carefully considered, vetted by a distinguished team of international experts, and rapidly published. Original articles, short communications, case studies and comprehensive review articles can be submitted online via the journal's submission and peer review site.

Starting 2022, *Scientific and Social Research* is published by Bio-Byword Scientific Publishing, which is a fast growing peer-reviewed and open access journal publisher located in Sydney, Australia. As a dependable and credible corporation, it promotes and serves a broad range of subject areas for the benefit of humanity. By informing and educating a global community of scholars, practitioners, researchers and students, it endeavors to be the world's leading independent academic and professional publisher. To realize it, it keeps creative and innovative to meet the range of the authors' needs and publish the best of their work.

All Bio-Byword Scientific Publishing journals are free from all access barriers, allowing for the widest possible global dissemination of their manuscripts and highest possible citations. Online submissions made to Bio-Byword Scientific Publishing journals will go through a rapid peer review and production, making the process of publishing simpler and more efficient, which benefit from its user friendly online submission system that reduces the overall time from submission to publication.

**Acceptance Notification:** Within 21 days from the date of manuscript submission

Send your manuscript to editor at: **[info@bbwpublisher.com](mailto:info@bbwpublisher.com)**

**With Warm Regards,**  
Editor-in-Chief  
Assoc. Prof. Dr. Fei Liu  
*Scientific and Social Research*

# Improving the Comprehensive Ability of Vocational Education Students Through Skills Competitions

Shang Wang<sup>1\*</sup>, Fei Peng<sup>1</sup>, Mengjie Li<sup>2</sup>

<sup>1</sup>School of Automotive Engineering, Beijing Polytechnic, Beijing 100176, China

<sup>2</sup>School of Art & Design, Beijing Polytechnic, Beijing 100176, China

\*Corresponding author: Shang Wang, wangshang@bpi.edu.cn

**Copyright:** © 2023 Author(s). This is an open-access article distributed under the terms of the Creative Commons Attribution License (CC BY 4.0), permitting distribution and reproduction in any medium, provided the original work is cited.

**Abstract:** Skills competition is an important part of the vocational education system and a booster of teaching quality in vocational colleges. This study explores the role of skills competition in advancing the comprehensive ability of students in vocational colleges from specific cases. Firstly, this paper elaborates on relevant educational policy issue papers. Secondly, the studies of relevant scholars are discussed. Thirdly, the students' work in the Capital Challenge Cup Skills Competition is presented. Fourthly, the preparation process of the competition is used as a case study to explore the improvement of students' abilities in four dimensions. Finally, the main conclusions are summarized. The skills competition is of great significance for vocational institutions to improve teaching quality and talent training mode. Vocational institutions should invest more financial resources and create more policies to support the development of skills competitions.

**Keywords:** Skills competition; Comprehensive ability; Vocational education; Vocational colleges

**Online publication:** January 6, 2023

## 1. Introduction

Vocational education and general education are two different types of education with equal importance <sup>[1]</sup>. Vocational education is positioned to export skilled and applied talents to various industries in society. As China enters a new stage of development, industrial upgrading and economic restructuring have been accelerated. At present, the demand for technically skilled personnel in various industries is becoming more and more urgent, and the important status and role of vocational education is becoming more and more prominent. In April 2022, Chinese government introduced the Law on Vocational Education and emphasized the role of skills competitions in the vocational education system in the form of a law. The document proposes that “the state will provide a platform for technically skilled personnel to showcase their skills and exchange skills through organizing and conducting vocational skills competitions and other activities.” “Vocational institutions should make use of skills competitions to continuously train more high-quality technical skills talents” <sup>[2]</sup>. Various vocational skills competitions are an important supplement to campus education and a platform for talent selection. In 2019, the Ministry of Education issued the notice of “Statute of National Vocational College Skills Competition.” The document proposed that “skills competitions are an important tool to improve the quality of technical skill training, test teaching achievements and lead education teaching reform.” Vocational education should “insist on promoting teaching, learning and reform through competitions.” Vocational institutions should “reasonably draw on

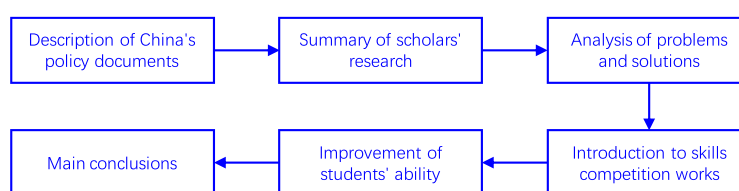
the concepts and standards of the World Skills Competition to cultivate high-quality skilled talents and promote the construction of a skill-based society”<sup>[3]</sup>.

As a booster for the internal development of vocational education, vocational skills competitions play an important leading role in the process of professional talents training in higher vocational institutions. Therefore, it is necessary to analyze and improve the talent training system from the perspective of vocational skills competition. This paper carries out relevant research work.

## 2. Research status

An American scholar, Liu<sup>[4]</sup> argues that participation in skills competitions is a win-win situation for both students and teachers. He believes that teachers can enhance their professional competence and thus improve the quality of teaching, while students can consolidate and improve their professional skills and enhance their overall quality. Various skills competitions provide a great help to cultivate high-quality, skillful talents who meet the requirements of modern society. Scholar Wu<sup>[5]</sup> and others have analyzed the problems of digital education and suggested the use of adding a simulation operation competition module within the operating system. Students play games (compete with each other) to complete learning tasks and thus improve the quality of teaching and learning. Japanese scholar Wan<sup>[6]</sup> used a big data approach to investigate the intrinsic relationship between vocational skills and these findings can provide a theoretical basis for other vocational skills research fields, for example, vocational skill training, vocational skill mining and vocational skill identification. Green<sup>[7]</sup>, a German scholar, reformed the curriculum based on the core skills theory. He found that highlighting core skills in teaching enhances the integration of academic and vocational learning through teaching experiments. Scholar Zheng<sup>[8]</sup> explained the importance of cultivating applied senior talents from the perspective of the rapid development of the sports market and analyzed the relationship between vocational skills competitions and the cultivation of applied talents. She designed a new system for cultivating applied talents based on vocational skills competition, which provides a reference path for cultivating applied talents in sports economy management. Scholar Li<sup>[9]</sup> analyzed the importance of the “tiered ladder” training mechanism in the context of vocational skills competition, taking the secondary-level electronics students as the research object. Xiao<sup>[10]</sup> studied the optimization of vocational skills competition in the sports industry using various research methods. Scholar Yuan<sup>[11]</sup> studied the role of vocational skills competitions in promoting curriculum teaching reform, taking food service and management majors as an example. She put forward the idea of using the skills competition to promote the teaching content, teaching methods and teaching evaluation of the course. Scholar Lv<sup>[12]</sup> analyzed the methods and ideas of industrial product innovation practice with the case of “industrial product digital design” in the senior vocational skills competition. He believes that skill competitions are important for the curriculum reform and the development of students’ innovation ability.

What are all the advancing effects of skills competitions on talent development? Scholars have conducted studies from different dimensions. However, many studies are more theoretical and lack real cases and statistics. Some suggestions are more idealistic but difficult to apply in teaching. This study analyzes the role of skills competitions in improving students’ overall ability from four dimensions by guiding them to participate in the Capital University Challenge Cup Competition as a case study. The research logic of this paper is shown in **Figure 1**.



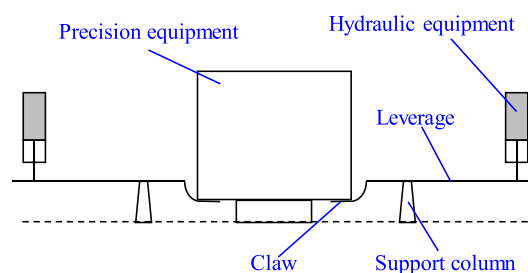
**Figure 1.** The research logic diagram of this paper. Source: Original figure

### 3. Problem analysis and solution

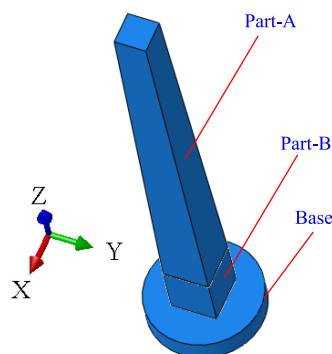
This study analyzes the effect of the competition on the overall quality of students by guiding them to participate in the Capital University Challenge Cup Competition. The entry was a precision equipment lifting device. The research team guided the students in the design of the proposal, drafting, prototyping, and writing of the declaration. In order to improve the quality of the work, the teachers and students divided the tasks and analyzed the base deformation under pressure. During the preparation for the competition, the students' overall ability was significantly improved. Firstly, the skills competition required a lot of mechanical design and mechanical analysis skills, so the knowledge they had learned in class was consolidated. Secondly, there were strict requirements in filling out the declaration form, so the students' written expression ability was well exercised. Thirdly, many problems were encountered in the design of the entries, which required the students to analyze their abilities and solve them, therefore improving their problem-solving ability significantly.

### 4. Skills competition entry

Some students designed skills competition entry under the guidance of the teachers. As shown in **Figure 2**, the precision equipment in the middle is to be lifted. The vertical deflection of the precision equipment must be less than  $1^\circ$  during lifting. Two identical cranes are separated on both sides of the precision equipment. The hydraulic device provides power to the claw through the lever device. The claws on the left and right sides slowly raised the precision device. Obviously, the deformation of the support column (as shown in **Figure 3**) must be considered.



**Figure 2.** Structure of the skills competition entry. Source: Original figure



**Figure 3.** Structure of the support column and its coordinate system. Source: Original figure

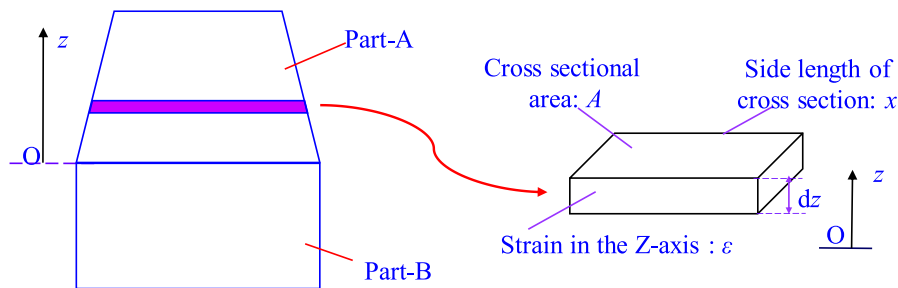
The students hoped to test the mechanical properties of the support column. A force of 5 kN is applied to the upper surface of the support column in the negative direction of the Z-axis. The deformation value needs to be tested. The students were hoping for a result less than  $30\text{ }\mu\text{m}$ . To solve the students' problems and promote the progress of the entry, the research team considered using finite element software for modeling and simulation. Besides, the teachers and the students have carried out a division of tasks to quicken the process of completing the entry. The teachers were mainly responsible for finite element modeling and simulation, whereas students were responsible for image production, formula editing, report

writing and so on. With the joint efforts of students and teachers, the problem was solved. The result obtained from the simulation is  $14\text{ }\mu\text{m}$ , which meets the design requirements. In the process of designing and producing the work of the skills competition, the students' abilities in many aspects were improved.

## 5. Promoting effect and analysis

### 5.1. Review the teaching content

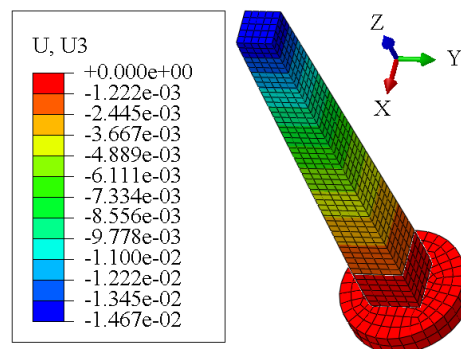
If not consolidated in time, students will gradually forget what they have learned in class. In the process of designing and manufacturing the work for skill competitions, the students needed to apply what they had learned, which was very helpful to consolidate what they had learned in class. As mentioned earlier, in order to analyze the deformation of the support column, the students consulted the content of engineering mechanics they had learned. They had to learn again not only the functional relationship between strain and stress, but also the basic calculus calculations. **Figure 4** shows the schematic diagram of calculating the small deformation of the support column that the students established using the infinitesimal method. Through the mechanical analysis of the skills competition works, the students understood some concepts of Engineering Mechanics more thoroughly.



**Figure 4.** Structure of the support column and its coordinate system. Source: Original figure

### 5.2. Improve writing skills

It is very important to declare the entries of the skills competition. Under the guidance of the teachers, students write the first draft of the declaration. Since most of the students did not have experience in writing the declaration, the quality of the declaration was very bad. The teachers revised sentence by sentence and explained the reasons for the changes. In this process, the students' written expression skills were improved. The colorful pictures were a plus point for the declaration. The U3 nephogram (as shown in **Figure 5**) was added to the declaration by the students. The redder the color means the larger the deformation and the bluer the color means the smaller the deformation. In **Figure 5**, it can be seen clearly that the deformation of the support column is  $1.467 \times 10^{-2}$  mm. Similar figures and data are important support materials for the skills competition declaration.



**Figure 5.** U3 nephogram of the model after simulation. Source: Original figure

### **5.3. Improve problem analysis ability**

The design of a skills competition entry is very different from a traditional classroom assignment. During the design and production process, students will encounter all kinds of problems. It is very important to analyze these problems and come up with reasonable solutions. The deformation of the base will affect the performance and accuracy of the entry. How is the value of the support column deformation determined? By reviewing literature, the students found that there are two ways to solve the problem. One is to do an experiment, and the other is to simulate and analyze. Due to Covid-19 pandemic, the students could not perform the experiments. Even if they can perform the experiments, it would take a long time, which in turn would affect the progress. In the end, the students and the teachers decided to use the simulation method. The modeling and calculations were done by the teachers, while the geometric model and specific simulation data were presented by the students.

### **5.4. Practice problem solving skills**

As mentioned earlier, analyzing the problem is important, but solving it is even more critical. The process of modeling and simulation is not straightforward. Neither the setting of the materialistic properties of the model nor the selection of the mesh type are available in the relevant literature for reference. The students and teachers had to keep figuring out one problem after another. Although they faced many challenges and difficulties, the students overcame them one by one under the guidance of the teachers. Solving real problems is very different from classroom work and this exercise is more meaningful to the students' growth.

## **6. Conclusions**

The current professional talent training system of vocational colleges has its shortcomings and there is a gap between the cultivated talents and the job requirements of enterprises. Vocational skills competitions is a major reform and conceptual innovation of vocational education system. It is of great significance for vocational colleges to improve the quality of education and teaching and to improve the talent cultivation mode. Based on real cases, this paper analyzes the improvement of students' general skills during the competition. The results show that the students who participated in the skills competition were able to consolidate the classroom content and improve their written expression skills. In addition, students' problem analysis and problem-solving skills were exercised.

### **Funding**

The research of this paper is supported by the Project of China Vocational Education Association (Project number: ZJS2022YB024) and the Project of Innovation and Development Center of Ideological and Political Work (Beijing Polytechnic), Ministry of Education (Project number: 2022Z016-SWY).

### **Disclosure statement**

The authors declare no conflict of interest.

### **Author contributions**

S.W. and F.P. conceived the idea of the study and wrote the first draft of the paper. M.L. revised the format of the article.



## References

- [1] Wang S, 2019, Significance, Characteristics and Implementation Measures of the Implementation Plan of National Vocational Education Reform. *Journal of Shijiazhuang Vocational and Technical College*, 31(3): 4–10. <http://doi.org/10.3969/j.issn.1009-4873.2019.03.002>
- [2] Meng F, Yue J, Yu Z, 2022, New Vocational Education Law: The Role and Value of “Type Education”. *Vocational and Technical Education*, 43(15): 25-28. <http://doi.org/10.3969/j.issn.1008-3219.2022.15.006>
- [3] Wang Z, Zhang L, Wang Y, 2019, The Study of the National Vocational College Skills Competition on the Teaching Reform and Improvement of E-commerce Specialty in Higher Vocational Colleges. 2019(23): 282–283. <http://doi.org/10.3969/j.issn.1007-6263.2019.23.250>
- [4] Liu C-B, Gao X-Q, Gao H-X, et al. 2017, Analysis of the Significance of Skills Competition Based on Civil Engineering Specialty Group at Vocational Colleges for Training Highly-Skilled Individuals. *Humanity and Social Science: Proceedings of the International Conference on Humanity and Social Science (ICHSS2016)*, 130-136. [https://doi.org/10.1142/9789813208506\\_0019](https://doi.org/10.1142/9789813208506_0019)
- [5] Wu B, Li Y. 2018, Design of Evaluation System for Digital Education Operational Skill Competition based on Blockchain. 2018 IEEE 15th International Conference on E-business Engineering (ICEBE), 102-109. <https://doi.org/10.1109/ICEBE.2018.00025>
- [6] Wan J, Chen BB, Si H, 2017, Mining and Measurement of Vocational Skills and Their Association Rules based on Big Data. *Proceedings of the International Conference on Digital Technology in Education*, 59-63. <https://doi.org/10.1145/3134847.3134858>
- [7] Green A. 1998, Core Skills, Key Skills and General Culture: in Search of the Common Foundation in Vocational Education. *Evaluation & Research in Education*, 12(1): 23-43. <https://doi.org/10.1080/09500799808666929>
- [8] Zheng M, 2022, Research on the Cultivation of Applied Top Talents of Sports Economic Management Specialty Based on Vocational Skills Competition, *Jiangsu Business Theory*, 2022(08): 117–120. <https://doi.org/10.13395/j.cnki.issn.1009-0061.2022.08.008>
- [9] Li S, 2021, The Research on the “Hierarchical Ladder” Training of Vocational Ability of Students in Electronic Major of Secondary Vocational School Based on the Professional Skills Competition. *The Guide of Science & Education*, 2021(13): 39–41. <https://doi.org/10.16400/j.cnki.kjdk.2021.13.013>
- [10] Xiao R, 2022, Research on the Optimization of the Rules of the Guangdong Provincial Sports Industry Vocational Skills Competition ——Taking Fitness Trainer Social Sports Instructors as An Example, dissertation, Guangzhou University, <https://doi.org/10.27040/d.cnki.ggzdu.2022.000022>
- [11] Yuan J, 2020, Research on the Teaching Reform of Catering Service and Management in Secondary Vocational Schools from the Perspective of Vocational Skills Competition[D], Liaoning Normal University, <https://doi.org/10.27212/d.cnki.glnsu.2020.000639>
- [12] Lv W, Li, 2019, Research on the Application of Innovation Practice in the Digital Design of Industrial Products in the Higher Vocational Skills Competition. *Journal of Qingdao Ocean Shipping Mariners College*, 40(3): 51–56 + 74. <https://doi.org/10.3969/j.issn.2095-3747.2019.03.012>

### Publisher’s note

Bio-Byword Scientific Publishing remains neutral with regard to jurisdictional claims in published maps and institutional affiliations.



# The Implications of the “Double Reduction” Policy on School Choice in China Based on Capital Theory

Danyang Han\*

School of Foreign Languages, Handan University, Handan 056001, Hebei Province, China

\*Corresponding author: Danyang Han, handanyangsunny@163.com

**Copyright:** © 2023 Author(s). This is an open-access article distributed under the terms of the Creative Commons Attribution License (CC BY 4.0), permitting distribution and reproduction in any medium, provided the original work is cited.

**Abstract:** Framed with Bourdieu’s capital theory, this article examines how different kinds of capital affect school choice after the implementation of the “Double Reduction” policy in China. The considerable disparities in capital causes difference in choice of schools, which is one of the causes of educational inequality. The article tentatively concludes that the “Double Reduction” policy promotes educational equity by restricting the use of capital by the privileged class. However, in the long run, the policy cannot alleviate the educational inequity, because it simplifies the complex struggle and compromise among different types of capital.

**Keywords:** Bourdieu’s capital theory; China; “Double Reduction” policy; School choice; Educational equity

**Online publication:** January 31, 2023

## 1. Introduction

School choice refers to the practice of parents selecting their child’s school rather than sending them to the school which they are geographically assigned based on their place of living <sup>[1]</sup>. This phenomenon has become more prevalent in many countries worldwide over the last three decades as neoliberalism came to prominence in the 1980s <sup>[2]</sup>. According to David Harvey <sup>[2]</sup>, neoliberalism suggests that the most effective approach to promote the well-being of humans is to liberate individual entrepreneurial skills and freedom within an institutional framework characterized by substantial private rights and free markets. As a result, the responsibility of policy designers is to establish and maintain an institutional structure conducive to such behaviors. To some extent, the choice was taken as a neoliberal imperative <sup>[3]</sup>. Despite the disparities in the region, history, and culture, most advocates of such policies claim marketized education can give parents more options to meet their various needs. Based on this view, school choice was employed as an effective solution to alleviate educational problems in many nations.

However, the various critics arose about the reducing education into a market consumption <sup>[4-6]</sup>. It was argued that this policy promotes educational inequality. According to the National People’s Congress of China, every student should go to a school near the places where their residence is registered before middle school. Although school choice is not legally permitted, some parents discover ways to get around the tightly controlled admissions system to enroll their children in schools that do better academically or have more resources. Hence, in China, school choice is not a solution to educational problems but a natural outgrowth and a complicated problem.

In 2021, China implemented the “Double Reduction” policy. The new policy effectively alleviates the school choice problem and promotes equitable distribution of educational resources. But while it does limit the privilege of some people, the root cause of school-choosing is the lack of quality of education resources

and their misallocation, which is much harder to detect. Hence, through Bourdieu's theory, this study analyzes the hard-to-restrict school-choosing in China to explain why the "Double Reduction" policy could not boost education equality as planned.

## 2. Bourdieu's capital theory

In this research, capital, as a key concept, facilitates the interpretation of different decisions made by families from different backgrounds in the field of school choice. Bourdieu<sup>[7]</sup> conceptualizes capital as four types: economic capital, social capital, cultural capital, and symbolic capital. The first one means the material assessment, which is tangible goods that can be traded by money. The second one, social capital, means network and social circle, like friends and classmates. Cultural capital tends to be described as some spiritual treasure, which is manifested in three forms<sup>[8]</sup>: the embodied state (personal cultivation and taste), the objectified state (books and paintings), and the institutionalized state (honors and diplomas). The institutionalized state of cultural capital is also known as symbolic capital, which refers to be admitted by rules, the worldview of dominants. Different from symbolic capital, the habituated and systematic negation of the values, actions, and options are described as symbolic violence. Those four can transform into each other and synthetically decide one's position in the field. In reality, capital is never distributed equally.

There are another two terms related to the capital theory. The first term is "field," which means a bounded area of social space, with its own internal rules, a network or configuration of relations between capital and positions. One's position in a particular field depends on how one obtains, utilizes, and explores capital treasured by the field. Individuals in a field internalize the rules manifested by an individual's *habitus* and create recognized practices based on the norms<sup>[9]</sup>. It bridges the internal and external worlds and links one's past and present. Overall, *habitus* interacts with field and capital, both temporally and spatially.

## 3. The fight of capital in the field of China's school choice

Economic capital is the decisive force in school choice in China. Families who want to choose schools will pay a school choice fee (*zexiaofei*), which is treated as an educational endowment and can be used at the school's discretion. Parents will be inevitably involved the field of school choice, whether they plan to choose a school or not because parents who tend to choose a school for their children encroach on the limited number of places available, which should have belonged to other children. Differences in capital place children of various classes in the selection of schools in distinct positions.

It is commonly acknowledged that there is a unique relationship between the middle class and education, with the middle class being more reliant on educational credentials than other social classes<sup>[10]</sup>. School choice fees are an integral part of this investment, and many high-quality schools also place a high value on academic performance. As a result, children from this class attend many tuition classes and read more educational materials (cultural capital) to improve their learning outcomes. Another reason for the higher position of the middle class in school choice is the higher level of education of their parents in general (symbolic capital). It widens the gap in family capital even further, as some parents can answer their children's problems themselves and are more knowledgeable about how to educate them.

While children from middle-class families step up in this field, rural or economically disadvantaged families fall victim to educational inequity. The lack of various capital makes it challenging for them to excel academically or get access to a key school. Hence, they are stuck in ignorance, both in the field of school choice and in society. In the long run, children of vulnerable groups gradually believe that they are not good at learning, inadvertently enduring symbolic violence and further internalizing it as part of their *habitus*. Education is supposed to provide a ladder for social mobility, but school choice has made social mobility insurmountable in China to some extent.

In many countries, school choice policies are designed to allow the market to play a role in education to rationalize the allocation of educational resources and provide more educational choices. However, in the research of Bourdieu's theory from Bathmaker <sup>[11]</sup>, diversification is a type of diversion that guides a segment of the population along a simple but ultimately less rewarding path. Rural children tend to choose less competitive schools <sup>[12]</sup>. Those children from low-income families or rural areas choose vocational schools due to their relatively poorer academic performance fall in the trap of dominants who have the right to make rules in this game, and their almost doomed failing life is subjected to symbolic violence. That reveals that these policies benefit privileged Chinese families and the government.

To promote equity in education, China has implemented the "Double Reduction" policy in 2021. Nevertheless, the issue of school choice is a complex social derivative, with different families making different choices as a result of the interaction of capital, *habitus*, and field, and a single policy alone will not relieve the contribution of school choice to educational inequity. In the long run, school choice still frequently exacerbates existing social class disparities.

#### **4. Short-term impacts of the "Double Reduction" policy in school choice**

As the new policy has been in place for a relatively short period, it is not yet possible to produce objective data. Therefore, in this section, arguments are cited from what is happening in China to explore the impact of the new policy on school choice from the perspective of schoolteachers (public and private schools) and parents and children (middle class and above, rural and working families).

As the passive party in school choice, schools are affected differently depending on their nature and quality of teaching. Prior to implementing the "Double Reduction" policy, public schools were subject to a great deal of competition for students from private schools. With a great deal of financial autonomy, private schools employed highly experienced teachers at high salaries and can provide well-established, state-of-the-art infrastructure and diverse content options <sup>[13]</sup>. Following the implementation of the "Double Reduction" policy, the return of students to public schools was evident, while private schools suffered a setback in enrolment. The non-focused public senior high schools, on the other hand, have gone from previously under-enrolling students to being able to meet their enrolment targets.

The schoolteachers are also affected due to dramatic change in student numbers. The salaries of public-school teachers are increasing along with their workload; meanwhile, private school teachers are at risk of losing their jobs, and competition is fierce. When the number of students increases, teachers' workload in public schools naturally increases as well. However, the "Double Reduction" policy also claims a limitation on students' workload. The increase in teachers' workload is mainly due to after-school activities subsidized by the local government. The reduction in the number of pupils in private schools should by right ease teachers' workload, instead, the opposite has happened. Teachers in private schools do not have it easier as they are competing fiercely for the limited number of places available to them through their students' performance because under-enrolled schools evidently do not need so many teachers, leading to unemployment.

Additionally, the quality of student intake is balanced, as most of the students are enrolled close to where they live. Children from those high-income families tend to do well academically <sup>[14]</sup>. Children from average economic level families are now prevented from entering key schools through like school choice fees. That balances out the original difference in student numbers and intake quality, and also narrows the gap between key and non-key schools, thus reducing the anxiety of parents who cannot choose schools <sup>[15]</sup>.

As the involved parties in the act of school choice, parents and children make different choices because of disparities in capital <sup>[16]</sup>. With the implementation of the policy, some parents who would have used their capital to choose schools must go to the schools allocated to them, thus bridging the gap between families of students. Furthermore, children at lower income levels continue to go to the school they are allocated,

whether it is a priority or a non-priority. Nevertheless, this is beneficial in that, as mentioned above, access to schools based on residence reduces the gap between schools, which means that otherwise considered poor schools can achieve better academic results by absorbing more children from privileged families, thus promoting equity in education for all.

Through the analysis of these effects, we see that the “Double Reduction” policy has had a positive effect on promoting educational equity and limiting the use of capital by the privileged class. However, this is only a short-term effect. In the long run, the “Double Reduction” policy will have a minimal effect in alleviating the problem of school choice.

### **5. Long-term implication of the “Double Reduction” policy in school choice**

In the long run, the “Double Reduction” policy cannot alleviate the educational inequity brought about by school choices dominated by middle-class families and even expand the unequal distribution of educational resources, thus allowing class entrenchment, because it tries to simplify the complex struggle and compromise among capitals only by limiting school-choosing behaviors while ignoring the deeper reasons behind the act. While school choice fees are banned by the policy, other forms of capital will replace the economic capital that used to dominate school choice. Social capital is playing an increasingly important role in it. Although school choice is banned, privileged families can still achieve the goal of choosing a school with a higher quality of education for their children. For example, a normal university professor managed to send her son to a key senior school that was not in her area of residence because many of her past students were teachers at that school. Besides, key schools also rationalize school choices by setting up several programs, such as, Elite Students Program (students who achieved some awards or performed outstandingly in school), Transient Students Program (students who study at a school on a temporary basis), to accept students who do not live in the area. Furthermore, cultural and symbolic capital are also influential. Middle-class and above families with more cultural and symbolic capital tend to place more importance on their children’s education (*habitus*) and are thus willing to overcome difficulties of school choice caused by the “Double Reduction” policy. However, for rural and working-class families, school choice becomes a battle of comprehensive capital rather than economic capital alone, which is more challenging for them to obtain. In the end, the intention of sending the child to a key school has to be eliminated, then many low-income families who could have paid school choice fees to enable their children to receive a better-quality education will voluntarily give up

The “Double Reduction” policy on school choice clearly states that students must attend school close to their residence. Some wealthy families will simply buy property (economic capital) near a key school to qualify for admission in some areas where the policy is strictly enforced, and social capital cannot work. In this way, economic capital is not restricted but even amplified. If school choice fees already strain the disadvantaged family, the purchase of a house is then an almost unattainable luxury. Rural or low-income families will stay in ordinary schools and suffer symbolic violence from the policy as they become trapped in a vicious cycle of low education - low income - low social status.

In the field of school choice, the middle class sets the rules, and it is they who have the capital cherished. It could be argued that school choice is a game for middle-class families and that the “Double Reduction” policy restricts only those families and children who possess less capital or are at a disadvantaged position. This seemingly fairer policy is, in essence, a massive act of symbolic violence against the public by denying their possibility of pursuing educational equity.

The main reason for choosing schools is to pursue higher-quality educational resources and thus to achieve better academic performance. The policy, which restricts school choice, appears to promote equity but does not really alleviate the problem. The right approach is to provide more quality education and reconsider how to define “good” education and excellent academic performance.

## Disclosure statement

The author declares no conflict of interest.

## References

- [1] Waits T, 2012, Pierre Bourdieu's Theory of Capital and Parental School Choice Decisions: A National Study, dissertation, American University.
- [2] Harvey D, 2005, *A Brief History of Neoliberalism*, Oxford University Press, Oxford.
- [3] Liu S, Apple MW, 2016, Parental Choice of School, Class Strategies, and Educational Inequality: An Essay Review of School Choice in China—A Different Tale? (X. Wu, New York, NY: Routledge, 2014, 168 pp. ISBN 978-0-415-81769-1). *Educational Policy*, 30(6): 940–955.
- [4] Apple MW, 2006, *Educating The “Right” Way: Market, Standards, God, and Inequality* (2nd ed.), Routledge, New York.
- [5] Apple MW, (ed) 2010, *Global Crises, Social Justice, and Education*, Routledge, New York.
- [6] Whitty G, 1997, Creating Quasi-Markets in Education: A Review of Recent Research on Parental Choice and School Autonomy in Three Countries. *Review of Research in Education*, 22: 3–47.
- [7] Bourdieu P, 1984, *Distinction: A Social Critique of the Judgement of Taste*, Harvard University Press, Cambridge.
- [8] Bourdieu P, 1985, The Social Space and the Genesis of Groups. *Theory and Society*, 14: 723–744.
- [9] Khalil L, Kelly A, 2020, The Practice of Choice-Making: Applying Bourdieu to the Field of International Schooling. *Journal of Research in International Education*, 19(2): 137–154.
- [10] Ball SJ, 2003, *Class Strategies and the Education Market: The Middle Class and Social Advantage*. New York, Routledge.
- [11] Bathmaker AM, 2015, Thinking with Bourdieu: Thinking After Bourdieu. Using ‘field’ to Consider In/Equalities in the Changing Field of English Higher Education. *Cambridge Journal of Education*, 45(1): 61–80.
- [12] Liu XD, Li M, 2010, A Study of School Choice Among Rural Primary and Secondary School Students. *Modern Primary and Secondary Education*, 2010(1): 3.
- [13] Farre L, Ortega F, Tanaka R, 2018, Immigration and the Public–Private School Choice. *Labour Economics*, 51: 184–201.
- [14] Wiborg ØN, Grätz M, 2022, Parents' Income and Wealth Matter More for Children with Low than High Academic Performance: Evidence from Comparisons Between and Within Families in Egalitarian Norway. *Research in Social Stratification and Mobility*, 79: 100692. <https://doi.org/10.1016/j.rssm.2022.100692>
- [15] Williams K, Jamieson F, Hollingworth S, 2008, “He was a Bit of a delicate thing”: White Middle-Class Boys, Gender, School Choice and Parental Anxiety. *Gender and Education*, 20(4): 399–408.
- [16] Yoon E-S, Grima V, DeWiele CEB et al., 2022, The Impact of School Choice on School (Re)Segregation: Settler-Colonialism, Critical Geography and Bourdieu. *Comparative Education*, 58(1): 52–71.

### Publisher's note

Bio-Byword Scientific Publishing remains neutral with regard to jurisdictional claims in published maps and institutional affiliations.

# The Eventually Lost Wind: A Marxist Interpretation of *Wuthering Heights*

Dongfang Zhou\*

School of English Studies, Shanghai International Studies University, Shanghai 201620, China

\*Corresponding author: Dongfang Zhou, zima\_blue@126.com

**Copyright:** © 2023 Author(s). This is an open-access article distributed under the terms of the Creative Commons Attribution License (CC BY 4.0), permitting distribution and reproduction in any medium, provided the original work is cited.

**Abstract:** Emily Brontë's *Wuthering Heights*, as a representative novel in the transformation of British society in the 19th century, reflects the transition of English literature from romanticism to realism. "Wind," as an important image, appears many times in the novel, runs through the full text, and has important symbolic significance. From the howling wind accompanying Heathcliff's appearance to the resentment of the wanton wind beating Thrushcross Grange during his revenge, to the wind calming down after Heathcliff's death, the raging wind is completely integrated with the characters of the novel. Its rise, roar, and calmness all reflect the author's thoughts on the social reality such as the violent resistance of the yeoman class, the contradiction and union between the peasant group, the land aristocracy and the bourgeoisie, and the gradual annihilation of the yeoman class by the capitalist trend. This paper intends to discuss the image of "wind" in the novel, analyze the theme from the perspective of Marxist criticism, and try to reach the following conclusion: "wind" represents the power of the yeomanry class headed by Heathcliff. It is revolutionary to some extent, but it also has the inherent weaknesses and limitations of the yeoman class. The failure of the yeoman class has its profound social reasons and historical inevitability. At the same time, it also enlightens us that in a capitalist society, the poor people will never get real democracy and freedom.

**Keywords:** Marxism; Wind; Yeomen; Class struggle; Violent revolution

**Online publication:** February 15, 2023

## 1. Introduction

"Wind," which appears many times in *Wuthering Heights*, the masterpiece of Emily Brontë, has strong and profound symbolic significance and constitutes a metaphor for the protagonist's psychological state, social position, and destiny. The title of the novel, *Wuthering Heights*, uses the word "wuthering," the sound of "wind" in its turbulent flowing state, which has revealed the core of the novel. All kinds of "wind" and the tangible or intangible objects with shaking power run through *Wuthering Heights*, from the violent wind howling wildly, to the creaking windows hit by the wind, the earth-shaking thunder and lightning roar, to the angry curse and hysterical roar of the protagonists... These are the spirit of the turbulent wind, an impassioned chorus, the wind from the wilderness and the soul. They suggest the violence and alienation of the protagonist in the novel and the inseparable relationship between him and the roaring wind. The howling wind is closely related to the three important turning points in the novel. It is not only a reflection of Heathcliff's mental course and life situation, but also a symbol of Heathcliff's life of struggle.

## 2. A sudden howling wind: Prelude to struggle of a yeoman

Heathcliff breaks into the enclosed small world composed of *Wuthering Heights* and Thrushcross Grange like a sudden wind, and the people in this world obviously do not welcome him. They oppress and torture

him and shut him out, which makes Heathcliff, who is directly threatened by survival, begin to recognize the essence of exploitation of the upper class and prepare to give up his illusions and put up resistance.

## **2.1. Impact of environment on yeomen**

The enclosed world composed of Wuthering Heights represented by the traditional land aristocracy and Thrushcross Grange represented by the industrial bourgeoisie is the epitome of the British society in which Emily Brontë lives. With the advancement of the industrial revolution, the British society enters the transformation period of capitalist society in great strides. The development of large industry mercilessly attacks and excludes the living space of yeomen. At the same time, they are exploited by the traditional aristocracy and bourgeoisie and fall into a difficult and precarious situation.

Wuthering Heights is not only a symbol of traditional aristocracy, but also a representative of feudal society. As a semi proletarian farmer who suddenly breaks in, Heathcliff is discriminated against and abused here. As a self-conscious ancient decent family, the Earnshaw family is naturally socially exclusive. It is a habitual thinking for them to oppress the bottom class for many years. The past “riots” of many farmers have also proved that what they fear most is the resistance of the bottom class, just as Wuthering Heights itself is a closed farm where “the narrow windows are deeply set in the wall, and the corners defended with large jutting stones” <sup>[1]</sup>, it naturally resists the sudden intrusion of Heathcliff, a wind from the wilderness representing the yeoman class. The turbulent social environment makes people in the villa more afraid of the subversion of their social status and living space, and instinctively want to “drive” the wind out of the window. However, Wuthering Heights, which is a tangible entity, cannot resist the entry and penetration of the invisible “wind,” so the people of the Earnshaw family can only torture and exploit Heathcliff by cruel means to prevent him from resisting and retaliating. People of aristocratic families in this traditional land are afraid of Heathcliff “blowing up” the original order and rules, regard him as a stumbling block, refuse to accept and admit him, they torture, oppress, and exploit him. As the novel clearly points out, Hindley’s habitual humiliation of Heathcliff is “enough to turn a saint into a devil.” Even Nelly, who hates him, admits that he suffered inhuman treatment at Wuthering Heights. At the same time, Heathcliff is deprived of the right to education and reduced to working on the farm. He is oppressed by work all day. “Continual hard work, begun soon and concluded late, had extinguished any curiosity he once possessed in pursuit of knowledge, and any love for books or learning” <sup>[1]</sup>, in this way, Heathcliff lives a life that cannot be educated and suffers from work in the villa.

As a symbol of the emerging industrial bourgeoisie, Thrushcross Grange is the epitome of machines replacing manual work. Relying on the superior conditions of machine production, the bourgeoisie defeated the feudal economy and small commodity economy and established its dominant position. The bourgeoisie who were aware of the benefits naturally continued to carry forward industrial production. As a result, machines gradually replaced manual labor, and the living space of the yeoman with low productivity was more seriously squeezed <sup>[2]</sup>. Thrushcross Grange has typical capitalist characteristics. The crimson carpet, tables and chairs covered with crimson covers and glittering chandeliers all reveal romantic materialism. What these capitalist assets fear most is the wild wind like Heathcliff, which will overturn the carpet and shake the chandelier, making this exquisite house of materialism chaotic. The Lintons are afraid that Heathcliff would take class-revenge like the peasant group in the society at that time. They are afraid that Heathcliff, an uneducated and culturally ill-bred farmer, will threaten and rob their property and power. Therefore, they are very resistant to Heathcliff’s entry into the grange, even at the expense of letting out dogs, closing doors and windows, and treating him savagely, in order to prevent this wild wind from entering the home, disturbing the peace and stirring waves. Therefore, Heathcliff can only observe the “harmonious” coexistence of the Lintons through a rolled-up curtain corner through the huge glass window all night. The wind of the wilderness hovers around Thrushcross Grange and does not want to leave for a



long time. Thrushcross Grange, which is more tightly closed than Wuthering Heights, is constantly vigilant against the sweeping and rebellion of Heathcliff, a wuthering wind representing the yeoman class.

Heathcliff, who is constantly bullied and humiliated at Wuthering Heights and Thrushcross Grange, gradually realizes that this emerging social formation means only deeper oppression and exploitation for the owner farmers, and his work does not receive due remuneration, nor does he get the improvement of material life and the promotion of social status. The declining living environment makes Heathcliff gradually disappointed and disgusted with the Earnshaw family and the Linton family. He realizes that he needs to resist in order to defend his rights.

## **2.2. Awakening of a yeoman**

Heathcliff, who is oppressed and tortured excessively, gradually begins to wake up. He begins to resist and struggle to show upper class his demands and resentment. But this time, his purpose is only to seek communication with the authority and does not want to overthrow the existing social system and the rule of the upper class.

Heathcliff carries out some “violent” acts in order to retaliate and resist, but these acts only look frightening but do not cause any substantive harm. He kicks Hindley in the stable and throws hot applesauce on Edgar’s face. He uses foul language and is unkempt all day. He wants to draw other people’s attention and let others see his pain and anger. He just wants these upper authorities to acknowledge his demands and seek living space. Old Earnshaw, the authority in Wuthering Heights, realizes Heathcliff’s strong rebellious spirit and constantly resolves any conflict between Heathcliff and them. He tells Hindley not to “bully” Heathcliff and Nelly to treat Heathcliff and other children equally... Old Earnshaw appeases Heathcliff to a certain extent and maintains the relative order of this closed society for some time. Heathcliff’s motives are also achieved, so he does not make further “excessive” resistance. The inherent closed and conservative characteristics of the yeoman class make Heathcliff easy to meet the current situation. As long as he is not bullied by others, he can comfort himself and achieve self-liberation without thinking deeply about the next steps.

However, after the death of Old Earnshaw, this seemingly harmonious world obviously cannot stay peaceful. No upper authority cares about Heathcliff’s demands. The rest of the people are even more oppressing, constantly humiliating him, deliberately emphasizing his status as an underclass, further arousing Heathcliff’s resentment and dissatisfaction. But at this point, he still has a little illusion about the upper class, still hopes for the kindness and sympathy of the ruling authority, and thinks that seeking peaceful communication with the authorities can still solve problems. However, it is obvious that everything in this closed world has quietly changed. The bourgeoisie who has completely torn off the mask of hypocrisy will only further exploit the yeoman group.

## **3. Primitive wind with a wild nature: Development of the struggle of a yeoman**

Catherine’s departure and the vast world outside the villa make Heathcliff, the howling wind finally show his primitive wildness. He strengthens his determination to carry out violent revolution, changes from the semi-proletariat-pursuing reformism to the complete proletariat, and retaliated till the end with the unique excitement of yeoman, bringing down the “upper class.”

### **3.1. Incentives for violent revolution of a yeoman**

As the daughter of Earnshaw family, Catherine is the member with the least economic autonomy. In essence, she can also be regarded as a proletarian. This is why, like Heathcliff, she likes to be accompanied by the wind of the wilderness. Even her character is as savage and free as the roaring wind. The author uses love to connect the two, asks Catherine to say: “he is exactly the same as me,” and regards Catherine as another



Heathcliff. To a certain extent, their spirit and soul are interlinked. The failure of Catherine's utopian assumption is exactly like Heathcliff's failure, which also makes Heathcliff realize that the bourgeoisie will not give up its inherent interests, and that strengthens his determination to carry out a violent revolution. Catherine naively places her hopes on the bourgeoisie, but the final result is to be assimilated and die with regret. The careful care Catherine received in Thrushcross Grange after her injury makes her deceived and cajoled by the hypocrisy of the bourgeoisie. Therefore, when Edgar proposed to her, a beautiful blueprint comes to her mind. She simply thinks that after marrying him and obtaining a contract, she can use the money to help herself and Heathcliff, so that he can "stand up and no longer be bullied by Hindley." Therefore, when she steps into Thrushcross Grange, she thinks that Edgar and Heathcliff will reconcile and achieve class harmony and cooperation, but instead it results in Edgar's encirclement and Heathcliff's hatred. Catherine does not correctly judge the situation, but simply designs an ideal picture. She thinks that the small society composed of Wuthering Heights and Thrushcross Grange will operate according to her plan, so that she can immediately realize an ideal world where everyone is equal, without class oppression and exploitation and without the disadvantages of capitalism. However, she underestimates the desire of the bourgeoisie and is not aware of the fundamental opposition between the upper class and the lower class. The bourgeoisie will not easily give up their interests, they will not automatically withdraw from the stage of history, let alone abide by the utopian distribution according to one's needs. Secondly, class differences are not so easy to eliminate. When Catherine chooses to step into Thrushcross Grange, in essence, she is standing against Heathcliff. No matter how close her soul is to Heathcliff and how much she wants to go back to her past life, she has indeed been absorbed and assimilated by the bourgeoisie, so she essentially represents the interests of the bourgeoisie at this point <sup>[3]</sup>.

Of course, Catherine's "struggle" is not meaningless. She saw the exploitation and oppression of the bourgeoisie on the bottom farmers, realized the injustice brought by private ownership, but just chose a wrong path. To design, discuss, and practice socialism without class struggle will only turn a good idea into empty talk, which is an immature idea <sup>[4]</sup>. In my opinion, what she said before her death, "And that wind sounding in the firs by the lattice. Do let me feel it – It comes straight down the moor – do let me have one breath!" <sup>[1]</sup>, shows her disillusionment and represents her expectation of "another-self" Heathcliff. She hopes that he can sweep Thrushcross Grange with a violent revolution and overthrow the rule and exploitation of the upper class like the wind of the wilderness, with courage and unstoppable power, so that herself can return to the happy girl who was accompanied by Heathcliff in the wilderness.

The failure of Catherine also makes Heathcliff realize that it is impossible to make the bourgeoisie sacrifice their inherent interests. He must give up his fantasy and rise up to resist, so as to remove the shackles bound on himself. On the night Catherine chooses to marry into Thrushcross Grange, Heathcliff has a premonition of the failure of this "struggle." He begins to really wake up and realizes that he needs to resist in a more radical way, so he chooses to leave Wuthering Heights with pain and hatred and embark on the road of real "revenge." On the night of Heathcliff's disappearance, "...the storm came rattling over the Heights in full fury. There was a violent wind, as well as thunder, and either one or the other split a tree off at the corner of the building: a huge bough fell across the roof and knocked down a portion of the east chimney-stack, sending a clatter of stones and soot into the kitchen fire" <sup>[1]</sup>, the protagonist's anger and dissatisfaction echoed over the villa with the howling wind. At the same time, the wind also implies that he sees the darkness and "cannibalism" essence within the capital society, and realizes that the "superior people" will not have real sympathy and compassion, and this unfair social system needs to be overthrown with a violent revolution. At this time, Heathcliff is no longer the wild boy who only releases himself on the moor. The strong wind in the wilderness begins to roar, sweeping Wuthering Heights and Thrushcross Grange, and is about to bring unexpected destructive power.

### **3.2. Transformation of class consciousness of a yeoman**

Catherine's failure makes Heathcliff embark on the path of violent revolution. He is inspired outside this enclosed small world. This suddenly powerful wind begins to sweep Wuthering Heights and Thrushcross Grange, wreaking its power in the Heights, roaring furiously and thundering with lightning. The wind is Heathcliff's angry and howling soul, and it is also a force that wants to destroy the bourgeoisie or landed aristocracy.

Heathcliff, who chooses to leave, no longer closes himself in the villa, but goes to experience the wider world outside. He sees the proletarian revolution in full swing outside, sees the failure of peaceful reform again and again, and is inspired by the passionate, enthusiastic, and impulsive spirit of romanticism, which makes him fully realize the necessity of revolution. Being rejected by the Linton family on behalf of the bourgeoisie and unable to seek communication, Heathcliff chooses a more radical way. The unique coarseness and primitive passion of yeoman also contributed to this thorough violent revolution.

Heathcliff, deprived of the means of production, gradually transfers from a semi-proletariat and petty bourgeoisie to a complete proletariat. He also changes from a "peacemaker" who tries to eliminate the "bad" aspects of capitalism with reformism to a "main force" in class struggle to overthrow bourgeois rule. Heathcliff is the "son" of the wilderness. He likes to run freely in the wilderness. This wilderness not only nourishes his obstinate and unrestrained character, but also represents the lifelong pursuit of a yeoman like him. Wilderness refers to a huge open land that is not used for farming. It meets two conditions: land and freedom. Land is the necessary living environment for farmers, while it not being used for farming liberates farmers from the shackles of labor, which is the ultimate goal of all farmers' movements. The wind of the wilderness is essentially the wind of freedom. This wind is the symbol of the spirit in the heart of farmers like Heathcliff. However, in the days of Wuthering Heights, Heathcliff is trapped in labor every day, and rarely releases himself into the wilderness, not to mention the pursuit of land and freedom; Thrushcross Grange, which has entered a new social formation, is directly unwilling to accept Heathcliff, leaving him no place to live<sup>[5]</sup>. Heathcliff, who directly loses the means of production, chooses to leave everything behind. At this point, he is no longer the weak and compromise petty bourgeoisie, but the ally of the proletariat and the opponent of the bourgeoisie. He is determined to overthrow the violent rule of Hindley and Edgar and turn the villa back into an ideal wilderness.

At the same time, Heathcliff has the unique rough, primitive, and uncivilized passion of a yeoman. Although this is a spiritual and cultural backwardness, it is this natural wildness that enabled him to persist in a thorough violent revolution to overthrow the rule of the bourgeoisie, unlike many failed grassroots who were not tough enough to win the revolution completely. Many bourgeois hypocrisy deceived the people at the bottom who were resisting. They naively believed in the bourgeois sweet words and verbal commitments, and eventually failed again. However, Heathcliff, whether intentionally or unintentionally, his rough and violent character makes him not soft-hearted in the face of the showing weakness of Edgar and Linton, he fights to the end, and finally brings about the complete downfall of the "upper class." Although criticized by many as ruthless, cruel, and alienated, it is precisely because of this recklessness that Heathcliff can persist and truly destroy the capitalist system in the closed world of Wuthering Heights and Thrushcross Grange.

### **4. Roaring wind of the moors: The climax of a yeoman's retaliation**

Heathcliff, the "wind" of this wasteland, roars to destroy and overthrow the oppression and exploitation of Hindley and Edgar. He wins a temporary victory in the revolution, showing the great power of the yeoman group. However, after gaining power in the villa, Heathcliff too did the same as the bourgeoisie by suppressing the bottom to govern this enclosed world. This revolutionary climax that could have achieved a more profound and significant victory came to an abrupt end.

#### **4.1. A yeoman's short-term victory of revolution**

Heathcliff, the primitive wild force, briefly overthrows the enclosed small world composed of Wuthering Heights and Thrushcross Grange through "violence," leaving the traditional land aristocracy and industrial bourgeoisie unable to fight back, thus becoming the master of everything.

Emily Brontë uses Heathcliff's embodiment – the wild wind's destruction of things and people in Wuthering Heights and Thrushcross Grange, suggesting Heathcliff's violent resistance. Under the strong suppression of the storm of Heathcliff, cherry blossoms and crocuses are pressed down by winter snow; the lark becomes silent; the tender leaves of the young trees are blackened by the wind and snow; the fir tree at the end of the villa is depressed and tilted badly... All the creatures symbolizing exquisite materialism in the villa have become lifeless. The Earnshaw and the Linton family are even more powerless to resist the "invasion" of the storm: Edgar is always anxious "he can't read books, can't think, can't laugh" after Heathcliff came back, and shuts himself in his room all day, closes the door and windows, and his body is getting worse and worse, unable to stand a little cold; the wind disrupts Hindley's normal order of life, other than gambling with Heathcliff, he stays in the narrow and claustrophobic attic upstairs all day, fearing the wind and cold outside; Linton is already weak, and stays by the fireplace all day; Isabella sits feebly by the burning firewood every day, watching the windows sway and fall in, and listening to the wind whistling outside the window... He takes complete revenge on the hierarchy that has been imposed on him, including pedigree, wealth, and identity. The death of Edgar, Hindley and Linton and the escape of Isabella all show that Heathcliff has achieved his goal. His violent deterrence overthrown the rule of the upper class and disintegrates the old system in the villa.

Heathcliff establishes dominance by reckless violence. He begins to embark on the stage of this closed world, which is not only the victory of the oppressed over capitalism, but also a major manifestation of the political consciousness of the proletariat. They realize the inevitability of violent revolution and begin to consciously try the practice of class struggle.

#### **4.2. Temporary dominance of a yeoman**

After his revolutionary revenge, Heathcliff dominates the villa. He changes from weak to strong, and suppresses the original upper class with the way of bourgeois rule. The climax of the revolution gradually comes to an end.

Although he becomes a proletarian alliance and had a sense of anti-oppression, Heathcliff is essentially a yeoman with the nature of petty bourgeoisie. As mentioned before, he values land and freedom most. Once he gets these, he will no longer consider what kind of system should be established in the destroyed world. "Becoming Edgar" is the obsessiveness in Heathcliff's heart, and after becoming the ruler of this enclosed world, he does so. He rules the Earnshaw family and the Linton family like how the upper class wantonly exploits and manipulates the fate of others. The suddenly powerful storm sweeps and destroys everything. He wants everything to submit to the feet of the storm, so as to control the closed world to vent his dissatisfaction and resentment. He was hurt by the manor's owner, so he plunders his assets and makes himself the manor owner; he was bullied because of his lack of wealth and power, so he regains his self-esteem by seizing money and power; he was ridiculed and abused by Hindley, and being enslaved by them, so he lets Hindley son have a taste of his father's medicine. He holds grudges against the two granges in different ways: for Wuthering Heights, he adopts the way of capital real estate transaction and arranged marriage and asks Earnshaw to mortgage Wuthering Heights to him as a payment for his gambling debts, and forced Linton to marry Little Catherine. Heathcliff wins the victory in the way of the capitalists represented by Thrushcross Grange. He imitates the property system clumsily to revenge his former enemies; for Thrushcross Grange, he manipulates Isabella's admiration and worship with his uncivilized passion and fanatical wildness and trampled on the Linton family like a tyrant. When facing the Linton

family, he shows the evil essence of the bourgeoisie, which is opposite to the noble's elegant temperament, disregarding of the fate of others and wantonly playing with their lives.

Heathcliff, who seizes the two manors, changes from the ruled to the ruler, from weak to strong. He briefly wins the revolution but takes a thorough revenge on the hierarchical system that was once imposed on him, including pedigree, wealth, and identity, in the way that the ruling class suppresses the bottom. His revenge took a turn from its original purpose. At first, Heathcliff's resistance was unique, which was the resistance of a proletariat who was belittled by the conditions and social relations of the same society physically and mentally. Heathcliff is now no longer an exploitee, but it is precisely because he adopts the standards of the ruling class that the flashing proletarian revolutionary consciousness implied in his early resistance disappears.

## **5. The wild wind finally lost: Complete failure of struggle of a yeoman**

Heathcliff, the wild wind that came from the wilderness and represented the group of yeomanry, has finally dissipated, which is not only the inevitable trend of the times, but also the inherent characteristic of the capital society. The marriage his offspring Hareton and Little Catherine, and Little Catherine's enlightenment and guidance to Hareton suggest that if the yeomen do not compromise and are not assimilated or absorbed by the upper-class social culture, the final result is to be replaced and withdraw from history, which is the inevitable course in the development of a capital society.

No matter how powerful and howling the wind is, it will dissipate with the passage of time. This wind from the wilderness is no exception. Heathcliff is dead after all. The night before his death, "the fire had smouldered to ashes; the room was filled with the damp, mild air of the cloudy evening; and so still, that not only the murmur of the beck down Gimmerton was distinguishable, but its ripples and its gurgling over the pebbles, or through the large stones which it could not cover"<sup>[1]</sup>, at this time, Wuthering Heights is no longer the terrible heights with strong winds, but a quiet place where even the sound of water flow can be heard. The howling wild wind dissipates with Heathcliff's soul. As a yeoman, Heathcliff's death is inevitable, which is the historical trend of the development of British capital society.

### **5.1. The yeoman class: A self-contradictory group**

Although it seems to outsiders that Heathcliff has indeed achieved great success, and got back at those who bullied him, Heathcliff himself has not been happy from this "cruel" act. He feels lonely all the time, and his soul is tortured. The essence of this storm is tragedy.

Heathcliff thought that as long as he became a ruler like the Earnshaw family and the Linton family, he could then have freedom, liberation, and happiness, but he forgot that his soul and spirit still belonged to the original group of farmers. After carrying out the violent revolution and acquiring capital assets, Heathcliff can enjoy the lifestyle of the Linton family he admired before. He can roam in the wilderness anytime and anywhere without suffering from labor. He can also break into Thrushcross Grange and enjoy the alone time with Catherine without obstruction. However, not only is he not happy, but becomes more and more cruel and alienated. This is because his "soul" does not actually belong to the world of capitalist landowners<sup>[6]</sup>. All he wanted was for the yeoman group to obtain real liberation and freedom. He retaliates against others and tortures himself at the same time, because although he "struggled" all the way to the top of this enclosed small society, he is full of negative intentions and hostility, because he becomes the capitalist landowner who exploited others that he hated and resented back then<sup>[7]</sup>. However, he cannot help himself and has no way of escaping this strange paradox. At first, when Heathcliff swept everything recklessly like a storm, he got the pleasure of retaliating against the upper class, but this "happiness" was built upon torturing and bringing pain to others (enslaving Hareton and Isabella, etc.). At this time, he had fallen into the trap of bourgeois rule. The more pain Heathcliff felt and the more happiness and pleasure he

needs, the more others are oppressed and exploited. In fact, this is not his original intention, but the essence of his social identity-capitalist landowner. His soul is still the former yeoman who only yearned for land and freedom, and also the proletarian who does not want to see a society full of exploitation and oppression after leaving. Therefore, the happiness at this time exacerbates his inner pain. In this way, while oppressing others, the oppressor Heathcliff also traps himself.

Heathcliff thought that after he becomes a capitalist landowner, he would be happy after destroying all the people and things that brought him pain, but he ignored one of the most important facts: the bourgeois concept of happiness stems from selfish egoism. This view of happiness puts individual happiness in a supreme and sacred position, and holds that only individual happiness is “concrete,” “real” and “cared for themselves” and the collective happiness emphasized by the proletariat is “empty” and “abstract.” The bourgeoisie emphasizes individual happiness to the point of “self-solipsism,” and regards individual happiness and collective happiness as incompatible things, which is a result of their nature of their class, which is self-centered. Because the bourgeoisie (such as the Lintons who live a happy life) knew from their own experience of exploiting others that in order to extract profits to the greatest extent and meet their insatiable selfish desires, they must not only exploit the surplus labor value created by the proletariat by every means, but also try to overthrow their competitors (Heathcliff was not allowed to enter Thrushcross Grange). Heathcliff’s nature determines that what he essentially wants is a peaceful and harmonious society without oppression. This personal happiness built on exploiting others conflicts with his nature.

After Heathcliff sweeps the world like a storm, he becomes a capitalist landowner with assets. He destroys everything with the powerful force of the roaring wind and brings pain upon others. But at the same time, his heart is also suffering and tortured.

## **5.2. No way out for repeating the same pattern of ruling**

After Heathcliff acquires the assets, he destroys everything like a tornado, wantonly bullies and abuses others, and followed the footsteps of the bourgeoisie. He does not think paving a characteristic way like modern China. The result of mechanical application is only failure.

When the dragon slayer becomes a dragon, the identities of the two opposing sides are also exchanges. The oppressed side will never be silent. On the surface, the Earnshaw family and the Linton family seems more and more afraid of the wind that unexpectedly accumulated great power, which makes Heathcliff naively think he has won and that he represents the historical power of progress and uses the way of capital rule to destroy Wuthering Heights and Thrushcross Grange. However, in actual fact, just like Heathcliff at the beginning, they are not willing to succumb to this storm. Everyone is resisting and rebelling in their own ways. Edgar, who is gentle and elegant, does not hesitate to use force to drive Heathcliff out of Thrushcross Grange; Hindley attacks him with a knife and a live pistol, even though himself is seriously injured; Linton fights against his father in order to protect Little Catherine; Isabella tries her best to escape from the bleak and windy Wuthering Heights and takes her children to settle in the south... The storm caused by Heathcliff only hurt the surface, and did not overturn and change their materialistic nature and spiritual ideology. His way of resistance and revenge is no different from the oppression of the Lintons at the beginning, and this old road has been proved to be useless as early as Heathcliff himself was exploited, thus the fate and status of the yeoman class will not be promoted or improved.

Although the wind can suddenly have strong power, it is disorderly and uncontrollable, just like Heathcliff’s revenge. After having capital, he obtains the ability to overthrow the bourgeois rule, but he is narrow-minded and conservative, lacks the sense of innovation, and does not plan a correct and scientific road, which leads him to failure. Of course, this is not to say that the capitalist method cannot be used for reference, but the yeomen must pick and choose wisely. The yeoman class must not copy it completely. They must take a revolutionary road with their own characteristics combined with the actual situation. Just

like the revolutionary history of modern China, repeated failures made China's proletariat understand that the way for national salvation and national rejuvenation is not the self-help of the feudal ruling class in developing the industry, the improvement and reform to preserve the feudal system, or the capitalist road of relying on and following the west. The Chinese people need to find a new way out that is suitable for themselves. After the Soviet Russian October Revolution brought Marxism Leninism to China, the Chinese proletariat carefully summarized the experience and lessons of the revolution and walked out of a democratic revolution road different from the Russian style, in line with China's national conditions and with distinctive Chinese characteristics - the road of encircling the city with the country and seizing power by armed force, so that China's peasant class can achieve real freedom and liberation. In the past, China copied and imitated others. Chinese people were confused and frustrated, they failed and got back on their feet again and again. Finally, China walked out of the road of success of socialism with Chinese characteristics. Finally, we walked out of the road of success of socialism with Chinese characteristics." One of the most important reasons for the success of the Chinese revolutionary road is to unswervingly adhere to the two words Chinese characteristics. Similarly, if Heathcliff wants to truly realize the happiness, freedom, and liberation of the peasant class, he must give up his rigid thinking choose a characteristic method of resistance and rebellion in line with the reality of Wuthering Heights and Thrushcross Grange.

It is not feasible to destroy everything indiscriminately just like the roaring wild wind. Heathcliff needs to learn to control the power of the wind and make it take shape, so that its power can be manifested when needed.

### **5.3. Fatal defect of the yeoman class**

As a matter of fact, Heathcliff's misunderstanding of personal happiness and using the old ways might be because he has not been educated. The lack of knowledge prevents him from having a deeper understanding of the hypocrisy of the bourgeoisie and the disadvantages of capitalism, which is caused by the limitations of the yeoman group itself.

As mentioned above, Heathcliff's social role is self-contradictory, in which it is economically advanced but culturally backward. The purpose of his creation of this identity is to restore his love for Catherine and to live a free life in the wilderness again. He is persistent in an absolute individual value belonging to the past and increasingly mysterious. Therefore, to a certain extent, what he really believes in is "backward and primitive." Becoming a "tyrant" with destructive power is not the life that Heathcliff essentially craves. He only wants to be as unrestrained and wild as the primitive wind wandering in the wilderness at the beginning of the story. However, without education and proper knowledge, Heathcliff can only be like an uncontrolled hurricane, have no regards towards anything, with no powerful scientific weapons, without clear goals and directions, and can only frantically and blindly exploit and oppress others; he does not know how to set targets, does not use the resources around him, and is not good at taking more effective ways. Heathcliff's failure is inevitable. He believes that the individual freedom and liberation can be truly realized by the brutal "overthrow and destruction" of the upper aristocracy and the bourgeoisie. However, in the capital society, this freedom and liberation is only an illusion, which needs to be integrated with the spiritual value to realize its real value.

Heathcliff's failure reflects the limitations of the traditional yeoman class. He naively believes that he is oppressed and exploited because of the lack of assets and real estate. As long as he has strong economic support, he can overthrow class rule and oppression, but he does not realize that what he needs most is ideological transformation and theoretical guidance. It is impossible to successfully liberate the yeoman class by defeating the bourgeoisie in a bourgeoisie way. This is the cultural limitation of the traditional yeoman class. The scientific theoretical guidance and practical revolutionary program are what the owner farmers like Heathcliff lack when they carried out the revolution. They fail to study previous revolutions

scientifically and use these experiences to guide their revolution, which is caused by their short-sightedness and lack of knowledge and technology. In the era of knowledge-based economy under the industrial revolution, the yeoman class needs not only economic weapons, but also cultural and spiritual weapons. It is necessary to transform from the traditional peasant class to the knowledge working class, so as to break their own class limitations.

More importantly, it is precisely because of the lack of knowledge and culture that yeomen like Heathcliff do not realize that there is something wrong with the system itself, but only see the exploitation by the upper class. Therefore, in essence, what they oppose is only class oppression, not the capitalism itself. Of course, there is no problem in opposing injustice and oppression, but in capitalism, the result of many class struggles is only “regime change.” Just like Heathcliff, after destroying the Earnshaw family and the Linton family, his exploitation and oppression of others are no different from Linton’s, and Heathcliff who has not been educated cannot realize that this is caused by the system itself, and there is no effective way to overthrow this system, so he can only continue to be the hated capitalist landowner.

Lack of knowledge is the class limitation of the yeoman group, and it is this short-sightedness and occlusion hampers them from using scientific theories to guide the revolution, put forward practical revolutionary programs, and realize that capitalist society itself is the root of the oppression and abuse of the peasant class.

#### **5.4. Inevitable result of bourgeoisie’s crazy counterattack**

The continuous development of capitalism has brought about the modernization of industry and agriculture [8]. The backward and conservative traditional yeoman group have increasingly shown various disadvantages in the process of agricultural modernization and hindered social development. The yeoman group, which is scattered and short of funds and mainly relies on family labor for farming, has rejected any possibility of adopting modern agricultural improvement measures. What the increasingly prosperous capital society needs is large-scale animal husbandry and progressive application of science. The small-scale peasant model of intensive cultivation and self-sufficiency based on individual families obviously does not meet the requirements (Heathcliff still works personally every day and forces Hareton and Joseph to feed horses and chop firewood). Capitalist farming, which replace small-scale farmers’ production, have the advantages of intensive management, high productivity, and strong competitiveness, such as mechanization, professional division of labor and labor cooperation, capital construction of infrastructure, etc. In this case, the demise of the yeomanry class is inevitable [9]. As primitive and naturalized as the wind of the wasteland, the choice of this group will either disappear or be assimilated. Therefore, the small-scale peasant society and economy began transforming thoroughly, and more and more yeomen were divided into agricultural capitalists and hired workers. The term “yeomen” is now no longer applicable to rural areas in England.

Emily Brontë was also obviously keenly aware of the changes in social conditions. At the end of the novel, the way the marriage between Heathcliff and Catherine’s second generation Hareton and Little Catherine was written has a profound political symbolic significance. She thinks that the old yeoman class is in urgent need of education and transformation in view of the mechanization and large-scale industrial era, which have severely squeezed the yeoman class, so as to better adapt to the development of the capitalist era. As implied in the novel, Little Catherine undertakes the task of “correction” and “guidance” in her contact with Hareton: teaching Hareton to read and guiding him to study, and Hareton’s reckless impulse of a petty bourgeois, this yeoman became gentle and soft under the influence of the gentle gentry class. As a symbol of Heathcliff, Hareton’s yeoman class background is nourished by the elegant charm symbolized by Thrushcross Grange and is eventually annexed by Thrushcross Grange. The yeoman class is no longer an influential group, but a force eliminated by history.

Heathcliff's demise and Hareton's compromise reflect the social features of the British capital society in transition, where urbanization and industrialization are advancing by leaps and bounds, the interests of the bourgeoisie are constantly expanding and the living space of the yeoman class is constantly being squeezed. As an outdated class in the capitalist society, the yeoman group is gradually disappearing and withdrawing from the stage of history. As implied by the practice of Hareton and little Catherine in the novel replacing the gooseberry bushes in the villa that are not afraid of weather and frost with the flowers that are unable to stand any breeze, this is the victory of capitalists over yeomen, and it is also an irresistible trend in the British society with the prosperity and development of capitalism.

## **6. Reflection triggered by the lost wind**

From the yeoman who yearn for land and freedom, to the proletariat who firmly believes in violent revolution, and then to the cruel and alienated capitalist landowners, Heathcliff, who comes from the moors, roars through Wuthering Heights and Thrushcross Grange like a gust of wind with great destructive power. He seems to have the power to overthrow and break everything. However, due to his own ideological and cultural limitations and failure to adapt to the development of the times in time for transformation and change, this wind from the moors is fleeting, and is finally eliminated and assimilated by the upper class, resulting in a failed class struggle. However, there is nothing wrong with failure, rather, it is important to reflect and change.

This vanishing wind is not only a metaphysical force rooted in a specific era and region, but also the eternal topic of human society: the resistance and liberation of the peasant class. Although the development of human destiny has entered a new era, there are still many oppressed peasants in the world. The reality of oppression of yeomen in the capital society reflected in Wuthering Heights have not been improved. Although the yeoman group in the novel has disappeared, there are still many yeomen in the world. According to statistics, almost all the cultivated land in Japan is managed by family farms, 90.4% of more than 170000 farms in Australia are managed by yeomen, and the total number of family farms in the United States accounts for 95% of the total number of farms. Even Britain, which is regarded as a typical example of capitalist farming system, has not completely eliminated the yeomen<sup>[10]</sup>. Not every "Hareton" can meet "little Catherine," nor can every "Heathcliff" get unexpected wealth. Most farmers just struggle to survive and endure oppression and exploitation. Therefore, it is important to think about how to realize real liberation.

### **6.1. Importance of scientific theory**

First of all, the yeomen like Heathcliff should not only rely on economic weapons to realize a revolution, but also need ideological and spiritual changes. They should learn to use scientific theories to guide their actions. The execution of a major event needs to be led by a scientific theory or ideological public opinion, otherwise there will be misunderstanding and loss of direction. It is not enough for the yeomen or farmers to only have the courage to sweep everything like Heathcliff without the guidance of scientific theories. Blind practice often results in lesser achievement with more effort, or even failure, which is as described in the in the novel, hurting others and oneself. The peasant class itself is inevitably narrow-minded, conservative, selfish, and greedy, just as Heathcliff who could not accept that Hareton who has the same origin as him ending up living a peaceful and happy life; he disdains Edgar's care and concern for Catherine; even if Hindley and Edgar were dead, he still wants to revenge their next generation; greedily seizing all their property, and still following the past, traditional and backward way of thinking, hence living a rough and dull life... These characteristics determine that the peasant class has some fatal weaknesses cannot be overcome, and what is needed to overcome these weaknesses is ideological change and the guidance of a scientific theory.



Revolutionary practice and class struggle need the guidance of scientific theory. Only in this way can look through the layers, study clearly the economic status and attitude towards the revolution of all classes, and make a correct judgment on the situation of the challenges in a revolution. Thus, we can distinguish right from wrong, draw a clear distinction between ourselves and the enemy, clarify the direction, and formulate the correct course, policy, and strategy. Blindly sweeping and destroying everything like Heathcliff will eventually lead to the failure of the revolution. No matter how powerful the wind is, if it lacks guidance and clear direction, it can only cause superficial damage and pain, and cannot change the essence and core of the system. If the yeomen can accept and consciously use Marxist views and methods to analyze and solve problems, they will be able to overcome all forces and win the revolution.

Of course, Heathcliff's failure is not meaningless. It is precisely because of more and more Heathcliff's revolutionary practice that a series of scientific revolutionary theories were born, which in turn guide the revolutionary practice, so that more and more proletariat realized the revolution and achieved freedom and liberation.

In the middle of the 19th century, the period where Heathcliff lived, many proletariat came together to respond to the reactionary violence of the ruling class in a violent way. Although most of their revolutionary practices ended in failure, they made theorists realize the importance of revolutionary practice and gave birth to the scientific theories of revolutionaries such as Marx and Engels' proletarian revolutionary theory. Before the birth of Marx's theory of violent revolution, there were some rudiments of scientific socialism in the three major labor movements in Europe. These proletariat put forward clear political propositions. For example, the workers in Lyon, France put forward the slogan of "Give me liberty or give me death." The British proletariat demanded universal suffrage and the political right to manage the country on the basis of democracy. Workers in Silesia, Germany, clearly put forward the battle slogan of "opposing the society with private ownership." The proposition of these slogans shows that the goal of the struggle of the working class is not limited to economic interests, but to overthrow the capitalist system and realize the complete liberation of the working class, therefore showing the political nature of the workers' movement. At the same time, they took the form of armed uprising. The content of the struggle of the "three major workers' movements" was not limited to the economic fields such as improving living and working conditions, but gradually developed from economic struggles to political struggles, in which the proletariat abandoned the traditional struggle methods such as destroying machines and factories, and began to adopt a new struggle methods like political strike, demonstration, and armed uprising. Besides, many "Heathcliffs" united, no longer fighting alone, and their organization was significantly improved. In order to meet the needs of the fierce struggle, the proletariat began to establish political organizations, such as the Four Seasons Society in France (1837), the League of the Just in Germany (1834), the Charter National Association in Britain (1840), etc. they provided strong organizational support for the proletarian struggle and improved the effectiveness of the proletarian struggle. The "three major workers' movements" show that the proletariat has established themselves as an independent political force in history. Their revolutionary practice has laid a class foundation for the emergence of scientific socialism, and their ideological innovation: political struggle, armed uprising and alliance organization are also the basis for the birth of Marx's theory of violent revolution and boosted the publication of *The Communist Manifesto*.

On the contrary, scientific theory plays an important guiding role in revolutionary practice and can guide the proletariat to the ultimate victory. For example, Marx's scientific socialism analyzes the relationship between social class and class opposition from the economic reality, studies the class and class struggle in history from the perspective of historical materialism, reveals the ideas of proletarian revolution in relation to capitalist production, deeply analyzes the reasons for the failure of the three labor movements, and points out the development direction and scientific methods for the proletariat. It is under the guidance of Marxism that China's new democratic revolution, Russia's October Revolution and other proletarian

struggles can win and embark on the road of national rejuvenation.

## 6.2. Superiority of socialism

Secondly, to realize the class liberation and the freedom of all mankind, we need to understand the scientific meaning of “liberation and freedom of human beings.” In *Das Kapital*, Marx clearly explains that the true freedom of human existence and development can only be in the field of material production, the realm of natural necessity, the producers of socialized people unite to control the production process of material means of life, so as to become the conscious and real master of nature, which is the freedom in the sense of human survival <sup>[11]</sup>. On this basis, the development of human ability has further become the purpose of human activities, which is freedom in the sense of human development. From this point of view, the liberation and freedom of human beings is to liberate from the bondage of natural necessity, and to become the real master of society and create their own history. Hence, it is clear that developing social productive forces and creating material and spiritual wealth to meet the growing needs of all social members are the fundamental way to realize freedom and liberation. In other words, the more productive forces develop, the more freedom people have.

However, with the emergence of private ownership of the means of production, the exploiting class has intensified its oppression and exploitation of the working people to satisfy its infinite desire for “possession” and “enjoyment.” This situation has reached its extreme under the capitalist system. In the developing bourgeois society, as shown in *Wuthering Heights*, the huge social productive forces and the rich social material and spiritual wealth created by taking the hard work of the working people as the source have not become the basis for farmers to enter the realm of freedom. Instead, they have become a new means for the bourgeoisie to satisfy their greed and oppress the working people (the contempt and suppression of Heathcliff by the Linton family). Even though the working people in many capital societies seem to be indulgent and unrestrained, just like Heathcliff running on the moor in the early stage, but this freedom is essentially a superficial, alienated, and formal freedom. In order to satisfy their own greed, the bourgeoisie exploit and consume the material and spiritual wealth (the necessities for human survival and development) by using the huge social productive forces, which bind the peasant class to a slavery-like legal relationship and economic slavery of private ownership, and finally push the working people to the abyss of sufferings. Therefore, in a capitalist society, it is impossible for the working people to realize real freedom and liberation.

In contrast, in a socialist society, the fundamental task is to liberate and develop the productive forces, and public ownership of the means of production is the foundation of the socialist system, which means that the broad masses of working people have equal possession of the means of production, and the ultimate ideal of socialism – communism, to put it bluntly, is the higher labor productivity than capitalism created by united workers who use advanced technology, voluntarily and consciously. Furthermore, the amount of value created by working people with their own labor force will not be occupied by capitalists like the capital society but will be taken from and used for the people, so as to greatly improve people’s material and spiritual cultural level <sup>[12]</sup>. Therefore, the socialist system can ensure people’s liberation and freedom through their own activities, making it a reasonable and superior social system. In other words, socialism is the only way to realize people’s liberation and freedom.

Of course, Heathcliff, who lived in the turbulent era of British society in the early 19th century, is just an uneducated yeoman. It is unrealistic for such an ordinary common civilian or farmer to transcend the times, realize his own weaknesses and limitations, and deeply be aware of the hidden disadvantages and inferiority of the capitalist society. However, the final dissipation of this originally howling wind has sounded an alarm to the wind from the moors with a free, unrestrained and rebellious spirit: The yeomen will never be truly liberated in capitalist countries, thus in my opinion, socialism is the way of true liberation.

Only in socialist countries can the broad masses of people be the masters of society. Commoners are the essence and core of socialist democratic politics. People's democracy is the life of socialism. Only in socialist countries can class liberation and human freedom be truly realized.

### **6.3. Advancement of proletariat**

Only the proletarian liberation and human liberation are an interactive and unified process. The particularity of proletarian liberation determines its consistency with human liberation in essence. From the dimension of simple linear time, it can be considered that the liberation of the proletariat is a stage of human liberation, but this special stage is the condensation and focus of the whole process of human liberation, which in turn proves the unified relationship of the interaction between the two.

The particularity of proletarian liberation is that it contains human liberation in a concentrated form. In the history human liberation, proletarian liberation is different from the previous liberation movements of all classes, but it also contains the positive results of the previous movements. At the same time, the ultimate goal of proletarian liberation is to liberate all mankind, that is, the complete liberation of the proletariat is the realization of the liberation of all mankind. This particularity is somewhat similar to Bergson's concept of continuous time. Compared to the liberation movements in other periods, the proletarian liberation has qualitative differences, but it permeates each other. As a current state, it contains the past and predicts the future.

On one hand, the starting point of proletarian liberation is all the achievements of previous human liberation. Among them, the level of productive forces is the key, which can be understood from two perspectives. First, the proletariat, as the product of the large modern industry, is itself the result of the development of productive forces to a certain extent. Without the formation of the world market and the universal communication and connection between people, the proletariat cannot make full use of all the achievements created by the existing productive forces to form an alliance that breaks through national and regional limitations, so as to realize its own liberation, that is to say, "the proletariat can exist only in the sense of world history." Secondly, the development of modern productive forces has led to increasingly serious contradictions between the capitalist relations of production and modern productive forces. Capitalism has fallen into a crisis that cannot be resolved by itself. Therefore, the "new revolution" carried out by the proletariat can only happen after a new crisis. But the new revolution, like the new crisis, is sure to come. From the perspective of political superstructure, modern countries established by the bourgeoisie has achieved political liberation, freed the country from the shackles of religion, and individuals as citizens have certain political rights, which is an obvious progress compared to the feudal system. Although this bourgeois political liberation has strong limitations, it is the basic premise for the proletariat to further promote political liberation. It can be seen that when the proletarian liberation was at its infant stage, it had already gone through the way of human liberation and absorbed all of its essence. Therefore, proletarian emancipation is a historical proposition which is born on the basis of human liberation.

On the other hand, the completion of proletarian liberation marks the final realization of human liberation. Marx has pointed out more than once that the liberation of the proletariat economically is to completely abolish private ownership and fundamentally eliminate the production relations in which some people occupy the labor of others, so as to realize the self-extinction of class and state politically, the direct unity of individual and society, and everyone can develop freely and comprehensively. Logically, the ideal of human liberation is realistic and universal only when it is implemented to the liberation of all individuals. Therefore, everyone's liberation "is the most effective social form to realize human liberation," and the liberation of all people directly unified with society is what the proletariat liberation is committed to; Historically, "the slavery system of the whole mankind is included in the relationship between workers and production." Capitalist private ownership is its most complete peak. Therefore, only by realizing the

liberation of the proletariat can we completely abolish this slavery system and realize the liberation of everyone, that is, the liberation of all mankind. Therefore, the liberation of the proletariat is the liberation of the class itself. The liberation of the class itself means the liberation of everyone, and this is the liberation of all mankind.

Slave owners, landlords, capitalists, and others obtain their own class liberation on the premise and basis of exploiting other classes. This is not the liberation of all mankind and society. In the feudal society represented by *Wuthering Heights*, slave owners obtained benefits by occupying the physical freedom of slaves, and landlords obtained benefits by partially occupying the body and monopolizing land. Both forms of exploitation obtained benefits by occupying and monopolizing the natural resources (people and land) and obtained the liberation of their own classes. If it does not monopolize natural resources but just man-made things to obtain benefits, then what are man-made things? Of course, it is commodities, factories, and other labor tools. This is the capitalist. The monopoly of capitalists surpasses the first two, no longer relying solely on the monopoly of natural things, but on the monopoly of man-made things to obtain benefits. In the capital society represented by *Thrushcross Grange*, capitalists squeeze the surplus value of the proletariat by monopolizing the means of production, so as to obtain benefits and free the bourgeoisie. The capitalist's target of exploitation is the proletariat, and there is no other. Therefore, the capitalist class and the proletariat are the last system of exploiters and objects of exploitation in human society. Therefore, the liberation of the proletariat means the demise of the last relationship of exploitation. Moreover, the proletariat is naturally the leading class of other exploited people, and it will lead other oppressed classes against all oppressive classes. Therefore, the liberation of the proletariat also means the demise of all exploitative relations in human history. Then, the demise of all exploitative relations means the liberation of all mankind. Therefore, only through liberation of the proletariat can liberation of all mankind be achieved.

## 7. Conclusion

Heathcliff eventually leaves the world one night, calling Catherine's name. The novel tells us that this wind, which represents Heathcliff, will eventually fade away.

Under the rule of capitalism in the west, the lower class of society will never get true democracy, and there will be chaos in state governance. There are many reasons to this, but the fundamental ones are the problems of institutional system, governance mode and values.

The oppression of the lower class in a capitalist society has its profound institutional roots. All along, the struggle of the lower class has been breaking out in the western capitalist countries, and there have been many incidences of social disorder, such as financial crisis, economic stagnation, frequent riots, and so on. Some lower class is also struggling and fighting, but in the end, they all ended in failure. Faced with these social problems, the capitalist countries cannot find a solution to them. Their root lies in the systemic institutional problems of capitalism itself. Different interest groups of the bourgeoisie are at each other's throats, so it is difficult to effectively administer. The essence of the capitalist system is to oppress and squeeze people, and it is impossible to reconcile the contradictions between the lower social strata and capitalism.

Democracy and freedom in capitalist society are based on the possession of wealth. In capitalist countries, the lower class can never have real freedom. Only those who possess wealth will have the right to freedom and democracy. Therefore, the yeomen can only be oppressed forever. There is always a difficult dilemma in the capitalist political system. People can freely (sometimes recklessly) pursue their own interests, even though their opinions may hurt others and may not be in the best interests of the country. The dilemma is that if the government does not allow people to pursue their own interests, it will also cancel their political freedom. When people are in a state of free competition, this game of interests is still

controllable. However, when the power of capital exerts its energy with the help of monopoly, interest groups can overwhelm the freedom of the lower classes with the help of unfettered freedom. That is to say, the political power of the state is always in the hands of a few capitals. These interest groups constantly manipulate the state apparatus, constantly suppress the resistance struggle of the lower classes of society, and infinitely expand their own interests. The lower classes of society do not have enough wealth to accumulate, and they cannot manipulate the state apparatus, so their struggle is bound to fail.

The struggle between interest groups in capitalist countries leads to the shrinking of democratic space in the lower social strata. After the struggle of the lower classes of society, the democracy of capitalist countries did expand gradually in a certain period. However, in many capitalist countries, democracy is only understood as a vote of political power. This not only reduces the democratic rights of the lower class, but also leaves a lot of room for capital manipulation. Capitalist countries are ruled by a few people with wealth and power. The so-called elite, that is, capitalists are the real decision makers of social issues and processes, and “democracy” is actually an illusion to fool the public.

This so-called liberal democratic system has indeed played a role in mediating contradictions within the bourgeoisie in a certain period and within a certain scope, and eased the class struggle to a certain extent. However, because it concealed the essence of bourgeois exploitation, it made the lower class feel that they are accepting exploitation and oppression freely and democratically.

Therefore, the wind in *Wuthering Heights*, no matter how strong and long it blows, will eventually be a vanishing wind.

#### **Disclosure statement**

The author declares no conflict of interest.

#### **References**

- [1] Brontë E, 2019, *Wuthering Heights*, Yilin Publishing House, Nanjing.
- [2] Reed DK, 1989, The Discontents of Civilization in *Wuthering Heights* and *Buddenbrooks*, *Comparative Literature*, 41(3): 209–229.
- [3] Zhang S, Li C, 2011, Research on the Relevant Debates about the Historical Destiny of the Self-Employed Farmer: Also Comment on the Reasons for the Self-Employed Farmer’s Prosperity in Modern Society. *Guihai Analects*, 2011(3): 64–65.
- [4] Zhang X, 2018, From “Human Liberation” to “Community of Human Destiny”: The Evolution of Marxist Outlook on Human Destiny, *Journal of Northwestern University: Philosophy and Social Sciences*, 2018(5): 33–34.
- [5] Eagleton T, 1988, *Myths of Power: A Marxist Study of the Brontës*, Macmillan, Hampshire & London.
- [6] Houghton W, 2007, *The Victorian Frame of Mind, 1830-1870*, Yale University Press, London.
- [7] Kermode F, 1983, *The Classic*, Harvard University Press, Cambridge.
- [8] Leavis FR, 1948, *The Great Tradition*, Doubleday & Company, Inc., New York.
- [9] Peterson J, 2009, The Victorian Governess: Status Incongruence in Family and Society, *Victorian Studies*, 14(1): 7–26.
- [10] Purchase S, 2016, *Key Concepts in Victorian Literature*, Shanghai Foreign Language Education Press, Shanghai.

[11] Marx K, 2007, Das Kapital, Nanhai Publishing Company, Beijing.

[12] Woolf V, 1989, A Room of One's Own, Mariner Books, London.

**Publisher's note**

Bio-Byword Scientific Publishing remains neutral with regard to jurisdictional claims in published maps and institutional affiliations.

# Social Psychology and Mass Communication: Bottlenecks and Breakthroughs of Chinese Dating Shows

**Lexuan Wang\***

Beijing Normal University-Hong Kong Baptist University United International College, Zhuhai 519087, China

\**Corresponding author:* Lexuan Wang, s230234126@mail.uic.edu.cn

**Copyright:** © 2023 Author(s). This is an open-access article distributed under the terms of the Creative Commons Attribution License (CC BY 4.0), permitting distribution and reproduction in any medium, provided the original work is cited.

**Abstract:** Among the films released by major platforms in 2022, datingshows are one of the popular programs on major platforms, and as of July 2022, there were 18 romance variety films including those that have been and are to be broadcasted. This paper used case studies and qualitative research methods to analyze the reasons for the current boom of dating variety shows from the perspective of sociology and communication. This paper also used literature analysis and comparative analysis to summarize the bottlenecks in the development of domestic relationship observation variety shows and propose feasible solutions.

**Keywords:** Dating shows; Mass communication; Social psychology; Variety show production

**Online publication:** February 15, 2023

## 1. Introduction

A romantic relationship involves two people knowing each other, developing mutual feelings, and then establishing and developing a relationship. The existence of romance variety shows (hereinafter referred to as dating shows) can well show the process of two non-celebrity establishing a romantic relationship through various ways. The details like the expressions, body language, and many more are captured by the cameras on set, which is more helpful to the “second scene” (in dating shows, celebrities will be invited to react to the show, and those scenes will be the “second scene”) and the viewers (general audience) in the process of interpreting the situation and the relationships in the show. After the pandemic, dating shows quickly took over the market, and the ratings were impressive, and it has spawned many trending topics on Weibo (Weibo most-searched topics). However, with the launch of various dating shows, the audience got slightly tired of them. Therefore, how to achieve a breakthrough has become an urgent problem for romance variety shows after the pandemic <sup>[1]</sup>.

## 2. Reasons for the success of dating shows

### 2.1. Policy changes and market adjustments

In 2021, the State Administration of Radio, Film, and Television Network Department held a forum on the management of network audio-visual arts programs and personnel, emphasizing the need to continue increasing the effectiveness of the special rectification work of online variety shows, not to broadcast idol-raising programs (a survival show where idol trainees compete to debut in a group), not to broadcast variety entertainment and reality shows in which the children of stars participate, talent shows shall not set up off-

site voting, manipulate votes, and avoid emphasizing on popularity alone and pan-entertainment (hedonic entertainment). So far, domestic talent shows, celebrity parent-child observation programs (variety shows which involves celebrity parents and their children) are suspended. In view of this, dating shows began to take the spotlight, becoming the mainstream type of variety show during the pandemic <sup>[2]</sup>.

Since the pandemic started, the number of romance variety increased year by year, with major platforms launching 21 dating shows in 2020, rising to 27 in 2021; and a total of 18 dating shows broadcasted or to be broadcasted as of July 2022, excluding sequels of previous dating shows. The increase in dating shows reflects the plight of the domestic variety market due to the lack of other types of variety shows due to the new regulations, as well as the huge demand of the current audience market.

## **2.2. Meeting the psychological needs of the audience**

The term “interaction” has many definitions, and Marx and Engels put forward the concept of “spiritual interaction” in *The German Ideology*, that is, “interaction” includes human-to-human communication with objects as the medium, and human-to-human spiritual communication with language as the medium. Modern communication science defines communication as the social relations between people mediated by “information.” This definition of “information” refers to language in a broad sense, which makes the definition of communication highly similar to Marx and Engels’ definition of “spiritual interaction,” which means that interaction and communication are inextricably linked.

The special feature of dating shows is that they limit the objects of information dissemination and amplifies the characteristics of information dissemination through the mechanism, thereby catalyzing the occurrence of information dissemination and enabling the results of information dissemination to be obtained. At the same time, they also satisfy the audience's various psychosocial needs <sup>[3]</sup>.

### **(1) “Fast-food type” romantic relationships**

Dating shows are one of the manifestations of fast-food culture. Fast-food culture is a cultural trend and cultural phenomenon that neglects the building of personal values <sup>[1]</sup>. In the article “Over 70% of Surveyed College Students Want to Learn to Establish a Healthy View of Love Through Dating Shows” in China Youth Daily, 50.89% of surveyed college students treat dating shows as a “love lesson” and want to learn how to establish a correct view of love.

For those who long for a romantic relationship, it is easier to get a more comprehensive view and experience of falling in love by listening to the comments and discussions of the participants (non-celebrity) of the show and other viewers rather experiencing relationships themselves or by observing those around them who are in a relationship. Dating shows have gradually developed in the eyes of young audiences as a “crash course in romance” and a “quick idol drama.” This kind of “fast-food dating” meets the audience’s demand for relationship-related information instantly, through the fragmented information shown on set, to complete their own interpretation and imagination of the relationship.

This phenomenon of relationship building through dating show is also in line with Christian Metz’s mechanism of identification, that is, viewers identify with the world depicted on screen and they can relate to everything that is happening in the show. They are also able to immerse into the show and identify with what the characters see and know. Because of the authenticity of the environment in which the variety show is filmed, viewers identify with the relationships that occur shown on screen, and identify with the information received by the guests, which allow the viewers to further immerse into the show.

### **(2) Love voyeurism**



Christian Metz emphasizes that cinema is a voyeuristic mechanism because of the split between the viewing space and the screen. The essence of all human desire lies in the infinite pursuit of absent objects, and this absent presence of cinema precisely satisfies the potential voyeuristic desire of the viewer. Fetishism is also a voyeuristic mechanism.

In the dating shows, the development of relationships between the participants will be displayed to the audience. Couples in real life do not allow people to observe them because of their personal privacy, and even if they allow it, it puts both parties (the viewer and the couple) in a very awkward situation. Compared to the real couples, the details of a romantic relationship in the dating shows such as arguments, concern, small actions, etc., will be magnified, making it more convenient for the audience to repeatedly observe and analyze. With the split between the viewing space and the screen space, the guests are able to express their personal feelings normally; and at the same time, the show also satisfies the audience's curiosity and voyeurism towards the progression of a relationship without embarrassment, therefore pleasing the audience.

At the same time a second scene is set up to satisfy the audience's curiosity about the celebrity's attitude and opinion towards the behavior and relationship changes of the participants. While the guests (celebrities) are commenting and analyzing the participants, they are indirectly sharing their own view towards love and their life experience, which satisfies the voyeuristic desire of their fans.

### (3) Replacement for actual relationships

When couples emerge from the show (when two participants become a couple), it boosts its ratings, which then generates a large number of couple fans (shipping fans), such as the “Balalaika Energy Couple” in *Love Actually* and the “Summer Heat Couple” in the second season of *Twinkle Love* (hereinafter referred to as *Twinkle Love 2*). The reason why fans ship couples is because it serves as a biological substitute for them, especially when it becomes increasingly difficult to get into romantic relationships <sup>[2]</sup>. In contrast to the long episodes of romance dramas and the changes of fictional characters' emotions, the 10 to 12 episodes of dating shows and real relationships are more likely to satisfy people's need to secrete dopamine and make it easier for them to experience romantic feelings.

The phenomenon of couple shipping can be explained by the “use and satisfaction” theory. In the daily life of viewers, couples have three functions according to the McGuire's study on “use and satisfaction” of the television medium, namely, mind-altering, interpersonal, and self-affirming functions. For example, couple fans are divided into “daughter fans” (fans who perceive the couple as their parents), “mother fans” (fans who perceive the couple as their children), and so on. These perceptions that the viewers have allow them to relate to the characters in the show. The audience's perception allows them to have some kind of relationship with the characters in the program; in terms of self-affirming, single viewers will self-examine based on the information of individual guests, and many viewers who are in a relationship will reflect on their own relationships through the couple that they ship, and adjust their own concepts and behaviors on this basis.

## 2.3. The development of dating show bottleneck

Due to the pandemic, the audience's demand for romance variety has increased, and the bar for dating shows are getting higher and higher, but the current dating show market seems to be affected by many factors, and the development of romance variety has come to a standstill. The author participated in the filming of *Twinkle Love 2*, 2022 as a producer. Therefore, based on the author's own experience and the current state of dating shows, the problems of the development of the romance variety at present are summarized as below.

## 2.4. Homogenization

Dating shows have shown a high degree of homogenization throughout its development, mainly on two aspects: homogenization of content and casting.

In terms of content homogeneity, since the Korean dating show, “Heart Signal” became a hit, many dating shows have adopted the model of “fixed living environment + fixed dating mechanism + fixed way of sharing ideas.” Take *Twinkle Love 2* as an example, three self-contained huts are used as a fixed living environment, and a similar living environment is created through similar interior decoration. The celebrity guests in the observation room will also guess the purpose of the message, which is a form of interacting with the audience in the pop-ups (comment box). This model was loved by the audience in 2020, but with the increase of dating shows, the audience slowly got tired of it, and the ratings were maintained solely by the performance of the participants and conflicts. Therefore, not only was it easy to lose the old viewers attracted by previous programs, but homogeneous content also could not attract new viewers, which eventually led to the decline of the program’s reputation.

In terms of casting homogeneity, popular dating shows chose good-looking elites as participants, with high IQ and income. In the case of *Twinkle Love 2*, the first female participant, Xia Yingge, graduated from Renmin University of China with a double degree in journalism and finance and was guaranteed a place in Fudan University for postgraduate studies; the first male, Wang Zifan, graduated from Wuhan University with a double degree in acting and economics and is a Tencent musician; the rest of the participants also graduated from famous schools, have great achievements or are very good-looking. Such casting is to some extent contrary to the audience’s reasons for watching in the sense that there is a gap between the participant lineup and the audience in terms of social conditions, which easily leads to the audience’s inability to identify with them. Therefore, the show fails to become the audience’s “love meal replacement.” The show then becomes distant from the audience as they cannot resonate with the participants in the show. Sometimes, some personal habits of the guests may even lead to resentment of some viewers. The elite participants will also make the viewers who watch the show for “fast-food dating” feel disconnected and send the wrong message that “only elites can fall in love,” which will easily lead to relationship anxiety among young people <sup>[4]</sup>.

## 2.5. Downfall of guests

In 2022, several participants of dating shows have had downfalls (participants whom their misconduct/scandals were exposed that tarnished their reputation), which led to the suspension and re-editing of the show, resulting in the loss of many viewers. In *Twinkle Love 2*, there was also an incident where a guest was exposed of misconduct, which not only led the footage of the guest in question being removed almost completely, but also led to the show being taken off air and re-edited after the first episode was aired and was re-aired half a month later. The downfall of the participants not only hindered the broadcast of the program, but also caused the production team to receive many malicious comments, saying that the casting director did not select the participants with care, questioning whether the casting director himself had the same moral problems, and many more.

After the downfall of the guest, the show’s PR team did not mediate the situation in time, but instead they allowed the continuous uproar of the public, or relied on other hot searches on the Internet to cover up the issue. This worsened the situation and eventually caused irreversible effects on the show. The inaction of the PR team also led to the disappointment of viewers who were originally attracted to the show by its other participants, resulting in loss of audience.

## 2.6. Poor audience stickiness

As a “fast-food dating” product, it brings information on romantic love in a fragmented form to the audience

instantly, temporarily satisfying their needs. However, it takes time to produce a sequel of the same series, and the gap during preparation period will be filled by other dating shows, resulting in a large audience mobility. If the viewership solely depends on the content of the show, there will be a certain risk of audience loss due to negative word-of-mouth. The first season of *Twinkle Love* was aired in May 2021, then the second season was aired in June 2022. During this period, many new dating shows appeared, such as *Love Actually*, *So in Love*, and many more. In contrast to the good ratings of the first season, the ratings of *Twinkle Love 2* plummeted. Many people complained that *Twinkle Love 2* was not as good as the first season. Besides, *90's Dating Agency* was launched by Bilibili to compete with *Twinkle Love 2*, causing a huge loss in its viewership. Therefore, audience stickiness is also an aspect that needs to be improved in the current dating shows.

### 3. Ways for dating shows to stand out

#### 3.1. Diversity of content

The basic structure of Chinese dating shows is still derived from foreign ones. Original Chinese dating shows like *You are the One*, *Chinese Blind Date*, and *Dating with the Parents* need to make a breakthrough in terms of content, form, and other aspects.

The first step is to reduce the sampling of foreign programs. Shadows of foreign programs can be seen through elements like fixed environment model to travel dating, second scenes, building “love space,” and many others. The stereotypical format from foreign dating shows need to be broken to create original content. The program *Love Discovery Club* has made a great breakthrough in their structure by not inviting celebrities to the second scene, but inviting people who participated dating shows to react to the show, so as to attract the audience to watch the previous dating shows. This format ensures the stability of the audience to a certain extent, and at the same time, viewers can interact through social media platforms, therefore triggering discussion and increasing the popularity of the program.

The second measure is to increase diversity in casting. Dating shows in 2022 has made great progress in this aspect, *So in Love* focuses on people who are single since birth, by showcasing the communication between them and finding out why they have never been in a relationship. This show not only showcase the guests' lack of experience in relationships and the process of trying to get into one, but also act as a representation of the population who are single since birth, interpreting it from many angles such as sociology and psychology to help them take a step further in relationships. *Love Actually* focuses on young couples, including divorcees and those with children. Different groups will have different views on love and ways to cope with it. Therefore, a diversified atmosphere can be created <sup>[3]</sup>.

Lastly, there is an integration of local culture, which we can see in *90's Dating Agency* and *Love Discovery Club*. For example, *90's Dating Agency* is actually a reinterpretation of the “blind date corner” culture, applying the traditional Chinese matchmaking culture with a modern twist, creating a relaxed dating atmosphere for young people, although the blind date process is similar to *You are the One* and other dating programs, but with the addition of the dating activities after the matchmaking, the progression of the relationship is more complete and is closer to the real-life dating. *Love Discovery Club* is closer to young people's hobbies, replacing traditional dating with a script-killing game that young people love, and also introducing board games, attracting board game players to watch the program, therefore giving young people an immersive experience. The integration of multiple cultural activities can expand the scope of audience and attract more viewers, and the audiences will watch dating show for reasons other than seeing their favorite celebrities or guests, and the ratings will be more stable <sup>[5]</sup>.

### 3.2. Strengthen the background check of participants

The reason for the downfall of participants is still mainly due to the lack of detailed background check at the selection stage. However, the casting director is also subject to various restrictions during the background check and cannot obtain all their information.

To ensure that the program does not get affected by a participant's downfall, on one hand, we need to know as much as possible about them, not only based on a basic interview, but also from people around them like their colleagues, friends, classmates, family members, and more. In this way, more can be known about the participants from people who know them personally. At the same time, the participants' social accounts should be analyzed and evaluated in depth to reduce the possibility of the appearance of controversial remarks. On the other hand, the production team should also sign a contract with the participant to add relevant regulations to protect the production team's own interests. For example, the contract signed can be supplemented with Article 500 of the Civil Code on liability for contracting negligence, which emphasizes that the parties shall be liable toward any losses if they intentionally conceal important facts related to the contract, or provide false information, or act contrary to the principle of good faith during the negotiation stage, causing losses to the other party.

### 3.3. Enhance program interactivity and user stickiness

Pre-launch activities and after-sales service can be carried out to create a buzz at the beginning of the show and continues after the show ends,

Besides, interactive platforms were created like setting up couple prediction voting, participant prediction voting, and other platforms to generate more hot topics and create more buzz, so that viewers can have the feeling of "I chose the participants" and "I chose the couple" when the show starts, therefore increasing user stickiness.

In terms of spin-offs, *The Little Thing Called Love* and *Workplace Newcomers*, for example, are spin-offs brought by Love Comprehensive Collection by Tencent and Heartwarming Offer by Mango TV, respectively. These two variety shows targets viewers who have watched the original dating show where the participants were from, these two shows are also highly popular. However, there is still room for improvement for these two spin-offs. However, *The Little Thing Called Love* was aired half a year after *Love Actually* ended, so it is not easy to create a buzz again as the couples created in dating shows are easily forgettable. The content of *Workplace Newcomers* deviates from its original program, making viewers feel out of place. Therefore, in order to maintain a high level of popularity, a spin-off of the same type can be aired right after the original program is finished, so that the audience of the original program can enjoy the spin-offs, which is like a fan service, to satisfy the curiosity of the audience and enhance user stickiness, and at the same time act as a warm-up for the sequels, so that the program can maintain a stable level of popularity<sup>[6]</sup>.

## 4. Conclusion

The current romance variety shows are proliferating, and the market is becoming increasingly competitive. Therefore, dating shows need to step up their game in many aspects such as content production, publicity and distribution, casting, and many more. There is still homogenization in terms of casting and content, and the major problem of guest downfalls and poor user stickiness Chinese dating shows need to overcome these difficulties, and fulfill the demands for dating shows through ways like good casting, publicity, and public relations work, to create diverse, user sticky, high-quality dating shows.

### Disclosure statement

The author declares no conflict of interest.

## References

- [1] The State Administration of Radio and Television Network Audio-Visual Program Management Department, 2021, Network Department of the State Administration of Radio, Film and Television Held a Symposium on the Management of Network Audio-Visual Arts Programs and Personnel, [http://www.nrta.gov.cn/art/2021/9/10/art\\_114\\_57851.html](http://www.nrta.gov.cn/art/2021/9/10/art_114_57851.html), viewed December 11, 2022.
- [2] Su L, 2022, The “Love Variety” Accelerates the Internal Volume, 2022 Variety “Flavor of Gunpowder” are Focused on Love?, QQ.com, viewed December 11, 2022, <https://new.qq.com/rain/a/20220316A0CGM800>
- [3] Guo Q, 2011, Introduction to Communication Science, People’s University of China Press, Beijing.
- [4] Luo X, Cheng S, Peng X, 2022, Over 70% of College Students Surveyed Hope to Establish A Healthy View of Love Through Love Synthesis Study. China Youth Daily, May 13, 2022, <https://www.chinanews.com.cn/sh/2022/05-13/9753344.shtml>, viewed December 11, 2022.
- [5] Lee P, 2022, Couple: Love Meal Replacement?, Economic Observer, August 8, 2022, viewed December 11, 2022, <https://view.inews.qq.com/wxn/20220803A0ANGC00?>
- [6] Cao L, 2021, Tencent Video’s “Half-Mature Lovers” Starts Broadcasting, Restores Contemporary Urban Men and Women’s Marriage Samples, People’s Daily, December 30, 2021, viewed December 11, 2022, <https://wap.peopleapp.com/article/6435239/6320494>

### Publisher’s note

Bio-Byword Scientific Publishing remains neutral with regard to jurisdictional claims in published maps and institutional affiliations.

# Enterprise Organization Management Research and Practical Application

Dandan Zhao, Yukun Sang, Jitao Guo\*

Nanjing Agricultural University Basic Construction Office, Nanjing 210095, China

\*Corresponding author: Jitao Guo, 505723961@qq.com

**Copyright:** © 2023 Author(s). This is an open-access article distributed under the terms of the Creative Commons Attribution License (CC BY 4.0), permitting distribution and reproduction in any medium, provided the original work is cited.

**Abstract:** This paper takes the development department of Nanjing Agricultural University as the research object for organization management research. Using organizational culture and values as the driving force, and based on the establishment model of employer brand, this paper proposes talent management and development policies and sorts out the existing organizational culture and values of the department. Besides, this paper also explains theoretical concepts and methodological paths that can be applied to an organization. Then, the methods of establishing the organizational culture and values of the department are explained by relating the experience of teachers and students to the experience of employees. Strategies are then proposed to attract, select, train, and retain top talents, and strive for the realization of the strategic goals of the school.

**Keywords:** Organizational culture; Values; Driving force; Employer brand establishment; Talent; Strategic objectives

**Online publication:** February 15, 2023

## 1. Introduction

The success of any enterprise is inseparable from an outstanding corporate culture and excellent human resource management. Excellent corporate culture and corporate values can bring good experience to customers and employees of the company, thereby bringing profits to the company. Starting from the concept of organizational culture, this article covers the main human resource frameworks, tools, and strategies in applying them in company management and operation more effectively. Human resource management is crucial to the development of an enterprise and contributes to the long-term success of the company through the effective management of employees and the training and support of talents to achieve the development goals of the company at all stages. The difficulty lies in knowing which aspects of corporate culture need to be improved first, and using relevant tools and strategies to influence the company's human resource management and help optimize the company's human resource management. This article discusses about corporate organizational culture, values, customer experience, employee experience, etc., and how to establish an excellent corporate culture and the most suitable human resource management strategy for the development of the company, so as to establish a company that employees are willing to work for.

## 2. Concepts and research results related to organizational culture

### 2.1. Culture

Culture is something that a group of people come together to create. It is the sum of values, behaviors, attitudes, and traditions. When values, culture and strategy are aligned, investors invest, employees engage,

and customers buy. People, and the wider community, develop a sense of trust in the company. Culture is intangible and not something that can be easily inspired. Culture must permeate every policy, every employee, every moment, and every strategy.

## 2.2. Organizational culture

Organizational culture is the glue that holds the entire group together, motivating employees to serve the company wholeheartedly and fulfill their obligations <sup>[1]</sup> (**Figure 1**).

## 2.3. Values

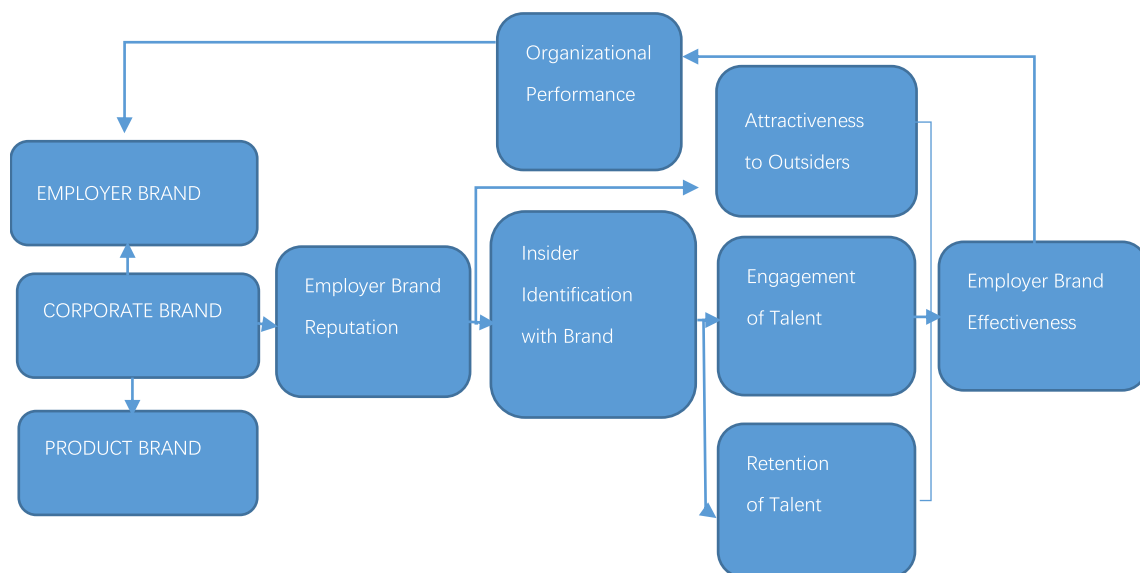
The Golden Circle Theory of “why” we exist is so-called value. Customer experience is the core of a business: Customer experience includes the actions, reactions, outcomes, and feelings customers have about an organization and its brand. An effective customer experience strategy should be integrated across an organization for profitability. The goal of being customer-centric should be firmly established, and the responsibilities of each functional department should be outlined in the firm of written documents.

## 2.4. Business

Business must state its purpose, values, and culture. A positive culture attracts and retains talent, enhances employee engagement, and impacts employee well-being and customer service effectiveness. In addition, it can also promote the confidence of relevant stakeholders such as potential customers and investors in the company <sup>[2]</sup>.

## 2.5. Employer branding

“Employer branding” is a human resource management strategy, and elements of employer branding include attracting outsiders and recruiting and retaining talent <sup>[3]</sup>.



**Figure 1.** Organizational culture

## 3. Current status of the department

The development department of Nanjing University is responsible for the planning and development of the campus. Its main task is to ensure the realization of the school’s strategic goals, serve the teachers and

students, and provide them with an environment for learning, research, living, and communication. Currently, this department assigns employees according to their job titles and job levels. Divided into several standard groups, promote, and carry out various tasks according to rules and regulations and work procedures.

There is no formation and construction of the mission of the department and a clear organizational culture and values, and no assessment and evaluation system and training mechanism to improve the ability of employees. The employee's work experience is not based on the employee's perspectives and needs [4-5].

#### **4. Strategy and path research**

##### **4.1. Determining the goals, beliefs and principles, and establish the culture of the department**

At present, the core values of the department are relatively vague, the awareness of organizational culture is not strong, and no concerted efforts have been made. The evaluation is based on the completion of various project tasks. Below are the ideas, strategies, and paths that can be applied according to the situation of the company

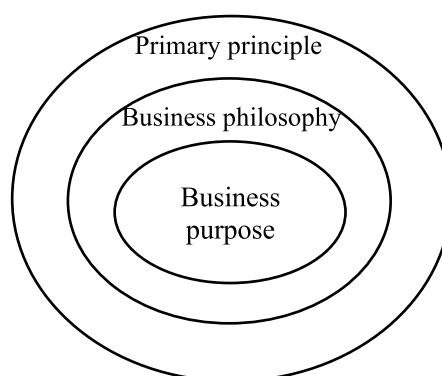
##### **4.2. Identifying goals, beliefs, and principles**

Strategic goals and vision should be established, focusing on identity and behavior, and an organizational culture of values should be established. The organization should have a healthy culture with strategies developed are always moving forward with the established goals.

People are the greatest wealth and the key to success. Each of us needs to develop a sense of dignity, pride, and satisfaction in what we do. The satisfaction of teachers and students depends on the combined efforts of everyone. Therefore, we must work together and respect each other's contribution and importance, because only in this way can we become the most effective team.

Behavior: Persevering in the midst of adversities and striving to treat others as ourselves.

Guiding Principle: To make every decision based on a clear understanding and belief about what the organization does, and achieve its goals. Besides, it is important to ensure full participation of the members of the organization in the process of uncovering and defining its core culture (**Figure 2**).



**Figure 2.** Core culture



#### **4.3. Human resource strategy**

Organizations should learn about and develop the culture, and most importantly, apply it. “Talent is the competitive advantage,” thus employees should be respected, so that a proactive and capable workforce can be built.

Each building and environment are our product, and the satisfaction of teachers and students is the goal of customer experience.

#### **4.4. Establishing the image of the department**

Considering employer branding as a strategic concept, excellent quality of human resource management is a huge driver of good service delivery <sup>[6]</sup>.

The first step is to define a clear vision. All team members should be aware of the importance of department image.

The second step is to develop a clear internal engagement plan. A clear department vision should also be created, which includes how the department plans to achieve that goal, and how employees can contribute to realizing it.

The third step is to create a communication plan. This should not only create an internal communications plan, but also an external shared communications plan.

The fourth step is the formulation and application of the employer brand. It all has to start with a commitment from the senior leadership team.

From a business to employers and customers, all these elements are intertwined and interrelated. Employer branding is about how employees are treated within the company. Employees should be treated like customers. The idea behind it is to get employees to praise the company as a great place to work. It is important that the three brand propositions of a company are intertwined and interrelated. This means that the value proposition put forward by the enterprise is reflected by the actions of any person at any time and at any level. It is very important for a company to retain talents, so a talent management and development policy should be implemented. “An enterprise should reach a certain tacit understanding with the heart and mind of each employee. The most successful enterprises in this regard are those enterprises that share the same vision and values with their employees” <sup>[7]</sup>.

##### **(1) Attract high-quality employees**

The higher the quality of the employees, the better the performance and efficiency of distributing and completing tasks, which accelerates the development of the company. When the company is efficient, the employees will be better benefited. This results in a higher brand awareness of the enterprise and competitiveness, and a greater room for development. Otherwise, the development of the enterprise will be restricted, causing the enterprise to fail. Therefore, the quality of employees greatly affects the development of enterprises.

##### **(2) Motivating employees**

Employees who are satisfied tend to perform better and stay longer in the company. Most workers hope to achieve three goals in their work: respect (salary, benefits and job security), fulfillment (proud of one's work, accomplishments, and employers) and camaraderie (building good, productive relationships with co-workers)

##### **(3) Retaining talents**

Talents are the lifeblood of an enterprise's development and the most important asset of an enterprise. A reasonable salary and career development opportunities, along with a good staff training system should be provided to retain the staff. Besides, talents should be given enough respect, and power should be decentralized appropriately.

#### **4.5. Making the satisfaction of teachers and students as the core of the department**

Customer experience is the core of an organization's competitiveness. What is a good business? Where do outstanding market leaders come from? The answer is all in customer experience. Incumbents need to compete with emerging organizations that are not only nimbler but also built with customer experience in mind. Businesses must recognize this change and quickly adapt to customers' growing expectations to deliver an experience that meets their requirements. Companies that ignore this fundamental change will quickly lose their market and fail.

#### **4.6. Integrating effective teacher-student experience strategies throughout the organization**

The goal of prioritizing the satisfaction of teachers and students should be established, and implement the responsibilities of each functional department into written documents. Steps to establishing a positive customer experience is as follows:

- (1) Setting the vision
- (2) Refocusing the internal dialogue and organizational culture
- (3) Performing an audit to quantify the following:
  - (a) What is the current state of the department?
  - (b) What are the factors that improves customer experience?
  - (c) What are the factors that affect customer experience?
- (4) Developing a customer experience strategy
- (5) Clearly defining and articulating customer ownership
- (6) Clearly defining each system project, including data integration
- (7) Start listening to teachers and students
- (8) Testing and learning from experience
- (9) Optimizing and sharing the results

#### **4.7. Creating employee experience goals**

To formulate a long-term strategic thinking and planning, it is not enough to just to meet the goals of the enterprise, and more energy should be devoted to the most valuable asset of the enterprise, which is the employees. The employee experience should address employee needs, foster the desired organizational culture, and be aligned with departmental goals (**Figure 3**).



**Figure 3.** Ideal characteristics of senior talents

- (1) Recruitment: The company should keep up with the latest recruitment methods, guide job seekers to express their thoughts by asking questions, and attract senior talents who are consistent with the organizational values (**Figure 3**) <sup>[4]</sup>.
- (2) Before joining the company: Before admission, it is necessary to evaluate whether the candidate's personal values are in line with the company's philosophy
- (3) Entry (entry training and initial training): Training should be given to new employees regarding the company's values, normative standards, and ideal corporate behavior.
- (4) Salary and benefits.
- (5) Continuous learning and development: The company should provide a variety of training programs.
- (6) Professionalism, communication, and community participation should be encouraged in the company.
- (7) Reward and commendation: Employees who perform well should be commended to carry forward the company's values.
- (8) Performance planning, feedback, and appraisal: Employees perform well should be rewarded, and diversity and inclusion, and value loyalty should be encouraged.
- (9) Progression: A culture that empowers employees should be created.
- (10) Properly handle matters related to retirement, termination of labor service relationship or resignation of employees <sup>[8]</sup>.

#### **4.8. Diversification of corporate culture**

From a practical point of view, collectivist employees should be encouraged to develop a more assertive attitude. This is because employees at higher positions will need to make decisions. To increase the assertiveness of collectivist employees, group meetings should be held where participants collectively agree to accept decision-making power and agree to use it in a variety of situations. As part of this process, department leaders can participate collaboratively in these kick-off meetings so that all employees know that the department approves of this. Ultimately, this aims to reduce the employees' anxiety about making major decisions.

The cultivation of loyalty, mutual respect, and emotional superior-subordinate relationships should be strengthened without compromising professional ethics.

The company's culture must be demonstrated in practice by leaders in their work. Therefore, leaders should actively communicate with their subordinates and be a good example. In addition, the right behaviors need to be displayed to breed the fruits of success. Leadership plays an important role in shaping and sustaining departmental culture. If the executives themselves cannot adhere to the corporate culture, they will be incompetent at work because of serious conflicts with the departmental culture. Therefore, when hiring top management personnel, these executives should not only have the necessary skills, but also must have the ability to integrate into the company culture <sup>[9-10]</sup>.

## 5. Conclusion

In this paper relevant theories of organizational culture, values, customer experience, and employee experience, and referring to cases of excellent corporate organizations with a good cultural atmosphere (positive/profitable) were studied. The interlinkages and the importance of establishing a value-driven organizational culture to achieve strategic goals and success were analyzed <sup>[9]</sup>. Identifying and evaluating personal values, and the challenges associated with establishing a culture and values within an organization, how to evaluate/measure organizational culture, and how to develop values based on that culture.

Therefore, the tools to create a good company culture should be further studied, and the challenges of organizational classification, national culture, individualism, and collectivism faced by our unit should be analyzed. Discussing diverse elements can lead to more imaginative ideas, stimulate discussions, and the production of highly creative solutions.

Besides, it is encouraged the proposed theoretical concepts and methodological paths into an organization. It is important to unify the company values and improve customer experience through improving employee experience. This is crucial in leading and improving the productivity of the department and is a great guidance to personal thoughts and actions.

## Disclosure statement

The authors declare no conflict of interest.

## References

- [1] Amis J, Slack T, Hinings CR, 2002, Values and Organizational Change. *Journal of Applied Behavioral Science*, 38(4): 436–466.
- [2] The UK Financial Reporting Council, 2010, UK Corporate Governance Standards, viewed January 18, 2023
- [3] Osman-Gani AM, Hashim J, Ismail Y, 2010, Effects of Religiosity, Spirituality, and Personal Values on Employee Performance: A Conceptual Analysis. *Proceedings of the 9th International Conference of the Academy of HRD (Asia Chapter)*, 11–14.
- [4] Gehrels SA, de Looij J, 2011, Employer Branding: A New Approach for the Hospitality Industry. *Research in Hospitality Management*, 1(1): 43–52.
- [5] Garlick R, 2010, Do Happy Employees Really Mean Happy Customers? Or is There More to the Equation?. *Cornell Hospitality Quarterly*, 51(3): 304–307.
- [6] Arena M, Hines S, Golden J, 2023, The Three Cs for Cultivating Organizational Culture in a Hybrid World. *Organizational Dynamics*, 2023: 100958.
- [7] Mashlah S, 2015, The Role of People's Personal Values in the Workplace. *International Journal of*

Management and Applied Science, 1(9): 158–164.

- [8] Schuler R, Jackson S, 1987, Linking Competitive Strategies with HRM Practices. *The Academy of Management Executive*, 1(3): 207–219.
- [9] Van den Berg PT, Wilderom CP, 2004, Defining, Measuring, and Comparing Organisational Cultures. *Applied Psychology*, 53(4): 570–582.
- [10] Abramson NR, Moran RT, 2017, *Managing Cultural Differences: Global Leadership for the 21st Century*, Routledge, London.

**Publisher's note**

Bio-Byword Scientific Publishing remains neutral with regard to jurisdictional claims in published maps and institutional affiliations.

## Author Guidelines

Before your submission, please check that your manuscript has been prepared in accordance to the step-by-step instructions for submitting a manuscript to our online submission system. We recommend that you keep this page open for your reference as you move through the submission process.

If there are any differences in author guidelines between the print and online version, it is recommended that authors refer to the online version for use.

### Manuscript Format

*Scientific and Social Research* accepts manuscript that is in MS Word or LaTeX format. All manuscripts must be written in clear, comprehensible English. Both American and British English are acceptable. Usage of non-English words should be kept to a minimum and all must be italicized (except for e.g. and i.e.) If you have concerns about the level of English in your submission, please ensure that it is proofread before submission by a native English speaker or a scientific editing service.

### Cover letter

All submissions for *Scientific and Social Research* should include a cover letter as a separate file. A cover letter should contain a brief explanation of what was previously known, the conceptual advancement with the findings and its significance to broad readership. The cover letter is confidential and will be read only by the editors. It will not be seen by reviewers.

### Title

The title should capture the conceptual significance for a broad audience. The title should not be more than 50 words and should be able to give readers an overall view of the paper's significance. Titles should avoid using uncommon jargons, abbreviations and punctuation.

### List of Authors

The names of authors must be spelled out rather than set in initials with their affiliations footnoted. Authors should be listed according to the extent of their contribution, with the major contributor listed first. All corresponding authors (maximum 2) should be identified with an asterisk. Affiliations should contain the following core information: department, institution, city, state, postal code, and country. For contact, email address of only one corresponding author is expected within the manuscript. Please note that all authors must see and approve the final version of the manuscript before submitting.

## **Abstract**

Articles must include an abstract containing a maximum of 200 words. The purpose of abstract is to provide sufficient information for a reader to choose either to proceed to the full text of the article. After the abstract, please give 3-8 key words; please avoid using the same words as those already used in the title.

## **Section Headings**

Please number all section headings, subheadings and sub-subheadings. Use boldface to identify major headings (e.g. **1**, **2**, **3**, etc.) and subheadings (e.g. **1.1**, **1.2**, **2.1**, **2.2** etc.) For the sub-subheadings, please distinguish it further using non-boldface numbers in parenthesis (e.g. (1), (2), (3), etc.)

## **Introduction**

Introduction should provide a background that gives a broad readership an overall outlook of the field and the research performed. It tackles a problem and states its importance regarding the significance of the study. Introduction can conclude with a brief statement of the aim of the work and a comment about whether that aim was achieved.

## **Materials and Methods**

This section provides the general experimental design and methodologies used. The aim is to provide enough detail to for other investigators to fully replicate your results. It is also required to facilitate better understanding of the results obtained. Protocols and procedures for new methods must be included in detail to reproduce the experiments.

## **Ethics**

Ethics information, including IACUC permit numbers and/or IRB name, if applicable. This information should be included in a subheading labelled "Ethics Statement" in the "Methods" section of your manuscript file, in as much detail as possible.

## **Results**

This section can be divided into subheadings. This section focuses on the results of the experiments performed.

## **Discussion**

This section should provide the significance of the results and identify the impact of the research in a broader context. It should not be redundant or similar to the content of the results section.

## **Conclusion**

Please use the conclusion section for interpretation only, and not to summarize information already presented in the text or abstract.

## **Conflict of Interest**

All authors are required to declare all activities that have the potential to be deemed as a source of competing interest in relations to their submitted manuscript. Examples of such activities could include personal or work-related relationships, events, etc. Authors who have nothing to declare are encouraged to add "No conflict of interest was reported by all authors" in this section.

## **Funding**

Authors should declare all financial and non-financial support that have the potential to be deemed as a source of competing interest in relations to their submitted manuscript in this section. Financial supports are generally in the form of grants, royalties, consulting fees and more. Examples of non-financial support could include the following: externally-supplied equipments/biological sources, writing assistance, administrative support, contributions from non-authors etc.

## **Appendix**

This section is optional and is for all materials (e.g. advanced technical details) that has been excluded from the main text but remain essential to readers in understanding the manuscripts. This section is not for supplementary figures. Authors are advised to refer to the section on ‘Supplementary figures’ for such submissions.

## **Text**

The text of the manuscript should be in Microsoft Word or Latex. The length of the manuscript cannot be more than 50000 characters (inclusive of spaces) or approximately 7000 words.

## **Nomenclature for genes and proteins**

This journal aims to reach researchers all over the globe. Hence, for both reviewers’ and readers’ ease in comprehension, authors are highly encouraged to use the appropriate gene and protein nomenclature. Authors may prefer to utilize resources such as <http://www.ncbi.nlm.nih.gov/gene>

## **Figures**

Authors should include all figures into the manuscript and submit it as 1 file in the OJS system. Reference to the “Instructions for Typesetting manuscript” is strongly encouraged. Figures include photographs, scanned images, graphs, charts and schematic diagrams. Figures submitted should avoid unnecessary decorative effects (e.g. 3D graphs) as well as be minimally processed (e.g. changes in



brightness and contrast applied uniformly for the entire figure). It should also be set against a white background. Please remember to label all figures (e.g. axis etc.) and add in captions (below the figure) as required. These captions should be numbered (e.g. **Figure 1**, **Figure 2**, etc.) in boldface. All figures must have a brief title (also known as caption) that describes the entire figure without citing specific panels, followed by a legend defined as description of each panel. Please identify each panel with uppercase letters in parenthesis (e.g. A, B, C, etc.)

The preferred file formats for any separately submitted figure(s) are TIFF or JPEG. All figures should be legible in print form and of optimal resolution. Optimal resolutions preferred are 300 dots per inch for RGB coloured, 600 dots per inch for greyscale and 1200 dots per inch for line art. Although there are no file size limitation imposed, authors are highly encouraged to compress their figures to an ideal size without unduly affecting legibility and resolution of figures. This will also speed up the process of uploading in the submission system if necessary.

The Editor-in-Chief and Publisher reserve the right to request from author(s) the high-resolution files and unprocessed data and metadata files should the need arise at any point after manuscript submission for reasons such as production, evaluation or other purposes. The file name should allow for ease in identifying the associated manuscript submitted.

## Tables, lists and equations

Tables, lists and equations must be submitted together with the manuscript. Likewise, lists and equations should be properly aligned and its meaning clear to readers. Tables created using Microsoft Word table function are preferred. Place each table in your manuscript file right after the paragraph in which it is first cited. Do not submit your tables in separate files. The tables should include a concise but sufficiently explanatory title at the top. Vertical lines should not be used to separate columns. Leave some extra space between the columns instead. All tables should be based on three horizontal lines to separate the caption, header and body. A few additional horizontal lines MAY be included as needed (example below). Any explanations essential to the understanding of the table should be given in footnotes at the bottom of the table. SI units should be used.

## Supplementary information

This section is optional and contains all materials and figures that have been excluded from the entire manuscript. This information are relevant to the manuscript but remains non-essential to readers' understanding of the manuscript's main content. All supplementary information should be submitted as a separate file in Step 4 during submission. Please ensure the names of such files contain 'suppl. info'.

## In-text citations

Reference citations in the text should be numbered consecutively in superscript square brackets. Some examples:

1. Negotiation research spans many disciplines <sup>[3, 4]</sup>.
2. This result was later contradicted by Becker and Seligman <sup>[5]</sup>.
3. This effect has been widely studied <sup>[1–3, 7]</sup>.

Personal communications and unpublished works can only be used in the main text of the submission and are not to be placed in the Reference section. Authors are advised to limit such usage to the minimum. They should also be easily identifiable by stating the authors and year of such unpublished works or personal communications and the word 'Unpublished' in parenthesis.

E.g. (Smith J, 2000, Unpublished)

## References

This section is compulsory and should be placed at the end of all manuscripts. Do not use footnotes or endnotes as a substitute for a reference list. The list of references should only include works that are cited in the text and that have been published or accepted for publication. Personal communications and unpublished works should be excluded from this section.

For references in reference list, all authors must be stated. Authors referenced are listed with their surname followed by their initials. All references should be numbered (e.g. 1. 2. 3. etc.) and sequenced according to the order it appears as an in-text citation. References should follow the following pattern: Author(s) followed by year of publication, title of publication, full journal name in italics, volume number, issue number in parenthesis, page range and lastly the DOI (if applicable). If the referred article has more than three authors, list only the first three authors and abbreviate the remaining authors to italicized 'et al.' (meaning: "and others").

## Journal

*Journal article (print) with one to three authors*

[1] Yao Y., Xia B. Application of Phase Frequency Feature Group Delay Algorithm in Database Differential Access. *Computer Simulation*, 2014, 31(12): 238-241.

*Journal article (print) with more than three authors*

[2] Gamelin F.X., Baquet G., Berthoin S., et al. Effect of high intensity intermittent training on heart rate variability in prepubescent children. *European Journal of Applied Physiology*, 2009, 105: 731–738.

*Journal article (online) with one to three authors*

[3] Jackson D., Firtko A., Edenborough M. Personal resilience as a strategy for surviving and thriving in the face of workplace adversity: a literature review. *Journal of Advanced Nursing*, 2009, 60(1): 1–9,

*Journal article (online) with more than three authors*

[4] Hargreave M., Jensen A., Nielsen T.S.S., et al. Maternal use of fertility drugs and risk of cancer in children—A nationwide population-based cohort study in Denmark. *International Journal of Cancer*, 2015, 136(8): 1931–1939.

## **Book**

### *Book with one to three authors*

[5] Schneider Z., Whitehead D., Elliott D. Nursing and midwifery research: methods and appraisal for evidence-based practice. 3rd edn. 2009, Elsevier Australia, Marrickville, NSW.

### *Book with more than three authors*

[6] Davis M., Charles L., Curry M.J., et al. Challenging spatial norms. 2013, Routledge, London.

### *Chapter or Article in Book*

[7] Knowles M.S. Independent study. In Using learning contracts. 1986, Jossey-Bass, San Francisco, 89–96.

## **Others**

### *Proceedings of meetings and symposiums, conference papers*

[8] Chang S.S., Liaw L. and Ruppenhofer J. (eds). Proceedings of the twenty-fifth annual meeting of the Berkeley Linguistics Society, February 12–15, 1999: general session and parasession on loan word phenomena. 2000, Berkeley Linguistics Society, Berkeley.

### *Conference proceedings (from electronic database)*

[9] Bukowski R.M. Prognostic factors for survival in metastatic renal cell carcinoma: update 2008. Innovations and challenges in renal cancer: proceedings of the third Cambridge conference. Cancer, 2009, 115 (10): 2273, viewed 19 May 2009, Academic OneFile database.

### *Online Document with author names*

[10] Este J., Warren C., Connor L., et al. Life in the clickstream: the future of journalism, Media Entertainment and Arts Alliance, 2008. viewed 27 May 2009, [http://www.alliance.org.au/documents/foj\\_report\\_final.pdf](http://www.alliance.org.au/documents/foj_report_final.pdf)

### *Online Document without author name*

[11] Developing an argument n.d., viewed March 30 2009, [http://web.princeton.edu/sites/writing/Writing\\_Center/WCWritingResources.htm](http://web.princeton.edu/sites/writing/Writing_Center/WCWritingResources.htm)

### *Thesis/Dissertation*

[12] Gale L. The relationship between leadership and employee empowerment for successful total quality management. 2000, University of Western Sydney.

### *Standard*

[13] Standards Australia Online. Glass in buildings: selection and installation. AS 1288–2006. 2006, SAI Global database.

### *Government Report*

[14] National Commission of Audit. Report to the Commonwealth Government, Australian Government Publishing Service, 1996, Canberra.

*Government report (online)*

[15] Department of Health and Ageing. Ageing and aged care in Australia, 2008, viewed 10 November 2008, <http://www.health.gov.au/internet/main/publishing.nsf/Content/ageing>

*No author*

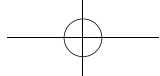
[16] Guide to agricultural meteorological practices. 2nd edn, Secretariat of the World Meteorological Organization, 2010, Geneva.

Note: When referencing an entry from a dictionary or an encyclopedia with no author there is no requirement to include the source in the reference list. In these cases, only cite the title and year of the source in-text. For an authored dictionary/encyclopedia, treat the source as an authored book.

## **Submission Preparation Checklist**

As part of the submission process, authors are required to check off their submission's compliance with all of the following items, and submissions may be returned to authors that do not adhere to these guidelines.

1. The submission has not been previously published, nor is it before another journal for consideration (or an explanation has been provided in Comments to the Editor).
2. The submission file is in OpenOffice, Microsoft Word, RTF, or WordPerfect document file format.
3. Where available, URLs for the references have been provided.
4. The text is single-spaced; uses a 12-point font; employs italics, rather than underlining (except with URL addresses); and all illustrations, figures, and tables are placed within the text at the appropriate points, rather than at the end.
5. The text adheres to the stylistic and bibliographic requirements outlined in the Author Guidelines, which is found in About the Journal.
6. If submitting to a peer-reviewed section of the journal, the instructions in Ensuring a Blind Review have been followed.



## Integrated Services Platform of International Scientific Cooperation

Innoscience Research (Malaysia), which is global market oriented, was founded in 2016. Innoscience Research focuses on services based on scientific research. By cooperating with universities and scientific institutes all over the world, it performs medical researches to benefit human beings and promotes the interdisciplinary and international exchanges among researchers.

Innoscience Research covers biology, chemistry, physics and many other disciplines. It mainly focuses on the improvement of human health. It aims to promote the cooperation, exploration and exchange among researchers from different countries. By establishing platforms, Innoscience integrates the demands from different fields to realize the combination of clinical research and basic research and to accelerate and deepen the international scientific cooperation.

### Cooperation Mode



Clinical Workers



In-service Doctors



Foreign Researchers



Hospital



University



Scientific institutions



# OUR JOURNALS



The *Journal of Architectural Research and Development* is an international peer-reviewed and open access journal which is devoted to establish a bridge between theory and practice in the fields of architectural and design research, urban planning and built environment research.

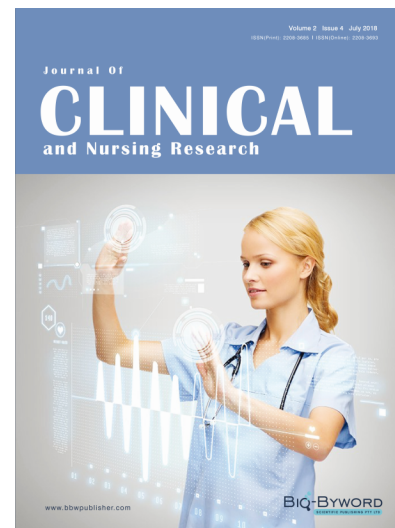
Topics covered but not limited to:

- Architectural design
- Architectural technology, including new technologies and energy saving technologies
- Architectural practice
- Urban planning
- Impacts of architecture on environment

*Journal of Clinical and Nursing Research (JCNr)* is an international, peer reviewed and open access journal that seeks to promote the development and exchange of knowledge which is directly relevant to all clinical and nursing research and practice. Articles which explore the meaning, prevention, treatment, outcome and impact of a high standard clinical and nursing practice and discipline are encouraged to be submitted as original article, review, case report, short communication and letters.

Topics covered by not limited to:

- Development of clinical and nursing research, evaluation, evidence-based practice and scientific enquiry
- Patients and family experiences of health care
- Clinical and nursing research to enhance patient safety and reduce harm to patients
- Ethics
- Clinical and Nursing history
- Medicine



*Journal of Electronic Research and Application* is an international, peer-reviewed and open access journal which publishes original articles, reviews, short communications, case studies and letters in the field of electronic research and application.

Topics covered but not limited to:

- Automation
- Circuit Analysis and Application
- Electric and Electronic Measurement Systems
- Electrical Engineering
- Electronic Materials
- Electronics and Communications Engineering
- Power Systems and Power Electronics
- Signal Processing
- Telecommunications Engineering
- Wireless and Mobile Communication

