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Teaching Research of Mechanical Design Course in Vocational Colleges

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Abstract: The Mechanical Design course plays an important role in the education system of mechanical majors. It provides students with the necessary theoretical knowledge and practical skills of mechanical majors, and has an important role in promoting students' professionalism and employability. The purpose of this study is to explore and provide useful ideas and suggestions to improve teaching quality of Mechanical Design courses in vocational colleges and universities, with the goal of promoting the development of vocational education. The research team firstly elaborates the research results of the previous scholars, and then puts forward six targeted suggestions to improve the teaching quality of the Mechanical Design course in view of the existing problems in the teaching of the Mechanical Design course.

Keywords: Teaching; Mechanical Design course; Vocational college; Vocational education

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1. Introduction

Vocational education is crucial for promoting economic growth and productivity, and addressing skills shortages. It provides individuals with practical, hands-on training and equips them with the necessary skills and knowledge to succeed in their chosen careers. Vocational education is also an essential component of workforce development strategies and a key driver of economic and social progress ^[1]. The quality of teaching in vocational education is directly determined by the teaching methods, which have been extensively examined by vocational education professionals ^[2].

Mechanical design is a core course in mechanical engineering, which plays an important role in cultivating students' practical operation ability and engineering literacy. However, there are some problems in the traditional teaching mode of Mechanical Design course, such as the content of teaching materials being too theoretical, the lack of guidance for practical situations, which means the needs of engineering practice are not met. Traditional classroom teaching generally adopts a "fill in the blanks" mode, which makes students lose interest in the course. Therefore, it is imperative to reform the teaching of Mechanical Design courses.

In this paper, we put forward some innovative teaching methods on the basis of exploring the teaching reform of Mechanical Design course. Firstly, the research results of the previous scholars and the existing problems in teaching are analyzed. Secondly, six targeted suggestions are put forward to improve the teaching quality of Mechanical Design courses. The teaching reform of Mechanical Design course is a complex and long-term process, which requires the joint efforts of teachers and students in order to

continuously explore suitable teaching methods and modes.

2. Research status

Much research has been carried out on teaching of Mechanical Design course. Wei ^[3] studied the analysis of teaching design and implementation of online Mechanical Design course under the outcome-based education perspective. He designed the teaching from three aspects: training objectives, teaching methods, and evaluation system; and he constructed the teaching implementation plan of the online Mechanical Design course. Chen ^[4] studied the project-based teaching of Mechanical Design Foundation course. He analyzed the status quo of the course Mechanical Design Fundamentals and adopted project-based teaching. Du ^[5] carried out ideological and political teaching of Solid Works Mechanical Design course based on the Conceive Design Implement Operate (CDIO) concept. He found that the educational concept was effective, and the project-based teaching method not only stimulated students' interest in learning, but also improved students' abilities in terms of 3D design and engineering skills. Zhou ^[6] discussed the teaching design of basic Mechanical Design course integrated with "curriculum ideology and politics." He proposed a strategy to stimulate students' enthusiasm and sense of responsibility for learning and strengthen students' national sentiment through the comparison of history and the current situation in China and abroad. Zhang ^[7] studied the reform of Mechanical Design curriculum design of first-class majors. He explored the reform in three aspects: teaching organization, teaching methods, and grading. Lin ^[8] studied the reform and practice of ideological and political teaching of Mechanical Design course. He believes that we should pay attention to the integration of critical thinking and politics before, during and after the class, so as to teach the professional knowledge of the course while guiding students' ideology and morality. Zhang ^[9] studied the new teaching mode of basic Mechanical Design courses based on the concept of "curriculum ideology and politics." He believes that integrating the ideological and political ideas into the teaching system of Mechanical Design course will resolve some of the problems in the teaching of Mechanical Design course.

3. Problems Faced

Mechanical Design is a professional technical basic course that pays attention to both theory and practice. If students cannot master this course, they will not be competent for their future jobs. Therefore, on the basis of previous research, this paper puts forward six problems in the teaching of Mechanical Design course.

3.1. Outdated teaching materials

The course materials Mechanical Design of some vocational institutions are relatively outdated, in which the content is not in line with the current industrial applications and market demand. As the technology in the field of Mechanical Design is developing rapidly, if teaching materials does not keep up needs of the industry, the knowledge students learn will be outdated.

3.2. Insufficient practical teaching

Mechanical Design is a course that requires practical operation and experimental verification, but some vocational colleges lack advanced laboratory equipment and a suitable environment for practical lessons. As a result, students are unable to master the practical application of Mechanical Design.

3.3. Teachers' level is not high

The teachers of Mechanical Design courses in some vocational colleges are subpar, and they lack industry experience and advanced technical knowledge. Therefore, they cannot provide students with comprehensive and practical Mechanical Design knowledge and skills.

3.4. Lack of interdisciplinary integration

Mechanical Design involves a combination of physics, materials science, computer science, and other multidisciplinary knowledge for comprehensive application. However, some vocational colleges lack interdisciplinary curriculum and integrated teaching content, thus the students cannot be provided with comprehensive Mechanical Design knowledge and application capabilities.

3.5. Lack of innovation education

Mechanical Design requires a certain degree of innovative thinking and ability, but some vocational colleges and universities lack innovative education and are unable to cultivate students' innovation skills, which may lead to students not having the ability to solve practical problems.

3.6. Quality of students varies

The quality of students in Mechanical Design courses in vocational colleges varies. Some students are not motivated to learn, and they only listen to lectures passively. These students also often lack interest in the field of Mechanical Design, and find it difficult to devote themselves to learning. Some students have only been spoon-fed by their teachers, so their learning effect is poor.

4. Specific suggestions

The innovation of teaching method of Mechanical Design course in vocational colleges is important to improve students' practical application ability and innovation skills, and to cultivate professional skill talents who are highly adaptable. Therefore, this paper puts forward six suggestions for the reform of the Mechanical Design course.

4.1. Combination of practice and theory

Mechanical Design is a very practical course, students need to master skills through practical operation while learning theoretical knowledge. Teachers can organize experiments, internships, competitions, and other forms of practical activities, so that students can apply theoretical knowledge to practical operations and cultivate their practical skills. Teachers can also allow students to participate in Mechanical Design projects, so as to exercise their hands-on and teamwork skills.

4.2. Project-based teaching

Mechanical Design is a very practical subject, and project-based teaching can make students learn and master the relevant knowledge and skills of Mechanical Design. Project-based teaching simulates real Mechanical Design scenarios, so students can better understand the workflow and related technology of Mechanical Design. In addition, project-based teaching can also stimulate students' innovative thinking and creativity, so that they can better explore the application of Mechanical Design. Teachers can select suitable projects for teaching according to students' interests, so that students can practice in real projects to better master the knowledge in the Mechanical Design course.

4.3. Diversification of course contents

There are many knowledge points in the Mechanical Design course, so teachers can classify and integrate the course contents according to students' needs and interests, and provide diversified teaching resources to enhance their students' interest in learning. For example, teachers can use teaching videos, online courses and other teaching methods to meet their students' needs according to their learning progress. Teachers can introduce digital teaching tools, such as virtual simulation and digital design, to motivate students to learn and produce good learning results. Through digital design software, students can understand the principles

and applications of Mechanical Design in a more intuitive way.

4.4. Cooperative group learning

Group assignments and presentations are effective teaching methods to encourage students to learn actively. On one hand, these methods increase the interaction and cooperation among students and makes them participate more actively in the classroom. On the other hand, students will be encouraged to ask questions think critically. In this way, they will be able to understand the principles and applications of Mechanical Design more deeply. Therefore, teachers can assign group projects to their students, so as to cultivate students' teamwork spirit and innovation ability.

4.5. Build a channel learning platform

With the continuous development of science and technology, the teaching software of Mechanical Design is also constantly developing and updating. Teachers should keep up with the latest teaching software and equipment, and integrate them into teaching. Therefore, it is necessary to build an online teaching platform where teachers can provide students with online teaching resources and real-time interactive functions, which can help students better learn and understand Mechanical Design knowledge. At the same time, teachers should regularly open online Q&A to encourage students to ask questions. In addition, an online teaching platform also allows the use of modern teaching methods such as virtual simulation experiments, so that students can understand the principles of large machinery and equipment operation more intuitively, and apply them to practical problems more flexibly, so that students can master the most knowledge with the least amount of time.

4.6. Guide students to participate in skills competition

By participating in Mechanical Design skills competition, students can experience the charm of Mechanical Design, and their enthusiasm and interest in learning will be stimulated, making them more motivated to learn. Mechanical Design skills competitions helps in improving practical skills and requires participants to complete Mechanical Design and manufacturing tasks within a specified time frame. The contestants will need to utilize their practical skills, keep exploring and experimenting, and improve their overall quality in practical operations. Teachers can also integrate the content of Mechanical Design competitions into classroom teaching. This is because on one hand, it can stimulate the students' interest and curiosity in learning; on the other hand, it can make students understand the importance of Mechanical Design course and enhance their learning motivation.

5. Results

In recent years, with the continuous progress of science and technology and the rapid development of industry, the knowledge in the field of Mechanical Design has been enriched and deepened. In view of this, the requirements for cultivating qualified Mechanical Design talents have also been increasing. The traditional teaching methods of Mechanical Design course can no longer meet the current needs of students, so it is imperative to reform the teaching of Mechanical Design course. In this paper, on the basis of exploring the reform of Mechanical Design course teaching, some innovative teaching methods and teaching means are proposed. This article can act as a reference for the teaching innovation of frontline teachers.

6. Conclusion

It is of great significance to reform the teaching of Mechanical Design course to cultivate Mechanical Design talents. Teachers must be innovative in their teaching methods. Besides, teachers should consider

the actual situation of students and characteristics of the course to improve the teaching of Mechanical Design. Only by adopting new teaching methods can students' learning interest and innovation skills be stimulated, and more excellent Mechanical Design talents can be cultivated.

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Author contributions

M.L. conceived the idea of the study and wrote the first draft. X.Z. revised the format of the article.

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Problems and Countermeasures in the Cultivation of Students' Innovation Skills in Vocational Colleges from the Perspective of Skills Competition

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Abstract: The cultivation of students' innovation skills in vocational colleges is of paramount importance in preparing them to excel in the everchanging and competitive world. However, there are several challenges that impede the development of students' innovation skills. This paper addresses these challenges from the perspective of skills competition and proposes practical countermeasures. These suggestions includes incorporating skills competition into the curriculum, provision of teacher training on innovation skills, encouraging industry partnerships, and fostering a culture of innovation within vocational colleges. Through the implementation of these measures, an environment that nurtures students' practical abilities, creativity, and innovation skills can be created. This research contributes to the existing body of knowledge on innovation education in vocational colleges and offers practical strategies for enhancing the cultivation of students' innovation ability.

Keywords: Students' innovation ability; Skills competition; Vocational colleges; Teaching

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1. Introduction

The issue of cultivating students' innovation skills is of great significance in this fast-paced world, particularly in vocational colleges^[1,2]. Innovation skills equip students with the requisite skills and mindset to tackle complex problems, adapt to technological advancements, and contribute to economic growth. Nevertheless, there are several challenges in the cultivation of students' innovation skills in vocational colleges that hinder the nurturing of future talents^[3,4]. This paper aims to shed light on the problems encountered in the cultivation of students' innovation ability in vocational colleges and propose viable countermeasures from the perspective of skills competition. By analyzing the existing research in this domain (**Section 2**), we can identify gaps and limitations in the current understanding. Through an in-depth exploration of the challenges faced (**Section 3**), we can gain a better understanding of the root causes and underlying issues that hinder the development of students' innovation skills.

Building upon these findings, this paper presents a series of practical recommendations (**Section 4**) to address the identified problems. These suggestions primarily revolve around incorporating skills competition into the curriculum, providing teacher training on innovation skills, encouraging industry partnerships, and fostering a culture of innovation within vocational colleges. These proposed measures aim to create an environment conducive to students' development of their innovation abilities and to inspire

their motivation for innovation. By undertaking this research and presenting its results and conclusions (**Section 5**), we aspire to contribute to the ongoing discourse on the cultivation of students' innovation ability in vocational colleges. The findings of this study act as reference for educational policymakers, administrators, and educators in designing effective strategies and practices that enhance the innovation skills of students in vocational colleges, ultimately benefiting both the students and society.

2. Research status

The cultivation of students' innovation ability has garnered considerable attention in the field of education, with researchers recognizing its paramount importance in preparing students for the demands of the modern workforce. Extensive studies have explored diverse approaches and strategies to foster innovation ability, focusing on various educational contexts, including vocational colleges. Qi ^[5] argued that vocational skills competitions can enhance students' practical abilities by adjusting teaching content and reforming teaching methods. Similarly, Wan ^[6] suggested that building a reasonable teaching system and creating new teaching evaluation methods can effectively promote the development of higher vocational education through skills competitions. Wang ^[7] found that skills competitions significantly improve students' employability in higher education institutions and enhances their teamwork skills, highlighting the importance of these competitions for students' career prospects. Liu ^[8] analyzed the benefits of participating in agricultural products quality and safety testing competitions in promoting the teaching level of agricultural products quality and safety testing, emphasizing the role of these competitions in improving the quality of teaching. Meanwhile, Li ^[9] explored the improvement of teaching methods in secondary vocational schools, using parts mapping and computer-aided design drawing competitions as an example. Li suggested ways to integrate relevant content into the teaching curriculum to enhance students' practical abilities and improve the quality of teaching. Wu ^[10] analyzed the role of skills competitions in advancing the metalworking internship curriculum, which enhances students' understanding of the course content and exercises their practical skills. Lastly, Wan ^[11] discussed the key technologies of the modern electrical control system skills competition and shared strategies for achieving favorable results, highlighting the importance of technological innovation in these competitions.

In short, previous research underscores the significance of cultivating students' innovation skills in vocational colleges and highlights the potential of skills competition as a way to achieve this objective. However, further investigation is needed to comprehensively understand the challenges faced and develop targeted countermeasures. This paper aims to contribute to the existing body of knowledge by addressing these problems and offering specific countermeasures to enhance the cultivation of students' innovation skills in vocational colleges.

3. Problems faced

3.1. Lack of practical teaching

In vocational colleges, there exists a pervasive inclination to prioritize theoretical knowledge over practical skills in the curriculum. This emphasis on theory often leads to a dearth of hands-on experiences and practical application of knowledge. Consequently, the students' innovation skills may remain underdeveloped as they miss out on opportunities to apply theoretical concepts in real-world contexts and acquire practical problem-solving skills.

3.2. Inadequate teacher training

A considerable number of vocational college teachers lack the necessary training and opportunities for professional development to effectively teach innovation skills. While they may possess expertise in specific technical domains, they may not possess the pedagogical knowledge and instructional strategies

required to foster students' innovation ability. The absence of appropriate training impedes teachers' capacity to guide and mentor students effectively, thereby limiting their ability to cultivate innovation skills.

3.3. Insufficient industry cooperation

Vocational colleges often encounter challenges in establishing robust ties and collaborations with industry partners. This lack of cooperation from the industry hinders students' exposure to real-world problems, cutting-edge technologies, and industry practices. Without meaningful involvement from the industry, students may not fully comprehend the demands and requirements of the job market, leading to a misalignment between their innovation skills and the practical needs of industries.

3.4. Limited student motivation

A significant number of vocational college students may lack motivation to develop their innovation skills due to various factors. Some students possess a limited understanding of the importance of innovation in their future careers, viewing it as a secondary skill compared to technical expertise. Additionally, a lack of confidence in their own abilities or a fear of failure can impede their motivation to engage in innovative activities. This limited motivation poses a substantial challenge to fostering students' innovation skills in vocational colleges.

In the subsequent sections (**Section 4**), we will present specific recommendations to address each of these problems, aiming to provide effective countermeasures for the cultivation of students' innovation skills in vocational colleges. By addressing these challenges, we can create an environment that nurtures and enhances students' innovation capacity, preparing them to be adaptable and creative professionals in the ever-changing world.

4. Targeted suggestions

4.1. Incorporating skills competition into the curriculum

To address the lack of practical teaching in vocational colleges, it is crucial to actively incorporate skills competition into the curriculum. By integrating these competitions, students will have the opportunity to engage in hands-on experiences, apply theoretical knowledge to real-world problems, and develop their practical abilities. Skills competition serves as a platform for students to showcase their innovative projects, gaining recognition for their achievements and motivating them to excel in their innovation endeavors.

4.2. Providing teacher training on innovation skills

To overcome the challenge of inadequate teacher training, vocational colleges should prioritize comprehensive professional development programs for their educators. These training initiatives should focus on equipping teachers with the necessary knowledge and pedagogical strategies to effectively guide students in developing innovation skills. Specifically, teachers should receive training on fostering a creative and supportive learning environment, integrating innovative teaching methodologies, and providing constructive feedback to students.

4.3. Encouraging industry partnerships

Vocational colleges to actively seek partnerships with industries in order to address the issue of insufficient industry cooperation. Collaborations with industry partners offer valuable benefits to students, including exposure to real-world problems, access to industry experts, and opportunities for internships or practical projects. By forging strong ties with industries, vocational colleges can ensure that students' innovation abilities align with the current and future needs of the job market, thereby enhancing their employability and practical skills.

4.4. Creating a culture of innovation

To overcome limited student motivation, vocational colleges should prioritize the creation of a culture of innovation within their educational institutions. This can be achieved by promoting innovation-related activities, organizing innovation fairs or exhibitions, and establishing innovation clubs or communities. By creating an environment that celebrates and recognizes innovative ideas and achievements, students will be motivated to develop their innovation abilities, gain confidence in their skills, and understand the value and importance of innovation in their personal and professional growth.

5. Results

The proposed measures in Chapter 4 have great potential for cultivating innovation ability in vocational colleges. These interventions address challenges identified in Chapter 3, creating a learning environment that fosters practical skills, creativity, and innovation among students. Incorporating skills competitions into the curriculum provides opportunities for students to apply theoretical knowledge to real-world problems, enhancing their practical abilities and problem-solving skills. Teacher training programs on innovation skills equip educators with the necessary pedagogical knowledge to guide students effectively. Partnerships with industries strengthen connections between vocational colleges and the job market, facilitating internships and industry mentorship opportunities for students.

To develop a culture of innovation in vocational colleges, it is essential to organize innovation-related activities, create innovation clubs, and celebrate innovative ideas. It is also crucial to monitor and evaluate the effectiveness of these interventions in the long term, and to assess their impact on students' innovation skills, employability, and academic performance. Future research should be done on the potential of emerging technologies, such as virtual reality and artificial intelligence, in enhancing innovation education in vocational colleges.

6. Conclusions

In conclusion, cultivating innovation ability in vocational colleges is critical for preparing students to succeed in this rapidly evolving world. This paper has identified and addressed the challenges hindering innovation development in vocational colleges and highlighted the importance of skills competitions. By incorporating skills competitions into the curriculum, providing teacher training on innovation skills, fostering industry partnerships, and nurturing a culture of innovation, vocational colleges can create an environment that promotes practical skills, creativity, and motivation among students. These measures enhance students' innovation abilities and employability, contributing to the development of a skilled and innovative workforce.

The findings of this research provide practical and practical strategies for educators, policymakers, and administrators to enhance innovative education in vocational colleges. By implementing these measures and continually refining and evaluating their effectiveness, vocational colleges can empower students with the necessary skills and mindset to become innovative and adaptable professionals. We hope that this research stimulates further discussions, research, and implementation of effective practices in the field of innovation education in vocational colleges. Collaboration among educators, industry partners, and policymakers is essential to ensuring the development of a skilled and innovative workforce prepared to tackle future challenges.

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X.Z. and S.W. conceived the idea of the study and wrote the first draft of the paper. H.J. revised the format of the article.

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Discussion on the Influencing Factors of Consumers' Repurchase Intention Based on Livestreaming Commerce

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Abstract: This paper starts with explaining the concepts of trust, privacy concern, subjective norm, product quality, live broadcast content quality, purchase experience, social interaction, word of mouth and evaluation, personal needs and preferences, and analyzes the impact of Live Streaming Commerce on consumers repurchase intention in detail. The results of this study are of great significance for guiding businesses and marketers on livestreaming commerce platforms, so that more effective marketing strategies can be developed and the consumers' willingness to repurchase will be improved.

Keywords: Livestreaming commerce; Consumers; Repurchase intention; Influencing factor

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1. Introduction

Consumer repurchase intention refers to the tendency and willingness of consumers to continue purchasing a certain product or service after having already purchased it, which reflects their satisfaction and loyalty to a specific brand or product. With the rapid development of mobile Internet, livestreaming Commerce (LSC), as a new marketing method, has attracted extensive attention in the e-commerce field. LSC is an e-commerce service where sellers communicate with consumers through livestreaming, where consumers can place orders through the same platform^[1]. With vivid and interesting content and interactive features, LSC has attracted a large number of consumers to participate and repurchase.

2. Trust

The degree of trust plays a crucial role in the likelihood of customers to engage in repeat purchases within the online shopping environment. Establishing trust is crucial for businesses to retain customers, even in the face of potential risks or uncertainties. Repeat purchases are more likely to occur when customers have confidence in the reliability and integrity of the business. The significance of trust in the context of repurchasing intentions can be ascribed to multiple factors, such as the disclosure of personal information, apprehensions regarding product quality, and the enterprise's capacity to deliver on its commitments.

A study was done by Sullivan and Kim to determine the effect of product ratings and trust on the intention to repurchase in the context of e-commerce. The results of their study show that the reviews of a product had a significant impact on the degree of trust that towards the product^[2]. The consumers were less likely to make repeat purchases if the reviews are negative. Besides, it was also suggested that

businesses should prioritize improving the reviews of their product to create trust and increase the likelihood of repeat purchases.

Trivedi and Yadav investigated how trust and e-satisfaction function as mediators in the relationship between Generation Y consumers' repurchase intentions. The findings of the study showed that trust was an important mediator between electronic satisfaction and the likelihood of repeat purchases. Therefore, it highlights the importance of trust as a major factor in customer satisfaction and its influence on consumers' intentions to make additional purchases, especially those who are younger ^[3].

Trust plays a crucial role in determining repurchasing intentions within the context of online shopping. The cultivation of trust between businesses and customers can lead to improved levels of customer satisfaction, loyalty, and sustained success over an extended period. These factors are crucial in fostering positive customer experiences and enhancing repurchasing intentions.

3. Privacy concerns

Privacy concerns have a considerable impact on the likelihood of repurchases in online transactions. Customers' concerns about their privacy can have a variety of effects on their inclination to engage in repeated business transactions with an organization. According to Sullivan and Kim, privacy issues could potentially affect customers' trust in a business, which would be vital for encouraging repurchase intention ^[2]. According to Lu and Yi, customers are less willing to make repeat purchases if they lose faith in a company due to perceived privacy threats ^[4].

Current research constantly underlines the importance of addressing privacy concerns in order to increase repurchase intentions across a variety of businesses and platforms. Customer satisfaction, trust, and the effectiveness of customized advertising can all be significantly impacted by privacy issues. Businesses must give priority to resolving privacy issues and provide secure platforms that protect users' personal information in order to foster repurchase intents and consumer loyalty. When customers feel that their data or personal information is not safe from malicious actors, they may be less likely to make an online purchase. Similarly, when customers feel that companies are sharing their data without their consent, they are more likely to shy away from making a purchase.

4. Subjective norms

Subjective norms, or the perceived social pressure from friends, family, and peers regarding purchasing decisions, can impact repurchasing intentions in various ways. For example, consumers may be more inclined to repurchase a product or service if their social circle approves of or recommends it ^[5]. Positive word-of-mouth from trusted sources can also create a sense of obligation or desire to conform to the expectations of others, leading to higher repurchase intentions.

Similarly, when a specific product or service is viewed as popular or trendy within a social group, individuals may feel more compelled to repurchase it to maintain their social status or image ^[6]. This perceived norm can create a sense of belonging and acceptance within the group, influencing repurchase behavior. Relatedly, in certain cultures or communities, family and peer opinions may significantly influence purchasing decisions, including repurchasing intentions ^[7]. This pressure can encourage individuals to continue buying certain products or services to meet the expectations of their families or peers.

Consumers may be inspired to repurchase a product or service if they observe someone they admire or respect using it ^[8]. This role-modeling effect can lead to a desire to emulate the behavior of the admired individual, increasing the likelihood of repurchasing. In some cases, consumers may repurchase products or services based on their experiences with collaborative consumption, such as group purchases or shared experiences ^[9]. Positive experiences within these social contexts can enhance the perceived value of the

product or service, encouraging repurchase intentions.

Therefore, subjective norms can impact repurchasing intentions through various mechanisms, including social influence, perceived social norms, family and peer pressure, role modeling, and collaborative consumption experiences. Understanding these factors can help businesses develop strategies to leverage the power of social influence and foster greater customer loyalty.

5. Product quality

High-quality products can directly meet the needs and expectations of consumers, provide a good user experience and product performance, and increase consumer satisfaction and trust. When consumers purchase high-quality products through an LSC platform, they will give a positive reviews on the quality and performance of the products that reflects their satisfaction towards their purchases ^[10]. This satisfaction and trust encourage consumers to purchase the same brand or type of product again ^[11]. In addition, consumers will have a positive user experience when using high-quality products and are willing to share this experience with others. By posting positive reviews on social media and recommending them to their friends and family, it can help increase brand awareness and reputation and further attract more consumers' and purchases ^[12].

6. Quality of livestreaming content

High-quality livestreaming content can grab consumers' attention and enhance their understanding of the product and purchase intention. Through LSC, businesses can show product features, functions and advantages, and provide consumers with detailed product introductions and demonstrations ^[13]. If the quality of live streaming content is high and the product information can be clearly and accurately conveyed, consumers will understand the value and advantages of the product more easily, thus increasing their motivation and willingness to make purchases. LSC platforms provide a wide range of content and functions. Businesses can display their products in innovative ways, such as funny interactions, practical skill sharing, celebrity endorsement, etc., to draw consumers' attention and make them interested in the products, thus increasing their desire and willingness to buy the product again ^[14]. If merchants can provide authentic and trustworthy live streaming content, consumers will be more willing to trust the merchants' products and brands, and tend to purchase their products again ^[15].

7. Purchase experience

Purchasing experience covers the entire process from product selection, payment, delivery logistics, and after-sales services. Purchasing experience directly affects consumers' satisfaction and trust in the brand and product, determining their willingness to purchase again. Tiktok live marketing simplifies the shopping process by providing a live shopping function, enabling consumers to directly watch the live content while purchasing related goods ^[16]. Consumers only need to click on relevant links or buttons to complete the purchase, therefore eliminating the cumbersome process of redirecting and filling in information, which in turn saves time and energy, improves the purchasing experience, and increases the possibility of repeat purchases. LSC marketing platforms provide a variety of payment methods, such as Alipay, WeChat Pay, Tiktok payment, etc., to the consumers' personal preferences and convenience. At the same time, merchants need to ensure the security of the payment process and take necessary measures like encryption and payment information protection to enhance consumers' trust in the purchasing process ^[17]. In addition, consumers expect to receive purchased products in a timely and accurate manner, and receive good after-sales support. Therefore, businesses need to establish efficient and reliable logistics systems to ensure timely delivery of orders and tracking of logistics information. At the same time, they need to provide high-quality after-sales services, including return and replacement policies, problem-solving processes, and

customer support, to help solve the problems and concerns faced by the consumers. Good logistics delivery and after-sales service can increase consumers' trust and satisfaction with the brand and increase their willingness to purchase again ^[18].

8. Social interaction

LSC platforms provide real-time interaction function, and consumers can interact with the anchor through comments, praise and gifts. This social interaction can enhance consumers' sense of participation and belonging, and have a positive impact on their willingness to repurchase ^[19]. Social interaction provides consumers with the opportunity to interact with anchors and other audiences, strengthening the connection and communication between users. Consumers can interact in real-time with the host during the live broadcast process, raise questions, express opinions, and share usage experiences. At the same time, viewers can also interact with each other through comments and likes, sharing opinions and feelings, thereby establishing a sense of community identity, making consumers more belonging and loyal, and increasing their willingness to purchase again ^[20]. By interacting with the anchor and other consumers, consumers can obtain more information, evaluations, and recommendations about the product, listen to the anchor's answers and share experiences with other users, and establish an intuitive understanding of the performance and quality of the product ^[21].

9. Word-of-mouth and customer reviews

In a LSC platform, consumers can obtain first-hand information about products and brands by watching the live broadcast and reading other consumers' comments and reviews ^[22]. These word-of-mouth and reviews have a significant impact on consumers' willingness to purchase a product again. Positive word-of-mouth and reviews can increase consumers' trust in a product or brand. When consumers see positive reviews and recommendations from other consumers, they will consider the product to be reliable, with high-quality and performance ^[23]. Positive word-of-mouth and reviews will form a good impression of the brand among consumers, enhance their trust in the product, and encourage them to purchase again. At the same time, a consumer's purchase is affected by the experience and opinions of others. When consumers read the purchase experience and use experience shared by other consumers on the LSC platform, they tend to believe them and consider them when deciding to purchase a product ^[24]. In addition, LSC platforms also provide scoring and comment functions, so that consumers can express their opinions and comments on products during a livestream. This interactive environment enables consumers to actively participate in the co-creation of products, and consumer feedback and opinions are important for brands and businesses. Merchants can enhance the quality and user experience of their products by listening to consumer feedback and making corresponding improvements, thereby enhancing consumers' willingness to repurchase ^[25].

10. Personal needs and preferences

LSC platforms provide rich and diverse content to meet the personalized needs and preferences of different consumers and encourage consumers repurchase a product ^[26]. Through personalized algorithm and user data analysis, Tiktok Live presents consumers with livestream content that meets their personal interests and needs. For example, the platform can recommend live streaming content and products related to the consumers' interests based on their browsing history, likes, follows, and reviews. This personalized recommendation makes it easier for consumers to find products and anchors that interest them ^[27]. The livestream content in LSC platforms are usually diversified and personalized, covering different types of products and themes. Consumers can choose to watch livestreams related to their personal needs according to their preferences, such as make-up, fashion, home furnishings, and other fields. The personalization of content allows consumers to find the most suitable products and brands for themselves ^[28]. Tiktok Live also

provides real-time interaction and shopping functions to meet consumers' immediate purchase needs. Consumers can communicate with the host and ask questions through the comment section during a livestream. The shopping function during the live broadcast process enables consumers to directly purchase their desired products during the livestream, making the process of purchasing more convenient. The satisfaction of personal needs and the optimization of purchasing experience can then enhance the consumers' intention to repurchase a product ^[29].

11. Conclusion

Through in-depth research on the influencing factors of LSC marketing on consumers' repurchase intention, targeted strategies and measures were provided for businesses and marketing personnel to enhance consumers' repurchase intention and promote commercial development. However, the sample size and depth of exploration can be increased in future studies to achieve the goals of business growth and brand building.

Disclosure statement

The authors declare no conflict of interest.

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Research on Integration of Education for International Understanding in High School Geography Based on the “Big Concept”

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Abstract: Education for international understanding helps students learn about international cultures and listen to international voices, and it plays an important role in the teaching of geography in high school. In this study, the structure of high school geography is reconstructed by integrating education for international understanding under the “big concept.” This model includes three teaching concepts, four teaching objectives, and four teaching methods. Overall, the results of this study showed that the integration of education for international understanding can improve the students’ understanding about international issues and cultures and it can be used as a reference for teaching geography in high schools.

Keywords: Education for international understanding; Big concept; Teaching model; High school geography

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1. Introduction

Education for international understanding is developed by the United Nations Educational, Scientific and Cultural Organization (UNESCO) to advocate cooperation among countries in aspects including politics, economy, and culture, in hopes of forming a harmonious and mutually beneficial relationship among countries ^[1]. Education for international understanding aims to cultivate international talents who are humanistic, always consider the common interests of human development, actively seize global opportunities and challenges, have global awareness and an open mind, respect all cultures and have cultural confidence, take a holistic and developmental view of issues, and proactively assume social responsibility.

In view of the rapidly changing world, education for international understanding has become an important issue. The 2016 International Charter for Geography Education states that international collaborations should enable people, including students, teachers, and scholars, to work together on the development and design of International Understanding courses ^[2].

In view of globalization, China has advocated building a community with a shared future, and has actively forge new international relationships, making a great contribution to world peace and development. In the field of education, education for international understanding has undertaken the new mission of spreading socialist culture, enhancing cultural confidence, and promoting the building of a community with a shared future. “Core Competencies and Values for Chinese Students’ Development” published in September 2016 ^[3] has defined international understanding as a shared responsibility of students, and is of great value in enhancing students’ international outlook, communication skills, and sense of global

citizenship.

Education for international understanding has become increasingly emphasized. During the curriculum development of the education for international understanding, practical explorations such as school-based courses and interdisciplinary integration are used as entry points, with more emphasis on the explanation of knowledge points.^[4] However, more emphasis should be placed on the development of thinking and comprehensive competence to ensure a sustainable development of education for international understanding^[4-6]. In this paper, the integration of international understanding into high school geography is proposed based on the “big concept.”

2. Content of education for international understanding

2.1. The analysis of education for international understanding in high school geography

Education for international understanding has undergone a long process of development and its content has been constantly enriched. Education for international understanding has the characteristics of systematization, in which the content is deeply related to educational objectives. Therefore, it is necessary to sort out the definitions of the objective and the content by scholars in key periods, and then make an analytical and objective classification.

Firstly, UNESCO as the main promoter of education for international understanding and has experienced many policy changes in this process. In 1991, the *Guidelines and Criteria for the Development, Evaluation and Revision of Curricula, Textbooks and Other Educational Materials in International Education in Order to Promote an International Dimension in Education* published by UNESCO^[7] has set out the specific objectives and content of education for international understanding, and it was a milestone in international education (**Figure 1**).



Figure 1. The content of education for international understanding by UNESCO

Some scholars have also outlined the content of international understanding. With the goal of cultivating the “coexistence of human beings in view of globalization,” Professor Jiang Yingmin divided international into three dimensions which correspond to different contents^[8]. After the reform with core

literacy as the teaching objective, the content of education for international understanding has also been adjusted, in which Dr. Ma Yanjun combined the content of education for international understanding with subject-specific features, highlighting both the role of knowledge and the content of subject literacy^[9]. The main views of the two scholars are summarized in **Table 1**.

Table 1. Analysis of the content of international understanding education by Chinese scholars

Name of scholar	Target dimension	Specific content
Jiang Yingmin	A member of the world	Understanding of different cultures
		Cultivating a sense of global responsibility
		Exercising the ability to resolve global conflicts
		Fostering the ideal of world peace
	A member of the country	The impact of globalization
		Inter-ethnic cultural understanding
		Civic responsibility
		Immigration and emigration
Ma Yanjun	A member of the community	Active participation in society
		Home and World Connections
		Maintaining social security
		Learning to live in harmony with others
	Understanding the relationship between humans and nature	<i>Population</i> : equality of the world's peoples, world population growth, migration and refugees
		<i>Resources</i> : uneven distribution of global resources, global resource scarcity
		<i>Environment</i> : sustaining biodiversity, global climate change, global natural disasters, global environmental pollution
	Understanding the relationship between humans and society	<i>Politics</i> : Home and Country, human Community with a shared future
		<i>Economy</i> : world food security, regional economic disparities, global economic integration
		<i>Culture</i> : Respecting cultural diversity and valuing the cultural heritage of humanity

Finally, specific contents of international understanding are presented in the high school geography curriculum standard and textbooks. The curriculum standard indicates the direction for teaching and learning, and it is an important basis for teaching and writing the textbook. In terms of curriculum principles, the importance of geographic core literacy is emphasized, the curriculum is reconstructed, and the content is systematically compiled^[10]. Besides, the concept of man-land relationship and sustainable development are highlighted in the content, which can make geography courses more adaptable to the development of the times. Geography is the subject that studies the geographic environment and the relationship between human activities and the environment. Therefore, developing geographic literacy is important in geography education, which includes the need for students to have a national and global perspective and a common concern for global issues.

Geography textbooks are a result of the wisdom of experts and scholars, and is an important tool for teaching and learning. The new high school geography textbooks fulfill the requirements of the curriculum and contains a rich content of education for international understanding. According to Dr. Ma Yanjun, the content of education for international understanding is most closely aligned with the geographic literacy. Dr Ma divided international understanding into a few subtopics: population, resources, environment, politics, economy, and culture which are used as thematic terms to classify the content of international understanding. The following statistics about the senior high school geography textbooks show that it has a large amount of content on education for international understanding, but they are not evenly distributed. **Figure 2** shows the distribution of the content of education for international understanding in geography textbooks (The People Education 2019 Edition).

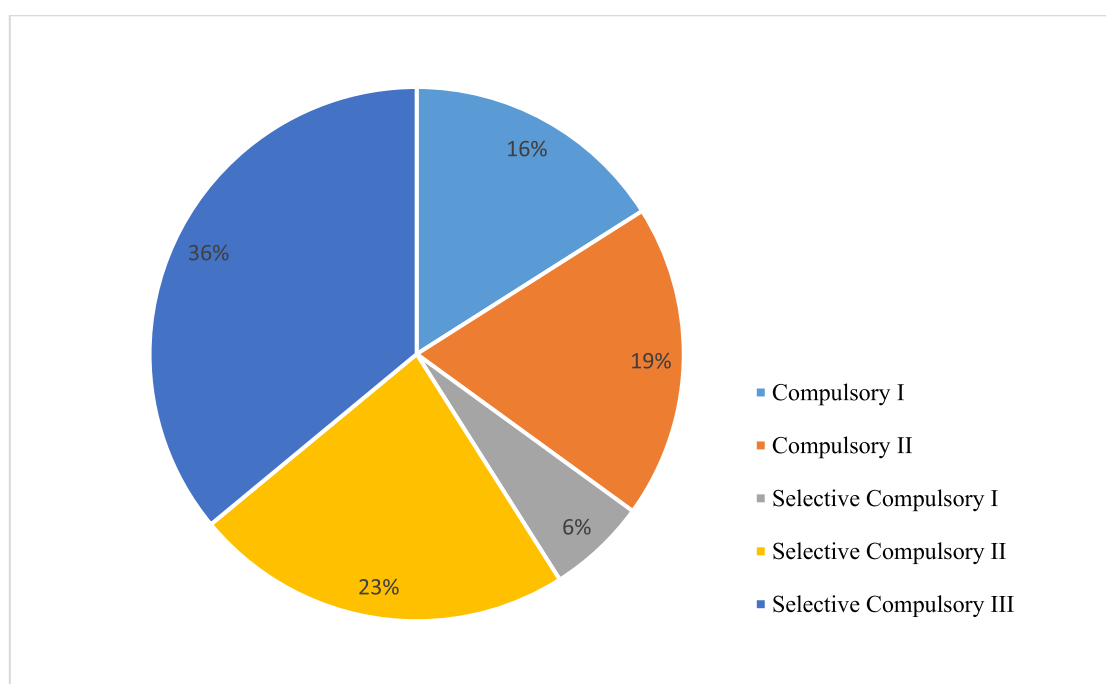


Figure 2. Content distribution of education for international understanding in Geography textbooks (The People Education 2019 Edition)

2.2. Education for international understanding based on the “big concept”

2.2.1. Selection of big concept

The content of geography in senior high school is interrelated, complex, and fragmented. Therefore, it is important to focus on developing students' various skills as well as multiple abilities through geography ^[11]. The “big concept” restructures the unit by an associated theme. For example, the theme of “cars” is distinguished from the subtopic of “wheels”, which provides the distinction between core content and secondary content ^[12,13]. The “big concept” needs to be based on the standard and textbook but also need to be detached from them, so as to achieve a meaningful construction of the content.

There are two basic forms of “big concepts”: top-down and bottom-up ^[14]. The top-down approach is teaching a secondary concept based on a core concept. For example, the concept of “regional awareness” includes secondary concepts such as regional environment and geographical location. In the bottom-up approach, general facts and concepts based on the life values, specific objectives, learning priorities and assessment criteria are refined to a big concept which is more explanatory, with the flow of explanation being basic concept – general concept – big concept ^[15]. As one of the core literacies, “international understanding” is the big concept, and the top-down approach teaching a major concept is shown in **Figure 3**.

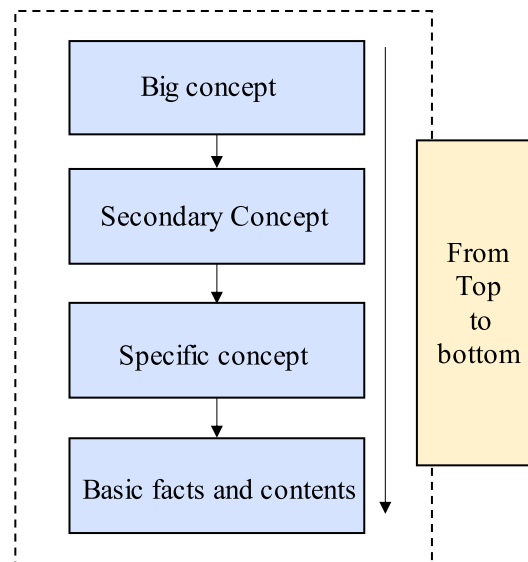


Figure 3. Top-down approach for major concepts

2.2.2. Construction of the content

The design of the units led by a “big concept” is conducive to the integration and dispersal of teaching contents, in which the content of the units needs to be reorganized and reconstructed based on the “big concept.” There are three types of approach to this design: firstly, the content organized by core tasks, which are closely related to the core content of the discipline; secondly, the content is organized according to the original textbook to make it coherent; thirdly, the content is organized according to real-life problems, which require interdisciplinary knowledge and skills ^[16]. The reconstruction of the chapters based on the “big concept” should be built around the core tasks. Therefore, in this paper, the content of education for international understanding is unitarily reconstructed based on high school geography textbooks (PEP edition) under the “big concept.”

Firstly, “international understanding” is identified as big concept, and the sub-concepts are as follows: mutual understanding between humans, mutual understanding between humans and nature, and mutual understanding between humans and society. Next, the sub-concepts are decomposed into specific concepts, and the specific concepts represented by “population” can be sorted out into distribution of the world’s population, population migration, reasonable population capacity, and others (**Figure 4**).

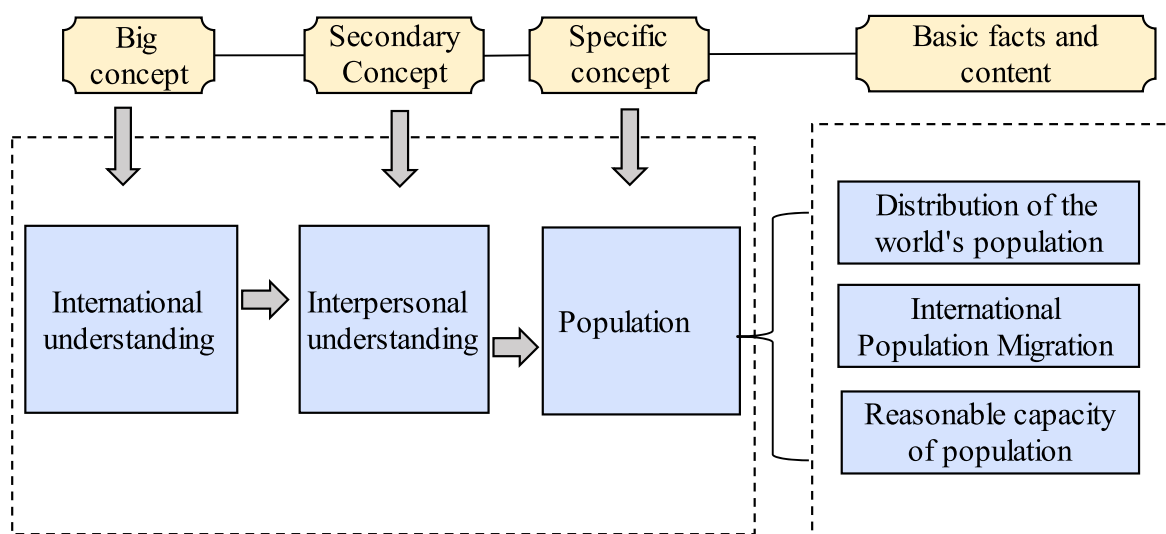


Figure 4. Knowledge reconstruction on the theme of population

The specific concepts of “resources” and “the environment” are more informative and have a higher relevance to geography. The content of “resources” is concentrated in the optional compulsory textbook, while the content of “environment” is scattered. Therefore, both were reconstructed in relation to their strong relevance to international understanding (**Figure 5**).

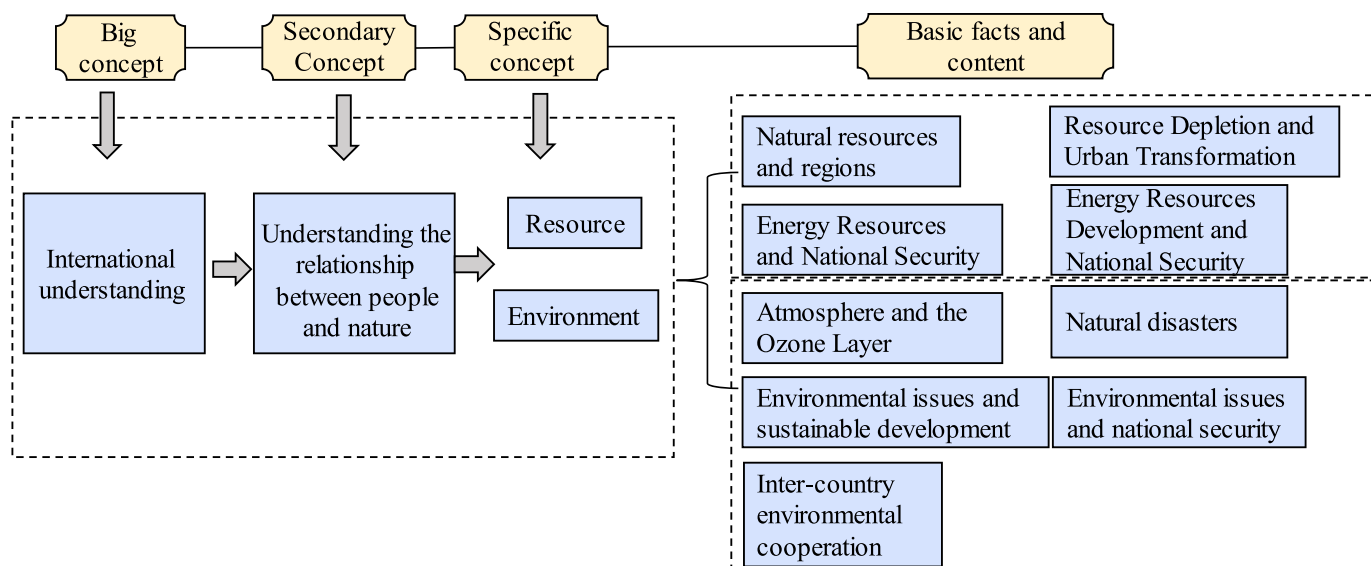


Figure 5. Knowledge reconstruction on the theme of resources and environment

Finally, the specific concepts of “politics, economics and culture” are under interdisciplinary knowledge, which involve national strategies and positions (**Figure 6**).

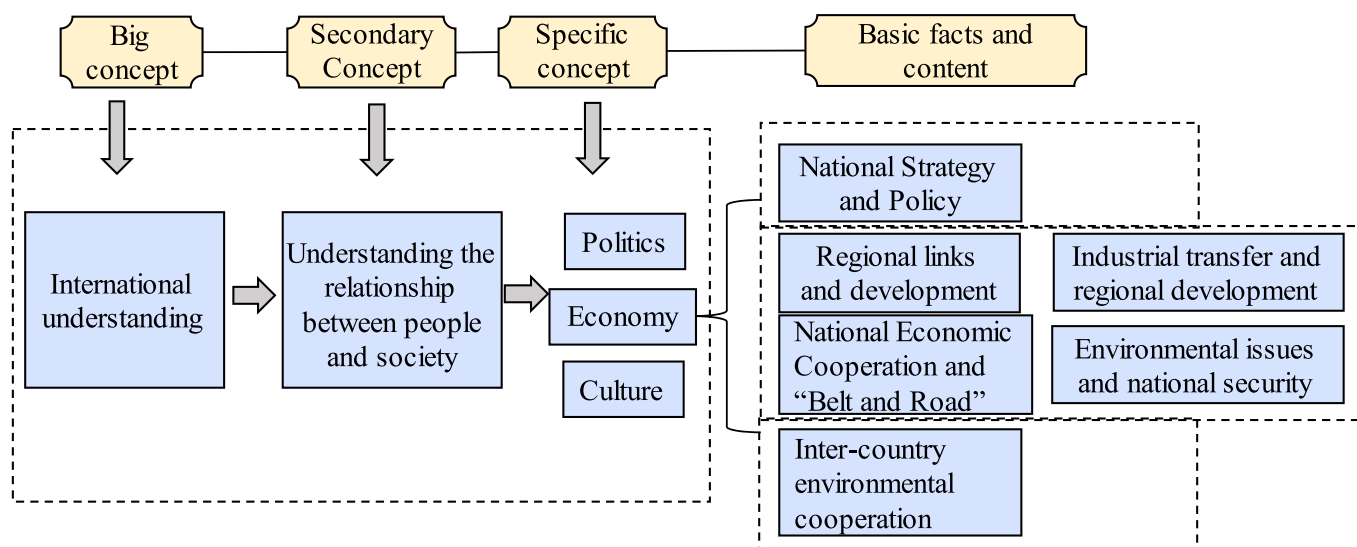


Figure 6. Knowledge reconstruction on the theme of politics, economics and culture

3. The construction of teaching model based on the “big concept”

The teaching model is the bridge between teaching theory and practice and the paradigm that guides teachers to teach effectively ^[17]. The teaching model constructed in this paper consists of four main components: teaching philosophy, teaching objectives, teaching elements and teaching procedures, which is a complete teaching model with theoretical and practical features ^[18]. The framework of the teaching

model is shown in **Figure 7**.

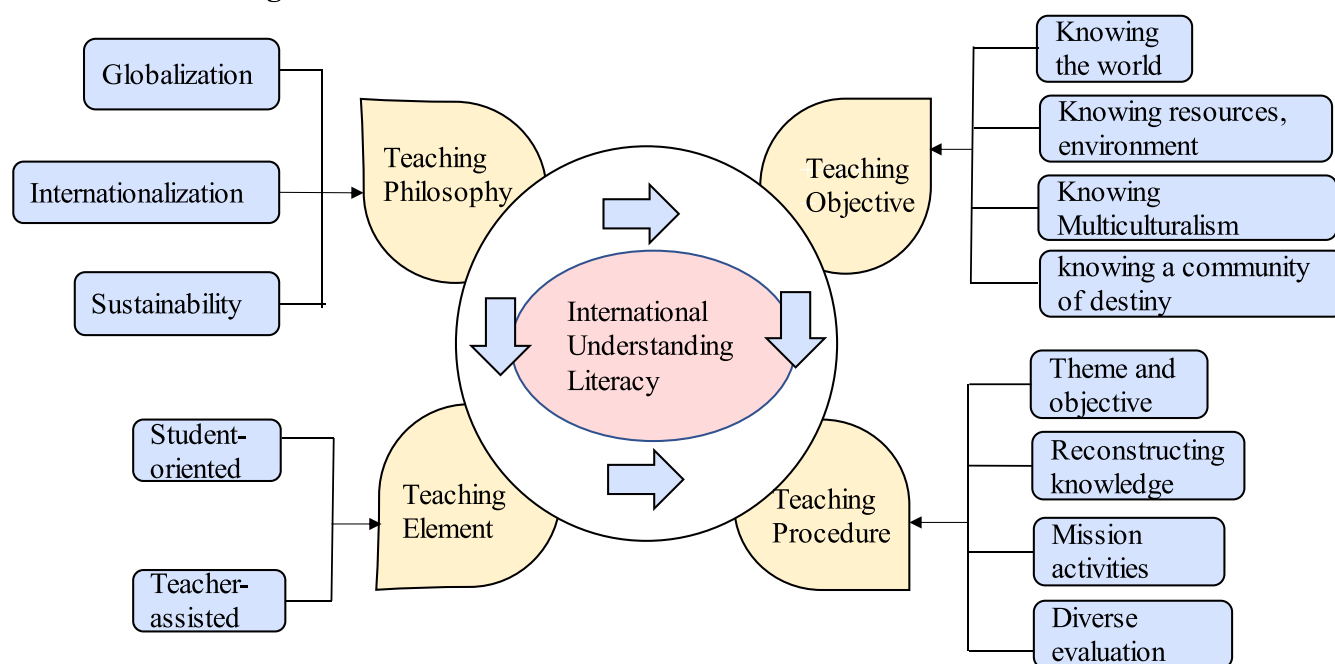


Figure 7. Framework of the teaching model

3.1. Teaching philosophy

3.1.1. Globalization awareness

The goal of education for international understanding is to cultivate a global perspective and a sense of transpersonal thinking in students. That is, students need to be guided to a deeper understanding and appreciation of senses and reasoning ^[19]. In geography teaching, big tasks and contexts are organized with globalization in mind, so as to cultivate national cultural sensibility and global outlook.

3.1.2. International perspective

International understanding has disciplinary and literacy attributes, and it is a combination of endogenous and exogenous knowledge, which involves both the individual and society ^[20]. Besides, it is a part of a holistic education development that values multifaceted abilities of students. Teaching geography with a “big concept” allows students to think about international issues from multiple perspectives and improve themselves in the process of learning.

3.1.3. Sustainable development

Sustainable development includes ecological, economic, and social sustainability. Geography education occupies an important position in sustainable development and plays an important role in cultural exchange and global development. Through geography education, students can understand the problems that exist in society today in terms of the environment, resources, international development and cooperation, etc.

3.2. Teaching objectives

Education for international understanding emphasizes the development of values. Firstly, the content of international understanding is implicit; secondly, knowledge is presented in a text-based format, so the teaching objectives should be meaningful and thoughtful ^[21]. According to the characteristics of the “big concept” and the content of international understanding in high school geography, the teaching objectives of international understanding can be summarized as follows: “understanding the world,” “resources and

environment,” “cultural identity,” and “community of a shared future,” as shown in **Figure 8**.

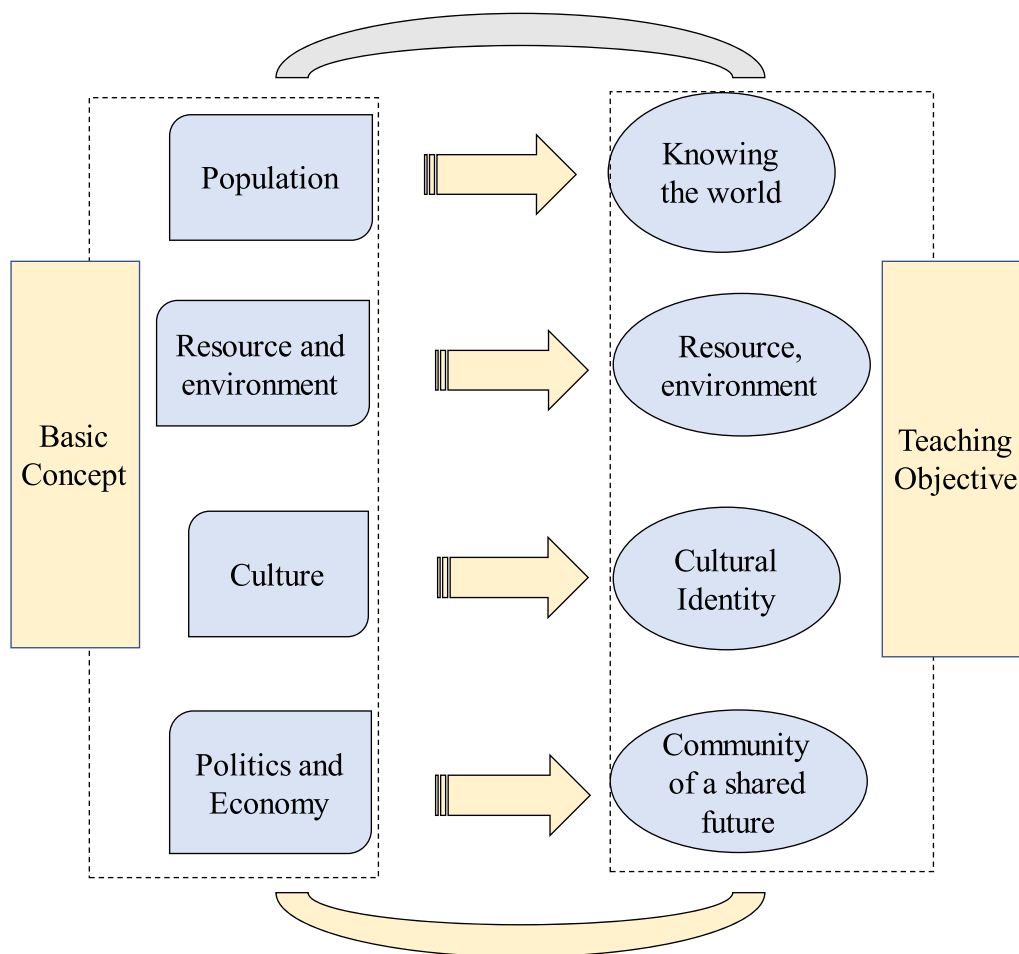


Figure 8. Design of teaching objectives

3.3. Teaching elements

The main elements of teaching and learning in this paper include two basic factors: the teacher and the students. The teacher controls and prepares the lessons. During the lessons, it is important to pay attention to the students’ experience, interests, knowledge structure, mental state, cognitive structure, and prior experience. The students’ performance should be assessed after the lessons are carried out.

The big concept is an important bridge between the known and the unknown, and it requires students to ask good questions and the good guidance from teachers to achieve the optimum learning effect.

3.4. Teaching procedure

The teaching procedure can be concluded into three components: analysis, implementation, and evaluation (**Figure 9**).

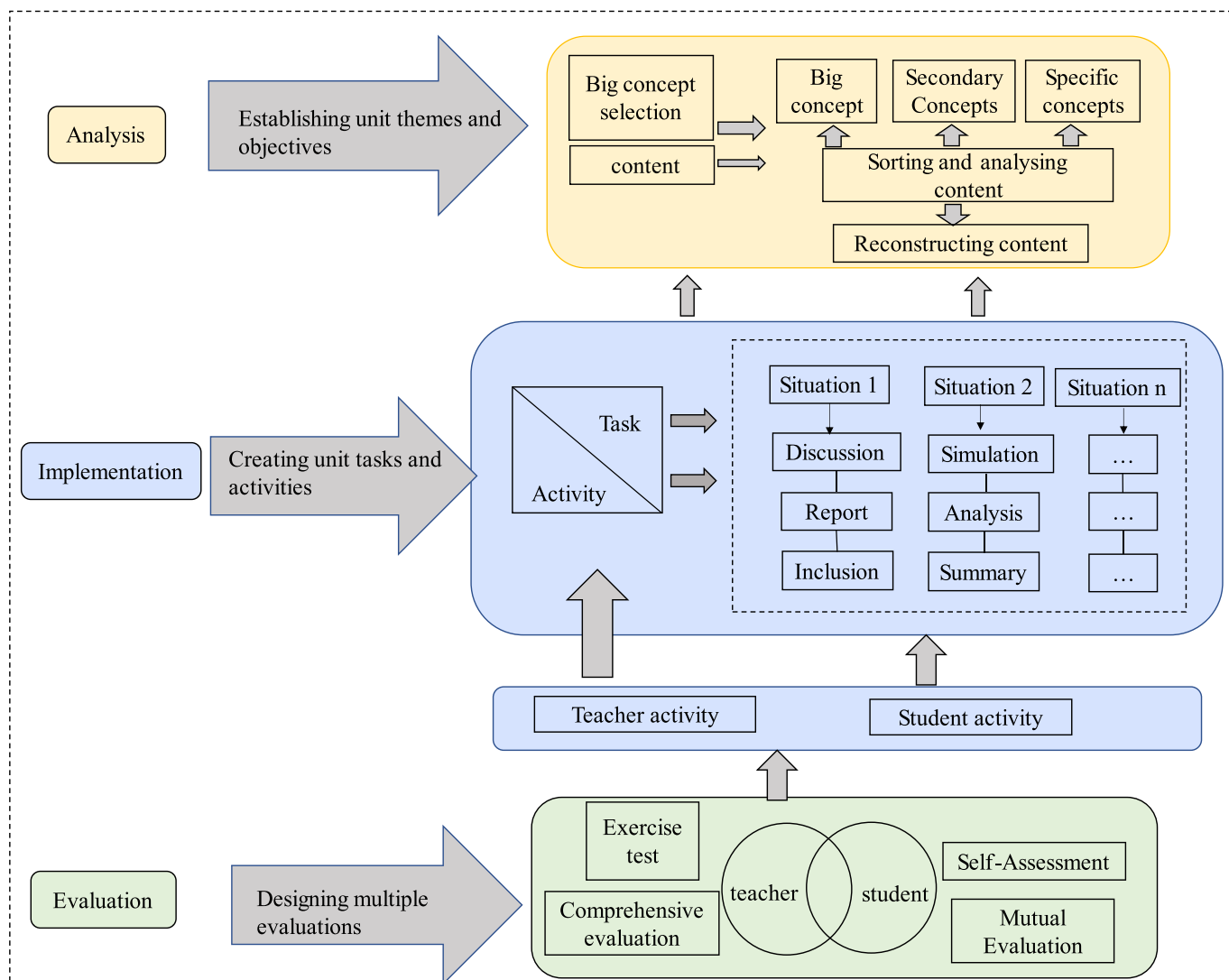


Figure 9. Teaching procedures

4. Analysis of teaching practice and effectiveness

In this study, the proposed teaching model was tested on teaching the topic of “international cooperation,” which includes content like economic cooperation, ecological and environmental cooperation. The purpose of this test was to determine test whether “big concept” teaching can develop students’ integrative thinking and enhance international perspectives.

In this paper, two classes in the second year of senior secondary school in Xinyang, Henan Province, were used as the control class and the experimental class, respectively. During the period of study, the experimental class was taught under the “big concept,” and the control class was taught using regular methods. There were 55 students in the control class and 48 students in the experimental class.

4.1. Analysis of classroom effectiveness

The performance of students of each classroom were evaluated. The evaluation content included the students’ learning progress learning ability. In this paper, the results of the evaluation consisted of three levels: A – excellent, B – good, and C – average. The results of the evaluation are shown in **Table 2**.

Table 2. The number of students with comprehensive assessment

Class	Experimental class	Control class
Number of students	48	55
A	24	16
B	17	20
C	7	19

To better analyze the results obtained, a bar chart was plotted (**Figure 10**). Among the three levels, there are less differences in the control class, and the number of level As in the experimental class was more prominent.

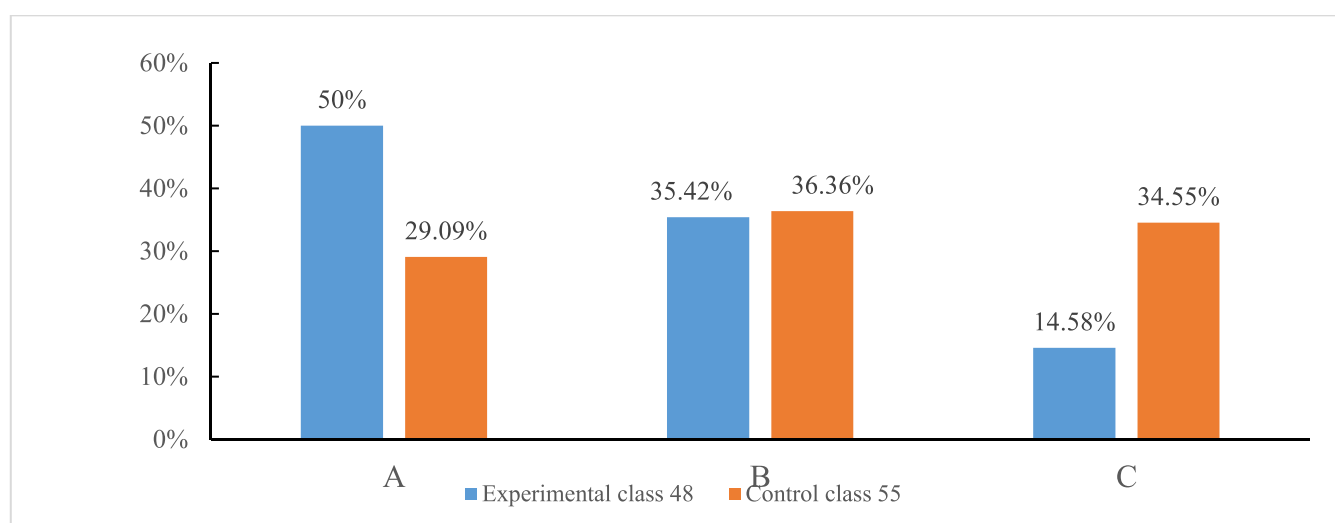


Figure 10. Results of learning assessment

As shown in **Figure 10**, teaching based on the “big concept” was conducive to the improvement of abilities and could change the students’ attitude towards learning. For example, they were able to respond positively in group activities and were willing to be group leaders; they were also good at expressing and communicating, and they showed a great interest in learning; furthermore, they have an overview mind when investigating problems. Experimental classes had a higher proportion of A and B scores. This proves that the “big concept” teaching model could stimulate students’ interest in learning, and it created a good classroom atmosphere that gave full play to the students’ initiative and creativity.

4.2. Analysis of questionnaire

We collected feedback from the experimental classes on teaching model through distributing questionnaires. The questionnaire consisted of three main sections: the effectiveness of teaching under the guidance of “big concept,” the perceptions and understanding of international understanding, and the satisfaction towards the geography lessons. All questionnaires were recovered and were valid. The three parts of the questionnaire were coded as Type I, Type II and Type III, and the results of the questionnaire are shown in **Figure 11**.

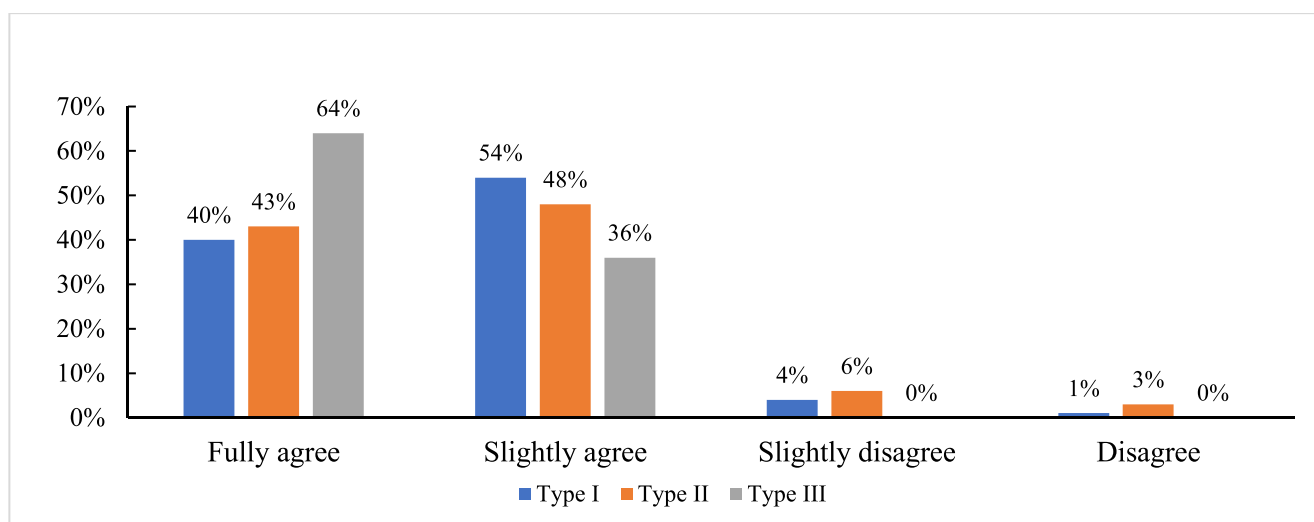


Figure 11. Comparison of post-test questionnaires

According to **Figure 11**, the students in the experimental class were satisfied with the “big concept”-based lessons because they were in line with the students’ expectations. Therefore, this means that based on “big concept” can stimulate students’ interest in learning and improve teaching efficiency. The “big concept” teaching model was used to teach the topic of “international cooperation in this study. By the end of the lesson, students formed a certain understanding of international issues and were able to actively explore related topics, which further enhanced their international understanding. It was also revealed that more than half of the students actively participated in classroom activities and they were also interested in similar lessons in the future.

5. Retrospect and prospect

A teaching model was constructed in this paper, and when this model was implemented, specific cases and teaching experiments were performed to verify the feasibility of the model. The results of this experiment showed that teaching under the guidance of “big concept” could help students develop a global perspective and international knowledge. However, international understanding is a long-term, systematic educational project, and there are still many aspects that need to be improved.

Education for international understanding is crucial in teaching geography. It takes time to master international understanding and develop the way of thinking based on the “big concept.” Therefore, education for international understanding needs to be permeated in geography teaching for a long time. In addition, education for international understanding requires the support from all parties, such as education policies, the teachers, and other members of society.

This study explored education for international understanding from the perspective of a pedagogical model, based on its unique value in high school geography, which differs from previous studies that took a macro perspective on the content of the education for international understanding programs. This education model can act as a reference for international understanding teaching in high school geography.

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Disclosure statement

The authors declare no conflict of interest.

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Chinese Female Return Migrants' Emotion in the Domestic Sphere

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Abstract: Recently, the study of emotion has become an important subject in sociology. Many works have been done on analyzing people's emotions and emotion work, especially on migrants and transnational families, how people feel when they are apart from their families, and how they try to manage their feelings. However, not many studies have been done of the emotions and emotion work of return migrants and their relationship with their family members. Therefore, in this paper, the emotion work of female return migrants and their relationship with their family members is studied. In this thesis, the feelings experienced and how they manage their feelings will be examined, and the consequences and impact of their effort in trying to manage their feelings will be discussed. In most cases, female return migrants may face more severe challenges than males for many reasons such as social stereotypes of women and roles they should take on in a family, and the emotions they are supposed to feel. Hence, it is noteworthy to study how they deal with these issues.

Keywords: Return migrants; Emotion work; Feeling rule

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1. Introduction

This thesis will focus on the analysis of Chinese female return migrants' emotion work within the domestic sphere. In the first section of this thesis, two basic definitions are introduced: emotion work and feeling rules, to further discuss of how return migrants manage their feelings. The second section of the thesis demonstrates some of the key works that have been done on analyzing emotions and emotion work. In the third section, the research design and data collection will be explained. In the fourth section, the empirical details of how female return migrants manage their feelings in the way of evocation and suppression will be presented. In the last section, the transition of Chinese family styles, change of feelings rules and how female returnees cope with feeling rules and manage their feelings will be further discussed.

1.1. Emotion work

In this thesis, Chinese female return migrants' emotion work with their family members after they came back to China will be analyzed. To analyze emotion work, the definition of emotion work must first be clarified. Goffman has introduced the social patterns in emotive experience. He suggested that people spend a good deal of effort managing impressions, that is, acting ^[1]. Hochschild referred emotion work to an "act of trying to change in degree or quality an emotion or feeling" ^[2]. The emotion work that is going to be further discussed in this thesis refers to the effort, the act of trying, which is derived from Hochschild's theory. Hochschild divided emotion work into two broad types: "evocation," in which the cognitive focus is on a desired feeling which is initially absent, and "suppression," in which the cognitive focus is on an

undesired feeling which is initially present ^[2]. She also suggested three techniques of emotion work. The first one is cognitive: the attempt to change images, ideas, or thoughts in the service of changing the feelings associated with them. The second one is bodily: the attempt to change somatic or other physical symptoms of emotion. The third one is expressive: trying to change expressive gestures in the service of changing inner feeling. This definition of emotion work will be used throughout this thesis to analyze how Chinese female migrants deal with their emotion after they get back to their family.

1.2. Feeling rules

Hochschild stated that feeling rules are what guide emotion work by establishing the sense of entitlement or obligation that governs emotional exchanges ^[3]. Feeling rules could be noticed by the way others react to what they think we are feeling. In different situations, there are feeling rules and culture norms to judge if a person's feelings are appropriate ^[3]. It is common to feel a gap between the ideal feeling and the actual feeling, in other words, a dissonance between what a person should feel and what they actually feel, which leads to emotion work when coping with these situations. Based on these concepts, we could try to figure out when a gap appears in the feeling rules of female return migrants versus what they actually feel and the way they cope and manage their feelings.

2. Literature review

Previous studies have been indicating how people's feelings change when they are apart and together. For example, many migrants mentioned feeling some kind of obligations when they are apart from their families ^[4]. They had a strong sense of having to keep in touch with the family they "left behind," and they are more likely to avoid conflict with family members ^[4]. On the other hand, studies showed that migrants feel guilty for not being able to spend more time with their families ^[4]. Meanwhile, migrants tried to use all kinds of approaches to maintain their relationship with their families like phone calls, e-mail, and texting. These approaches allow migrants and their family members to keep up with each other's lives, and provide emotional care and support for each other, especially for their children ^[5]. Mcleod and Valentine stated how migrants felt a strong need to keep in touch with their "left behind" family; while on the contrary, migrants who have returned believed that they actually have less time to communicate with each other than when they were apart, and the guilt grew rather than decreasing ^[5]. Studies of migrants' emotion work with their families when they return home are not as much as the studies of when they are apart. Most studies of return migrants are about return motives, culture adjustment, self-identity, and financial adjustment, while little study mentioned about their emotion work with family members upon return.

There have been little studies about Chinese return migrants' feelings and emotion work with their family members, especially those about mainland Chinese return migrants. Since there's a huge difference between eastern culture and western culture, many migrants who had returned from western countries have altered their values and beliefs about family life and relationships between parents, children, and siblings ^[6]. Sussman has done some important studies about Hong Kong's (China) returnees. For instance, many return migrants felt a cultural difference when it comes to the relationship with their parents who have been deeply influenced by traditional Chinese culture. Some returnees felt an "infringement of their freedom and individuality" as Chinese parents often interfere in every aspect of their children's lives ^[6]. In Chinese culture, a family should always be together, but returnees who were influenced by western cultures may feel suffocated and the need for personal time ^[7].

While most studies were done on the emotion people experience when they are apart from their family members instead of after their return, many studies also focused on the experience of emotion rather than the management of emotion. Although Hochschild has studied how people manage their emotion in the working place and a few papers mentioned emotion work was, but most of them did not mention emotion

work in the domestic sphere or in the social and cultural context in China, especially for returnees.

3. Discussion

In this the emotion work of Chinese return female migrants is studied through eight interviews and it is clear how they manage their feelings through evocation and suppression. In families that are more open and democratic, the emotion work performed was mostly evocation, but in more conservative and traditional families, the emotion work done were both evocation and suppression. There were mainly two ways in which the participants used to manage their feelings: one is to trying to change their feelings, one is to challenge other people's opinion and feelings. Therefore, we can see that the feeling rules and coping mechanism used varies from different types of families, which also indicates three changes that are happening in Chinese families.

3.1. Transition of family type and way of parenting

Based on the eight participants of this study, it was found that not all families in China are traditional and conservative anymore. Three participants defined their family as "different from traditional families" and that their family members treat each other equally and respectfully. Even in more conservative family, two participants mentioned when they expressed their feeling of being controlled by their parents, their parents promised to give them more freedom; in this case, although their families did not keep their promise, but the act of giving this promise showed their willingness in changing the way of parenting, like participants A and C. Therefore, we could say that Chinese family are shifting from being more traditional to more open-minded and democratic. The definition of a traditional family was mentioned previously and it was assumed that people who have migrated to Western countries would most likely be influenced by western cultures, as it was indicated in a study of cultural models of East Asia and North America. Middle-class American models of self-relation is an example of an independent cultural model in which an individual should be independent and free. In this model, individuals are not expected to just accept the constraints imposed by others, but rather close relationships ought to afford independence and support personal initiative ^[8]. We could see some of the figures of a western cultural model of family from family of participants A, C and D in which their parents were willing their decision and respect their feelings as individuals. Although most of the families are still parenting in a traditional way where individuals are to be seen as part of the group and individual needs to focus on self-improvement to fit the expectations of others ^[8].

3.2. Change of feeling rules

The first question that should be addressed is what kind of feeling rules exist in the cultural context of China. In traditional Chinese culture, individuals are ought to make sacrifices for the family and live up to their parents' expectations ^[7]. In a traditional Chinese family, parents are the highest authority and filial piety is expected of children ^[7]. Chinese parents make the rules of how their children should feel ^[8]. For instance, five of the participants mentioned their parents said they should be thankful for the bright future that was arranged for them. If they did not feel the same way, their parents would pressure them in the name of love, saying thing like "this is for your own good!" or "why can't you understand that we did this because we love you!"

Secondly, there are certain feeling rules for females in the cultural context of China. Throughout most of the studies of emotion work, one point was clear: emotion rules differ in women and men. The cultural perspective suggests that emotion norms are a result of deeply held cultural understanding about women and men ^[10]. In the specific context of China, women are seen as the weaker one and that they should be obedient and willing to stay at home and be satisfied with little achievements, as the saying goes, "a woman

without talent is a virtue.” From an interview with H, she stated that whenever she expressed her thoughts on her future plans and what kind of job she wanted to do and which city she wanted to live in, her parents always rejected her thoughts by saying: “We’d let you do this if you were a boy.” From the interviews that were done in this study, it is clear that there are certain stereotypes of cultural norms that define Chinese women as fragile and weak, and that they need to settle down with a stable job and a family instead of building a career. Participant B was forced by her parents to get married with a man that she did not like that much because he was “suitable for marriage” and that she should settle down sooner as she was over 30 years old. From other people and her parents’ perspective, she should feel happy for being able to settle down and have a stable life yet she felt like she lost the meaning of life and the hope of finding true love.

Still, the feeling rules of how children should feel and how women should feel have been changing for several reasons. The first reason is the change of cultural norms and social status of women. Chinese have been a long way in terms of personalization, during which culture norms of women are changing as women start to pursue independence. The increase of gender equality led to change of cultural norms of women. Although till today many countryside areas of China still think that men are important than women, most people willing to accept that men and women are equally capable of pursuing a career and a better life. Before the 1950s, women were expected to accept their family’s arrangement in terms of marriage, while now it is normal for women to choose their significant other. Secondly, the change of education policies has affected the way of parenting. The state has taken active role in disseminating what is called “scientific knowledge” for parenting, since the policy of education changed from “education for exams” to “education for quality.” This policy has focused on ensuring children’s psychological health and promoting creativity and entrepreneurship, which could be developed by parents who govern themselves rather than the child. Many families have been influenced and started to care more about children’s psychological health and feelings, like family of participants C and D; and some are trying to change their way of parenting by trying to respect their children’s opinion and feelings like participants A and B. Thirdly, the media’s effect on people’s behaviors is undeniable. Multiple TV channels have programs of experts giving advice on parenting, and bookstores also devote a large amount of space to education on parenting. Advice of how to be a good parent could be found on websites, newspapers, magazines, and TV shows. Talk shows discussing the reform of family education can also be found in major Chinese TV channels like China Central Television (CCTV) [7].

3.3. Change of ways of coping with feeling rules

First of all, the influence of western culture can be clearly seen through the interviews. Many of the participants have mentioned that the experience of living abroad made them more willing to express themselves and more independent. For example, participants B, G, and H tended to listen to their parents before they went abroad, but they became more willing to express their thoughts and feelings to their parents after their return. Secondly, the improvement of gender equality and the increase in the social and economic status of females also influenced the way that women manage their feelings. The social transformation that resulted from the women’s liberation movement penetrated the private life sphere, resulting in new laws and regulations on sex and marriage and new patterns of consumption and lifestyle [9]. Romantic love, gender equality, freedom of marriage, and independence were promoted, thus women are more likely to challenge feeling rules or the authorities such as their parents when their feelings are different from what they are expected to feel. Thirdly, the change in authority has changed the way women deal with their feelings. The structural perspective of feeling rules suggests that individuals of lower status are subjected to a higher status counterpart [10]. Based on the interviews, parents in Chinese traditional families were the ones who make the rules and children are to obey. However, after children have obtained economic independence, that authority shifts of weakens. Three participants mentioned their parents could not control

them as much as before since they have their own job and economic independence. With certain social and economic status, they are more likely to have the courage to challenge their parents' authority instead of suppressing their feelings.

4. Conclusion

In conclusion, based on the interviews, there are two different types of emotion work: evocation and suppression. In the two types of family – democratic family and traditional Chinese family, participants from democratic families are more likely to evoke their feelings because they long for more attention and care from their parents; while participants from families that are more traditional evoke and suppress their feelings as they want to be recognized but at the same time do not want to be controlled. On one hand, they are expecting to gain love, recognition, support, and understanding from their parents; on the other hand, their opinions and feelings are easily rejected by their parents, and their lives are controlled by their parents from many aspects including choice of career and love life. When there is a conflict between how they should feel and how they actually feel, there are generally two ways of managing their emotion, that is trying to change their own feelings or trying to change their parents' thoughts and feelings. The choices they made also influenced the actions and relationships with their parents. Consequences such as children constantly lying to their parents would occur if they choose to obey the feeling rules in the presence of their parents. Meanwhile, those who challenged their parents but failed to change their parents' mind will choose to study far away. We could also see some wider change happening in China, such as the changes of parenting styles, feeling rules, and the way people manage their feelings, especially for women. These changes have taken place due to the change of policies, especially policies on education and gender equality. Besides, these changes also resulted from the increase in women's economic independence and social status, changes of cultural norms due to the influence of media on women's rights and parenting styles, the influence of western culture especially towards return migrants, and the weakening of parents' authority and the transfer of authority from parents to the children themselves. The feeling rules of women are changing due to political, economy, and cultural changes in China, and also due to the increasing influence of western culture from return migrants. Although emotion work is still greatly influenced by feeling rules of traditional families, many families are trying to change when there is a gap of what returnees really feel and they ought to feel.

Disclosure statement

The author declares no conflict of interest.

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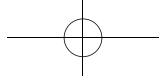
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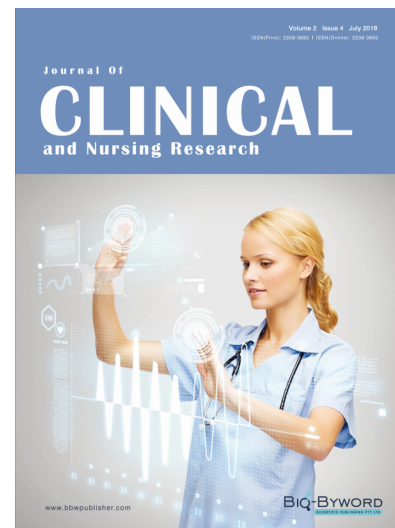
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