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A STUDY ON SENIOR HIGH SCHOOL TEACHERS' ACCEPTANCE OF COMMUNITY-BASED LOCAL ENROLLMENT

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Abstract

The community-based approach to high schools and vocational schools considers the convenience, necessity, geographical relevance, and suitability of students enrolling close to home. It aims to construct a reasonably defined "suitable learning community"

by facilitating inter-school collaboration among high schools and vocational schools, as well as resource sharing with junior high schools, colleges, and social welfare organizations. This includes sharing curricula, teaching staff, and both software and hardware resources, thereby providing diverse and suitable learning opportunities for high school and vocational students. This study aims to explore high school teachers' acceptance of community-based local enrollment through the lenses of social change, industrial change, and career development, to understand how these changes influence career development and subsequently teachers' attitudes towards local enrollment implementation. The subjects of this study are high school teachers, and a convenience sampling method was used to collect data. A total of 230 questionnaires were distributed, with 203 valid responses returned. The data were analyzed using AMOS 20 for confirmatory factor analysis. The results indicate a highly significant positive correlation between industrial change and social change, a significant positive correlation between industrial change and career development, and a significant negative correlation between career development and attitudes towards local enrollment implementation.

Keywords:

Community-Based Approach, Local Enrollment, Career Development, Industrial Change

1. Introduction

The concept of community-based senior high schools and vocational schools is based on the convenience, demand, geographical proximity, and adaptability to the living circles of students entering schools nearby. It aims to construct a "suitable learning community" within a reasonable scope through inter-school cooperation among senior high and vocational schools, as well as resource sharing with junior high schools, universities, and social welfare institutions. Such a community provides diverse and appropriate learning opportunities for senior high and vocational students, covering four types of learning programs: general education, vocational education, gifted education, and education for individuals with disabilities. Students can choose to attend schools or programs that are closer to home based on their inclinations, interests, abilities, and needs. At the same time, this also extends the educational function of schools, responding to the community's demand for continuing education, promoting a culture of community learning, and laying the foundation for a lifelong learning community.

Hong (2005) pointed out that in recent years, the government's promotion of diverse admission programs for senior high and vocational schools, as well as community-based programs for these schools, along with changes in the social environment, have influenced the choices of junior high school graduates regarding further education. In this context, as a frontline teacher, he has many concerns about the educational policies affecting the school choices of junior high graduates, including the understanding of pilot programs such as the "Community-Based Senior High and Vocational School Policy," "Quality Improvement Assistance Program for Senior High and Vocational Schools," "Implementation Plan for Equalization of Educational Resources in Suitable Learning Communities for Senior High and Vocational Schools," "Unified Tuition Program for Public and Private Senior High and Vocational Schools,"

and "Implementation Plan for Admission to Senior High and Vocational Schools without Examination."

1.1 Community Proximity Enrollment

1.1.1 Significance of Community

According to a comprehensive definition by scholars (Tang, 2004b; Tang, 2003; Li, 2002), a community refers to "a place or area where a group of people live together, sharing a common culture, which includes shared language, emotional awareness, and behaviors." Furthermore, the function of a community is described as (Wu & Cai, 2002; Cai, 1996): "A community is a group of people living on the same land, sharing activities and life, thereby forming common values, emotions, beliefs, and culture. The scope of their shared life can range from global to even the solar system, or it can be narrowed down to small settlements." Therefore, aside from the factors of time and space, the most important core condition of a community is "shared awareness."

The concept of school community means the mutual openness and integration between schools and communities. Schools are not only a part of the community but should also aim to serve the residents of the community as a primary goal, viewing their own resources as part of the community's resources (Tang, 2003; Wu & Cai, 2002). By integrating with the community, if schools can value community participation, understand and reconcile the differences between the values conveyed by school education and the community's culture and values, and seek a balance point while fully utilizing various community resources, education can better meet the common needs of the school, the community, and the students receiving education.

In facing the ever-changing and challenging society of the 21st century, education not only needs to adjust with the changes in society and grasp the pulse of the times, but it should also actively guide and promote social progress, laying the

foundation for a better future. Education is not limited to school education; therefore, educational reform cannot be confined to the campus but should transcend the boundaries of schools, integrating the three major systems of family, school, and society. The community, as the fundamental unit of this integration, plays a crucial role. Thus, "school community integration and community school integration" has become an important trend in promoting social education and is also one of the core goals of current educational reform (Ministry of Education, 1995).

1.1.2 Overview of the Implementation of Community-Based Enrollment for Senior High Schools and Vocational Schools in Our Country

For a long time, our country's senior secondary education has faced the issue of a divide between general education and vocational education, leading to an early differentiation that results in a lack of flexibility in course selection. This not only fails to provide students with an environment conducive to appropriate development and diverse learning but also makes it difficult to stimulate students' innovative thinking. Additionally, due to the uneven geographical distribution of senior high and vocational schools, educational resources often overlap or are insufficient, making it challenging for school education to effectively meet the needs of nearby communities. Students are required to attend schools outside their districts, which further consumes time and energy, increasing social costs. The disparity in the quality and resources of senior high and vocational education between public and private schools, as well as between urban and rural areas, has also led to a rush of students trying to enter a few popular schools, resulting in a narrow educational value perspective that urgently needs to be addressed.

At the same time, in recent years, high schools and vocational schools have faced multiple challenges from the external environment, including changes in the economic environment, the opening of the education market, the increasing demand for high-tech talent, and the arrival of the lifelong learning era. There is an urgent need to

adjust relevant policies to respond to these challenges. To address the aforementioned issues, the Ministry of Education first proposed the "High School and Vocational School Community Implementation Plan Draft" in March 2000, and officially announced the "High School and Vocational School Community Promotion Plan" in May 2001. The aim is to construct a reasonably defined "adaptive learning community" through inter-school collaboration and resource sharing with junior high schools, colleges, and social welfare organizations, providing diverse and suitable learning opportunities for high school and vocational school students. The plan encourages schools to conduct courses and activities for "academic exploration" and "career exploration," offering junior high school students in the community opportunities for career exploration. This allows junior high school graduates to gain an understanding of the learning content at schools before entering the next stage of learning, ensuring that students have opportunities for adaptive learning in their local school environment and achieving the goal of nearby enrollment.

1.2 Social Change

Sociology, as a social science, focuses on the so-called "social phenomena." These phenomena typically refer to depersonalized psychological phenomena, encompassing both collective-level phenomena and unwritten institutional phenomena that manifest in the public domain. "Social phenomena" are not only the starting point of sociological research but also its endpoint in the research process. While research activities begin with the identification of the research object, the shaping and modification of that object is a continuous core process (Tsai, 2004). The "social phenomena" in sociology are shaped through a unique sociological perspective, specifically the perspective of the "structural relationships of social conditions," emphasizing that they are constrained by social conditions and presented in the form of relational structures (Tsai, 2004). Furthermore, social phenomena are expressed

through media symbols such as language, text, and images, and their meanings are understood through people's lived experiences (Liu, Chen, & Fang, 1998).

From the perspective of social development, this viewpoint has obvious characteristics of the times, primarily exploring issues in contemporary social development, involving the relationship between economic development, social development, and human development (Jing, 2002). With the impact of modernization and globalization, our society is undergoing rapid changes and development, which not only alters social structures and individual lifestyles but also leads to the continuous evolution of people's values and ideologies, while generating numerous social problems. By examining the concepts of social change and social development, we can further understand how these changes and developments affect phenomena in the field of education.

Educational reform needs to timely reflect the demands of social change. The rapid advancement of technology, such as the development of information technology and the application of multimedia and the internet, has had a profound impact on personal lives as well as on administration, business, communication, and other fields. The development of biotechnology has further brought significant shocks to industrial structures, human health, medical care, nutrition and hygiene, business, education, and law, particularly in terms of ethics and moral systems, where its impact is especially profound.

At the same time, social changes have led to transformations in social structures such as family organization and social norms. Under the post-capitalist economic system, changes in the production structure, division of labor, and market mechanisms further influence workplace demands and talent cultivation directions. Culturally, the shifts in socio-economic conditions have revealed diverse values, and

education needs to find an appropriate positioning amidst the interaction between localization and globalization, as well as refined culture and popular culture. In the process of building a democratic and open society, pluralistic values have become an important foundation for establishing new interpersonal relationships and appreciating different cultures. Furthermore, with the deepening of internationalization, the interactions between individuals and between nations have become increasingly close, and education must also take on the responsibility of responding to these challenges.

1.2.1 The Relationship Between Education and Social Change

Social change refers to significant changes in social structure, institutions, and culture. Social change is a constant reality; however, the rate of change in traditional societies is relatively slow, while the rate of change in modern societies is much faster. In the past one or two hundred years, the rapid changes in human society have become an important area of study in modernization (Giddens, Duneier, Appelbaum, & Carr, 2017). The changes in human society—past, present, and future—are closely related to the development of education (Parsons, 1959). When discussing educational reform, it is essential to understand the relationship between education and social change. In summary, the relationship between education and social change can be categorized into three types: first, education reflects the reality of social change; second, education becomes a condition for social change; third, education serves as a driving force for social change.

In terms of technology, education often reflects the reality of social change. For example, technological advancements alter the existing occupational structure, and the vocational and technical education system changes accordingly (Bell, 1973). Additionally, the progress of information and communication technology has led to improvements in teaching aids (Shavit & Blossfeld, 1993). Economically, to enhance the rate of economic development, a society must engage in relevant educational

reforms. Such educational reforms not only directly promote economic development but also indirectly facilitate the social changes that economic development aims to achieve, such as accelerated social mobility and the formation of an open society (Aoki, 2011). In this latter regard, education serves as a condition for social change. In terms of values and ideology, education often becomes a driving force for social change. For instance, every country establishes clear and unique educational objectives, based on which it builds its education system and promotes educational measures. The result inevitably shapes specific values among social members, thereby driving social change (Parsons, 1959).

1.2.1 The Causes of Educational Issues in Social Change

In the process of social change, the emergence of educational issues is inevitable, closely related to changes in social structure, the evolution of values, and shifts in individual behavior. Sociologist Dewey (1916) argued that education reflects the cultural and value system of a society, and therefore, social changes will inevitably have a profound impact on the educational system. In this process, as social demands change, a disconnection may arise between the old educational system and emerging needs, making it difficult for the existing educational framework to adapt to the demands of the new environment (Giddens, 2001).

According to sociological theory, the emergence of educational issues is typically closely related to three major factors. First, social disorganization occurs due to the emergence of new social demands, leading to instability in social structure, making it difficult for the old educational system to maintain balance. For example, rapid urbanization and industrialization often disrupt traditional social structures, preventing the educational system from effectively responding to new economic and social demands (Burgess, 1925). Second, value conflict refers to the lack of consensus among different value systems during social change, which prevents the educational

system from adequately meeting the needs of all parties, resulting in discrepancies in educational goals and methods. Such conflicts can be observed in areas such as educational policy, curriculum design, and teaching methods (Parsons, 1959). Finally, individual deviance refers to the phenomenon where some members of society may fail to adapt to new social norms and values as the social environment changes, resulting in behaviors that deviate from societal expectations. This deviance is reflected in education as abnormal student behavior, which in turn affects educational outcomes (Merton, 1938).

Therefore, the root of educational issues lies not only in education itself but is also closely linked to the context of social change. To address these challenges, educational reform needs to be adjusted from multiple aspects, including social structure, the alignment of values, and the norms of individual behavior, in order to achieve genuine educational progress (Bowles & Gintis, 1976).

1.3 Overview of Industrial Changes

In the face of multiple challenges currently confronting the world, Taiwan's economic development must not only rely on traditional industrial transformation but also actively seek cross-disciplinary innovation and collaboration. With the rapid advancement of digital technology, if Taiwan can effectively integrate cutting-edge technologies such as artificial intelligence, big data, the Internet of Things, and blockchain, it will be able to occupy a more advantageous position in the global market. This will not only help enhance the competitiveness of existing industries but also create entirely new business models and industrial forms. For example, the application of smart manufacturing and automation technologies can not only improve the efficiency and precision of the manufacturing sector but also attract global companies to establish R&D and manufacturing bases in Taiwan, further strengthening international industrial connections and competitiveness.

Moreover, sustainable environmental development has become a focal point of global attention. If Taiwan can proactively position itself in the fields of green technology and renewable energy, it will help shape a competitive industrial advantage in the context of increasingly stringent global climate change policies. Further developing technologies based on renewable energy and promoting energy management systems and carbon emission reduction programs will not only meet the global market's demand for green products but also enhance the international influence of Taiwanese companies in the environmental protection sector.

For Taiwan's future development, it is equally important to emphasize technological innovation and environmental sustainability. In addition to focusing on emerging industries, there is a need to strengthen the foundational training of vocational education to enhance the level of industrial technology. Taiwan has advantages in the development of knowledge-intensive industries, with scientific and technological potential rapidly increasing. Industries are beginning to shift from mass production to innovative applications in daily life, moving towards "servitization of manufacturing," "technologization of services," and "characterization of traditional industries." Particularly in areas such as cloud healthcare, customer demand-oriented high-value-added technology product design, and digital cultural creativity, collaboration among government, industry, academia, and research sectors is essential to create new opportunities for Taiwan's economy. Planning the layout of key technological fields in advance will help enhance Taiwan's competitiveness on the international stage (Executive Yuan, National Development Council, 2011).

1.4 Career Development

1.4.1Overview of Career Development

Adolescent career planning and development is the initial stage of their future career development, encompassing self-awareness, exploration, and understanding of

the external environment. Through continuous exploration of interests and abilities, adolescents can gain a clearer understanding of themselves, conduct self-assessments, and establish goals that align with personal and societal needs (Zhang, 1997). Adolescents who lack career planning often make unsuitable choices due to unfamiliarity with subjects, interests, and the occupational environment, influenced by family expectations or popular fields of study, leading them to enter schools or programs they are not interested in, resulting in future uncertainty and job transitions. Therefore, providing sufficient career information early on to assist adolescents in career planning is crucial for their future development.

The goals of career planning for junior high school students can be divided into three stages: the first year focuses on self-awareness and exploration, the second year emphasizes career awareness and experimentation, and the third-year centers on career planning. Since the 93rd academic year, career development education and vocational education programs have been incorporated into the curriculum. However, under the influence of a promotion-oriented education system, Guo (2001) pointed out that current career education often remains superficial, and students are unable to gain profound insights from aptitude tests or career awareness activities. Although career development education has a significant impact on adolescents' futures, the information provided by schools may not help students truly understand themselves and develop their personal career plans.

During the career development process, adolescents need to explore their own needs, interests, and abilities, as well as gather occupational information to understand careers that match their skills and interests. They must also choose future educational or work fields. Therefore, in addition to internal self-exploration, adolescents require external information about the professional world to adjust and

clarify their career goals, preparing themselves for the future.

1.4.2 Career Development Theory

The concept of career was originally derived from the word 'path', which means the path of progress or development of an individual throughout his/her life (Oxford Dictionary). According to Hall (1976), career is defined as the experiences and activities associated with work or occupation throughout an individual's life, and Super (1976) further emphasized that career is a continuum of events in human life, integrating different stages of occupation and life roles, and reflecting an individual's commitment to work as well as forms of self-development. Career encompasses not only occupations, but also roles such as student, family member, citizen, and even unpaid activities. Thus, a career can be viewed as a holistic developmental process over the course of an individual's life, and career development refers to the process of preparation and development as an individual adapts to the different jobs in his or her life stage (Van Maanen & Schein, 1978).

According to Super, there are five major stages of career development, including growth, exploration, establishment, maintenance, and decline. The age classification between stages is flexible rather than in a regular order, and each stage has its own important career development tasks. The stages of career development are as follows: 1. growth, 2. exploratory, 3. establishment, 4. maintenance, and 5. decline. From the viewpoint of career development, the most important significance of the adolescent stage is that it straddles the two stages of growth and exploration. Adolescents before the age of 14 begin to express their needs in different ways, but their physical and mental development is not mature enough, their evaluation of careers is relatively unstable, and their social knowledge is shallow, so they try to make mistakes through the real world, and their abilities and interests gradually become more

and more important as they grow older and as society expects them to be. Their main developmental task is to develop their self-image and correct conception of the world of work and to understand the true meaning of work by recognizing the results of their parents, elders in the family, teachers, or important people in their lives.

According to Super's (1957) theory, national and high school students are at the stage of crystallization, where adolescents are forming preferred career plans and considering how to carry them out, and their career development tasks consist of four major components: (1) Further development of their abilities and special talents. (1) Further development of their abilities and special talents. (2) Choice of schools to attend or fields of employment to pursue. (3) Choosing a school program. (4) Developing uniqueness. Therefore, during this period, adolescents will continue to explore their true interests and abilities through experimentation, in order to understand their roles, conduct self-examination, and then set goals that they are capable of achieving and that meet their own needs and those of society (Chang, 1997).

Based on the above theories, China has made “career planning” a mandatory course for junior and senior high school vocational programs, with the purpose of helping students explore themselves, further develop their understanding of and interest in careers, and receive appropriate career support. Teachers and parents need to provide adequate guidance and resources in this process to help young people explore and plan for their careers and lay the foundation for their future development.

1.4.3 Career Development Factors

Youth career development is a common concern in the academic world. Domestic and foreign scholars have been focusing on the impact of factors such as the content of career courses, self-concept and career information on youth career development. The conceptual framework of career or career planning shows that if individuals can fully recognize and understand the self, the world of work, and career-

related information, together with the support of environmental factors, it will have a positive impact on the development and choice of career planning (Jin, 1997). Therefore, “career planning” is a compulsory subject in both junior high school and senior high school vocational levels in China. The purpose of this subject is to guide students to explore their own selves, increase their understanding of their own selves, and then to correctly plan for their future career development based on their aptitudes, interests, and abilities. At the same time, this course also emphasizes on enhancing students' ability to collect career-related information, assisting them in career exploration, and ultimately completing their career choices and explorations through practical actions.

Self-concept plays an important role in career development. Everyone's cognitive map of the self is different, and self-concept represents an individual's perception of himself/herself, which is an important factor influencing his/her behavior. When some elements of self-concept are associated with career identity, it will have an impact on the process of career choice (Chang, 1999). According to Social Cognitive Career Theory (Sharf, 2006), an individual's beliefs about his or her ability to succeed in certain tasks play a key role in his or her actual performance. The formation and development of self-concept not only influences career choices, but also shapes different career styles.

Adolescence is an important time for the development of future career concepts. Through the practice of career development tasks, adolescents are able to crystallize their career preferences and make good career-oriented decisions. Because of the importance of youth to the future development of our nation, many countries are committed to providing comprehensive career information support. For example, O*NET Online, the U.S. career information network, provides a complete database of

jobs, including knowledge, skills, abilities, interests, general requirements, and job descriptions for a wide range of occupations. Through this website, young people can learn about the education and training resources required for specific occupations and make career planning accordingly. This is not only of great value to the career development of young people, but also provides comprehensive career information support for career changers, which is conducive to the further development of their careers.

1.5 Implementation of the Attitude of Proximity to Schools

1.5.1 Definition of Implementing Attitude of Nearby Schools

From the perspective of policy cognition, cognition refers to the mental process of an individual's knowledge and understanding of things through conscious activities, including perception, imagination, identification, reasoning and judgment (Zhang, 1989). Therefore, an individual's understanding of the content of a policy, the actual benefits of the policy, and its positive and negative impacts can be included in the scope of policy cognition (Jiang & Ngan, 2004; Lin, Wei, Chen, Lee, Ching, Lin, & Chen, 2001; Hsueh, Wen-Yi, and Chen, Zi-Yao, 2007).

On the other hand, attitude refers to an individual's positive or negative feelings toward a behavior (Ajzen & Fishbein, 1980), and is characterized by persistence and consistency (Chang, 1989). Attitudes can be further differentiated into instrumental and affective attitudes (Ajzen, 1991). Thus, policy attitudes can be defined as an individual's stabilizing feelings or behavioral tendencies toward a particular policy.

1.5.2 Studies Related to the Implementation of Attitudes Towards the Implementation of the Nearby School Admission Scheme

The empirical study revealed that Song (2007) used community leaders who participated in community tree-planting and greening activities as the target population

to explore the respondents' perceptions and interrelationships among the cognitive, attitudinal, and participatory dimensions of the program. Through regression analysis, the study found that both policy cognition and policy attitude had a significant effect on the willingness to participate in the program, with policy attitude having a higher effect on the willingness to participate than policy cognition. Thus, it can be seen that policy cognition and policy attitude have independent predictive effects on behavior or satisfaction.

However, from the point of view of attitude formation, cognition is the main factor in attitude formation (Xue, Wenyi and Cheng, 2007). Therefore, it has also been pointed out that attitude plays the role of a mediating variable between cognition and behavior (Lin Wei et al., 2001). In addition, in other areas of policy research, it has been found that background variables such as gender, age, education or experience of the respondents can make a significant difference in policy cognition, policy attitudes or policy satisfaction (Lin, Hsinpei, and Cheng, 2002; Lin, Wei et al. 2001; Yang, Ching-fang, Lai, Chi-hsun, and Lin, Jing, 2002; Hsueh, Wen-yi, and Shing, 2007; and Lo, Yu-yong, 2008; Bloom et al.).

2. Research Assumptions and Model

2.1 Research Hypotheses

H1：There is a significant relationship between social change and industrial change.

H2：There is a significant relationship between social change and career development.

H3：There is a significant relationship between industrial change and career development.

H4：There is a significant correlation between career development and the attitude towards the implementation of the Nearby School.

2.2 Research Model

Based on the literature review, the research model of this study was drawn from the constructs of social change, industrial change, learning career development and attitude towards the implementation of NIS, and the research model is shown in Figure 1.

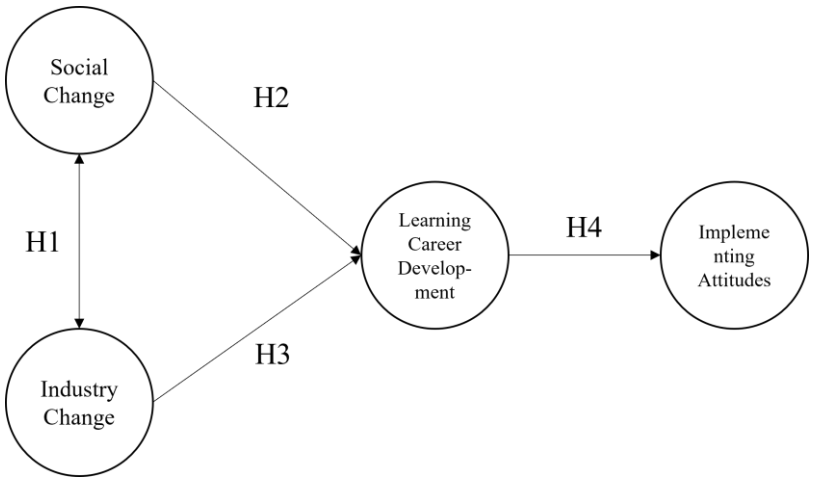

Figure 1: *Study Model*

3. Research Methodology

3.1 Research Context

This study was conducted with senior high school teachers as the target population and the questionnaire was administered. Before the administration of the questionnaire, clear communication and explanations were given to the respondents in order to clarify the meanings of the questions in the questionnaire.

3.2 Steps

After confirming the direction of the study, we collected relevant literature at home and abroad and developed the basic concepts and research framework from it.

We developed a preliminary questionnaire based on the literature and scholars' arguments and conducted a pre-test, and then began to formally distribute the questionnaires after modifying the questionnaires according to the results of the pre-test. After the questionnaires were collected, they were processed and analyzed using statistical methods, and recommendations and conclusions were made based on the results of the study.

3.3 Sample Analysis

The target population of this study is senior high school teachers, using convenience sampling method, a total of 230 questionnaires were issued, 215 were recovered, with a recovery rate of 93%, of which 12 were invalid questionnaires and 203 were valid questionnaires, with a usability rate of 94%.

3.4 Evaluation Questionnaire

3.4.1 Social Change

The Social Change Scale was adapted from the "Basic Survey on Social Change in Taiwan" prepared by the Institute of Sociology, Academia Sinica (2001) and the implementation of the Nearby Enrollment Situation in Higher Secondary Schools, with a total of 4 questions. The scale is scored on a 5-point scale, with respondents choosing from "strongly disagree", "disagree", "average", "agree", and "strongly agree" to fill in a question that best matches the actual situation, and the scores are rated from 1 to 5 respectively. The higher the total score of the scale, the lower the necessity of social change factors for students to attend schools near their homes.

3.4.2 Industrial Changes

The industrial change scale was adapted from the scale developed by Chen Hengjun and Hsu Manhui (2015) and the current situation of the implementation of nearness to school in senior secondary schools, with a total of six questions. The scale was scored on a five-point scale, with subjects choosing from "Strongly Disagree",

"Disagree", "Ordinary", "Agree", and "Strongly Agree" to fill in a question that best fits the actual situation, and the scores were rated from 1 to 5 respectively. The higher the total score of the scale, the lower the necessity for students to attend schools near their homes due to industrial changes.

3.4.3 Career Development Needs

The needs for learning career development scale was based on the "Youth Career Development" scale developed by Jasper Su (2002) and the "Implementation of Nearby Admission in Upper Secondary Schools" scale, which consisted of four questions. The scale was scored on a 5-point scale, with subjects choosing from "Strongly Disagree", "Disagree", "Ordinary", "Agree" and "Strongly Agree" to fill in the question that best fits the actual situation, and the scores were rated from 1 to 5 respectively. The higher the total score of the scale, the lower the necessity of the developmental needs of the students' academic career in relation to the factor of proximity to schools.

3.4.4 Attitude of Cooperating With the Implementation of the NEA Program

The Attitude Toward Implementation of the Nearby School Program Scale was adapted from Ajzen's (1991) instrumental and affective attitudes and the current situation of the implementation of the Nearby School Program in senior secondary schools. The scale was scored on a five-point scale, with respondents choosing from "strongly disagree," "disagree," "average," "agree," and "strongly agree" to fill in a question that best fit the actual situation, and the scores were rated from 1 to 5 respectively. The higher the total score of the scale, the higher the degree of cooperation with the implementation of the Nearby Admission Program.

4. Findings of the Study

4.1 Analysis of Reliability and Validity

4.1.1 Reliability Analysis

In the reliability analysis, Cronbach's α value and the Composite Reliability (CR) proposed by Fornell and Larcker (1981) were used to assess the internal consistency of the model. According to Nunnally (1978), Cronbach's α is acceptable if it is greater than 0.7, and according to Hair et al. (1998), the threshold of Composite Reliability should be above 0.7, and if it exceeds 0.7, it means that the conceptualization has achieved its goal. If the threshold is exceeded, it means that the conceptualization has achieved internal consistency. Table 1 shows that the Social Change Scale has 4 questions with a Cronbach's alpha of .834, the Industrial Change Scale has 6 questions with a Cronbach's alpha of .909, the Learning and Career Development Needs Scale has 4 questions with a Cronbach's alpha of .933, and the Nearness of School Program Scale has 3 questions with a Cronbach's alpha of .933, and the Nearness of School Program Scale has 4 questions with a Cronbach's alpha of .933, and the Nearness of School Program Scale has 3 questions with a Cronbach's alpha of .933. The Cronbach's alpha value of the statistically analyzed outcome scale was .758. Therefore, the combined reliability (CR) of the sample data of this study ranged from .774 to .907, which was on average higher than the threshold value of .7, and the Cronbach's alpha values were greater than .7, indicating that the questionnaires of this study had a Cronbach's alpha value greater than .7, which means that the questionnaires of this study had a Cronbach's alpha value greater than .7. The Cronbach's alpha values were also greater than 0.7, indicating that the questionnaire in this study has a certain degree of reliability, and that the measurement variables of each construct have a considerable degree of internal consistency.

4.1.2 Validity Analysis

In the validity analysis section, convergent validity was utilized; when the factor loading (loading) of a measurement question is greater than 0.5, it means that it

meets the requirement of convergent validity (Nunnally, 1978). In addition, if the average variance Extracted (AVE) of an individual construct is greater than 0.5, the construct is said to have sufficient astringent validity (Fornell and Larcker, 1981). In this study, the factor loadings of the measurement questions for all the constructs are also greater than 0.5, which is higher than the threshold value of 0.5 suggested in this study. All the questions in this study met the criterion of astringent validity, and therefore the measurement model in this study has sufficient astringent validity.

4.2 Correlation Analysis

In this study, Pearson's correlation was used to analyze the correlation between the dimensions, and the results of the analysis are shown in Table 2, while the degree of correlation is the degree of correlation above the low degree, the positive and negative correlation coefficients represent whether the relationship between the dimensions is positive or negative, and if the correlation coefficient is greater than 0, it is called positive correlation (positive correlation), which represents a positive relationship between the dimensions. If the correlation coefficient is greater than 0, it is called positive correlation, which means that one of the structural variables will increase and the other will also increase, i.e., there is a positive relationship between the two structural variables; if the correlation coefficient is less than 0, it is called negative correlation, which means that one of the structural variables will decrease and the other will also decrease, i.e., there is a negative relationship between the two structural variables. （This means that there is a negative correlation between the two structural variables (Wu, M.L., & Tu, J.T., 2005).

From Table 1, it can be found that social change and industrial change constructs are positively correlated with a correlation coefficient (R) of .774** ($p<.01$); social change and learning career development constructs are positively correlated with

a correlation coefficient (R) of .678** (p< .01); and social change and implementation attitudes constructs are positively correlated with a correlation coefficient (R) of .678** (p< .01); social change and implementation attitudes constructs are negatively correlated with one another, i.e., there is a negative relationship between the two constructs (Wu, Ming-Lung, and Tu, 2005). (R) of -.402** (p < .01), a correlation coefficient (R) of .793** (p < .01) for the industrial change and career development constructs, a correlation coefficient (R) of -.457** (p < .01) for the industrial change and implementation attitudes constructs, and a correlation coefficient (R) of -.525** (p < .01) for the implementation attitudes and career development constructs, and a correlation coefficient (R) of -.525** (< .01) for the implementation attitudes and career development constructs. 01), and a negative correlation between Implementing Attitudes and LDS Components and Social Change and Implementing Attitudes Components.

Table 1: *Relevant Analysis*

	Social Change	Industry Change	Learning Career Development	Implementing Attitudes
Social Change	1			
Industry Change	.774**	1		
Learning Career Development	.678**	.793**	1	
Implementing Attitudes	-.402**	-.457**	-.525**	1

** p < .05, ** p< .01, *** p < .001*

4.3 Model Fitness Analysis

According to the overall fitness check of the modified model, the fitness indexes of Absolute Fit Measures (AFM) are Root Mean Square Error of Approximation (RMSEA), Goodness of Fit Index (GFI), Adjusted Goodness of Fit

Index (GFI), Adjusted Goodness of Fit Index (AGFI), and so on. The absolute fit of the overall model of this study was RMSEA= .055, GFI= .908, and AGFI= .878.

The fitness indexes of Incremental Fit Measures (IFM) are Non-Normed Fit Index (NNFI), Incremental Fit Index (IFI), Comparative Fit Index (CFI), and so on. The relative fitness of the overall model in this study was NNFI= .928, IFI= .971, and CFI=.971.The fitness indicators for Parsimonious Fit Measures (PFM) were Parsimonious Normed Fit Index (PNFI), Parsimonious Goodness of Fit Index (PGFI) and so on. The parsimonious fitness of the overall model of this study is PNFI= .785, PGFI= .683, which is good after the comprehensive judgment.

4.4 Path Analysis

As can be seen in Figure 2, the path relationship between the components of the research model shows that the path coefficient of social change on industrial change is 0.54 (t = 4.77), indicating that social change has a significant positive effect on industrial change; the path coefficient of social change on the demand for learning career development is 0.10 (t = 2.40), indicating that the effect of social change on the demand for learning career development is smaller but still significant; the impact of social change on the demand for learning career development is less than that of industrial change on the demand for learning career development. The path coefficient of industrial change on demand for academic career development is 0.83 (t = 9.97), which shows that industrial change has a strong and significant positive effect on demand for academic career development; the path coefficient of demand for academic career development on attitude towards nearness to school implementation is -0.41 (t = -8.75), which shows that there is a significant negative relationship between demand for academic career development and attitude towards nearness to school implementation. The relationship between the need for academic career development and the attitude towards the implementation of the NIS was significantly negative.

After the reliability check analysis, the explanatory and predictive power of the structural model was further estimated. The explanatory power of the model was mainly to examine the significance of the path coefficients among the constructs and to make judgment based on the t-value of the path coefficients. From Table 2, we can see that all three structural model assumptions are valid, while one assumption is not valid.

According to the structural model in Figure 2, social change has a significant effect on industrial change, and as social change increases the necessity for students to attend schools near their homes, industrial change increases the need for students to attend schools near their homes. The effect of industry change on the need for academic career development is also significant, as industry change increases the need for proximity to schools, the need for academic career development increases. Conversely, the effect of the need for LLD on attitudes towards the implementation of the NEA was negative, with teachers' attitudes towards the implementation of the NEA program becoming more positive as the need for LLD decreased.

Table 2: *Beta*、*T-Statistic*、R^2

	Beta	**t**	**R^2**
Social Change Volume← →Industrial Change	.54***	4.77	5.99
Volume of Social Change→Demand for Career Development	.10	2.40	.639
Changes in industries→needs for career development	.83***	9.97	
Career Development Needs→Attitude towards Nearby School Programs	-.41***	-8.75	.276

註：***p<0.001，**p<0.01，*p<0.05

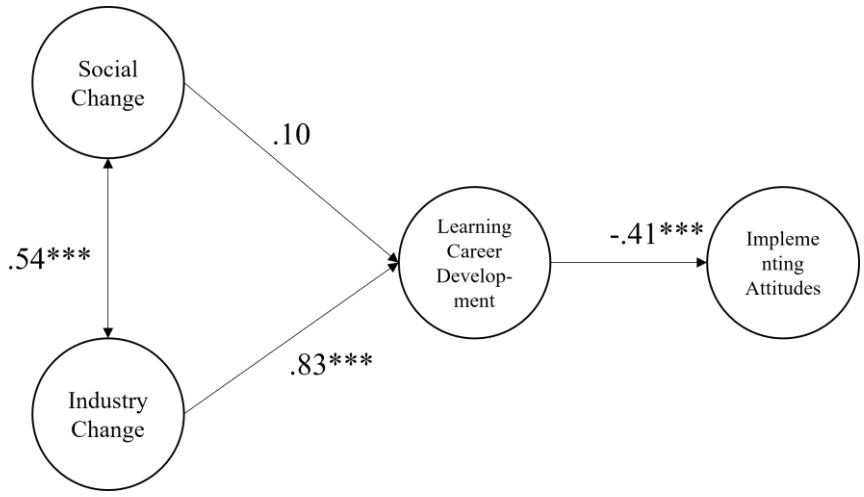

Figure 2: *Structural Model Diagram*

5. Discussion

A: The results of this study were positively supported for Hypothesis 1, that social change is significantly related to industrial change.

B: For Hypothesis 2, social change is significantly related to academic career development and the result of this study is not supported.

C: For Hypothesis 3, there is a significant correlation between industrial change and academic career development and the result of this study is positively supported.

D: Hypothesis 4: There is a significant relationship between career development and attitude towards the implementation of NIS, the result of this study is negatively supported.

6. Conclusion and Recommendations

6.1 Conclusion

In this study, the questionnaire survey method was used to classify the study area into four components, namely, social change, industrial change, learning career development needs, and matching with nearby school programs, and to analyze the reliability and appropriateness of the questionnaire. First, the internal consistency of the

sub-questionnaires was assessed by using Cronbach's α reliability index, and the results showed that the internal consistency of all sub-questionnaires reached a good level. Next, factor validity analysis was conducted using the orthogonal maximum variation pivot method, which has the advantage of allowing the factor loadings of each question to be focused on a single observed variable after pivoting, thus enhancing the clarity and validity of question categorization. The results of this study showed that the construct validity of each sub-questionnaire was good. In summary, the fitness indicators showed that there was a good fit between the theoretical model and the observations.

Specifically, the findings showed that there was a significant positive correlation between industrial change and social change, a significant positive correlation between industrial change and career development needs, and a significant negative correlation between career development needs and attitudes towards the implementation of the NEP. These findings provide an empirical basis for further research and help to understand the interrelationships between the variables.

6.2 Recommendations

This study provides a comprehensive review of the analytical discussions and findings, and provides a detailed description of the research variables, the study population, and the research methodology. Based on this, this study puts forward a number of recommendations with a view to providing references for future related studies and contributing to the development of the academic field. Firstly, this study was limited to senior secondary school teachers due to manpower, time and funding constraints, resulting in a restricted scope of inferences from the findings. Therefore, future studies may consider expanding the population to include junior high school teachers to compare the acceptance of community-based proximity policy among educators at different levels. This would help to gain a deeper understanding of teachers'

perceptions and attitudes toward the policy at different school levels.

In addition, while this study focused on high school teachers in Taipei City, future research could further categorize and compare teachers' acceptance of and attitudes toward the implementation of the CNA policy by geographic region, exploring the differences in acceptance and attitudes among teachers in different regions in the north, central, and south of the city, which would provide a broader perspective for the study. In particular, a comprehensive comparison and exploration of the differences between different types of schools, such as the teacher groups of ordinary senior secondary schools and technical senior secondary schools, would help to gain a deeper understanding of the actual impacts of and responses to the policy by teachers in different types of schools. These recommendations can serve as a focus of discussion for future research and further refine the research findings in this area to enhance its academic value.

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