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Research on the Innovative Path of Campus Crisis Management Mode in Higher Vocational Colleges in Ethnic Areas

Yu Chen
Yunnan Open University, Yunnan, China
***Corresponding author,E-mail:cydaniel@126.com**

Abstracts:
The occurrence of campus crisis in higher vocational colleges in ethnic areas seriously affects normal teaching and talent cultivation in schools. The article uses the bottom-up grounded theory for data collection and three-level coding through Nvivo11.0 software, and finds that there are problems such as the lack of management mechanism, inadequate safety education, short boards in the campus environment, and lagging teachers in campus crisis management, etc. Taking these problems as the starting point, it puts forward the innovative path of the campus crisis management mode of higher vocational colleges in the ethnic areas, and effectively improves the prevention and resolution ability of campus crisis events.

Keywords:
Ethnic areas; Higher vocational colleges; Campus crisis; Management model; Innovative paths

1 Proposing the problem

Campus crisis events have become the top priority of college students' work, which is a sudden, urgent and dangerous event faced by the main body of students, with the characteristics of uncontrollability, unpredictability and seriousness. Especially in the new era, under the trend of college enrollment expansion, open campus environment and diverse network media, campus crisis events have become endless, especially in ethnic areas, which also face unique regional and complex border social environment. How to prevent and efficiently deal with campus crisis in colleges has become a hot topic in current student work research, and it is also one of the issues that the education department focuses on.

By combing the literature, it is found that Wang Yaokui pointed out that counselors, as the front-line personnel of student work, are the vanguard of dealing with campus crisis [1]. Li Xiaoming believes that the campus crisis in colleges has the characteristics of socialization and complexity, which is mainly caused by factors such as social politics, administrative management and students ' quality [2]. Jin Tailai, Wei Yan and Wang Zhimei, on the other hand, believe that the response system, prevention mechanism and management ability of campus crisis should be paid attention to, which is the difficulty and focus of the work of solving and preventing campus crisis events [3-5]. There are also many scholars who address campus crisis from the perspective of counsellors, such as Li Zinle, who proposes that counsellors' coping ability should be enhanced

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in the stages of crisis event reduction and preparation [6]. Zuo Ying focuses on the role of counselors in campus crisis management [7]. Nie Shuwen and Shi Ying take higher vocational colleges as the research object, and analyze the improvement of campus crisis response ability of counselors in higher vocational colleges [8-9]. However, there are few studies on campus crisis management in higher vocational colleges in ethnic areas. Therefore, this paper takes higher vocational colleges in ethnic areas as the research object, adopts grounded theory, carries out three-level coding of interview data, explores the crux of campus crisis in higher vocational colleges in ethnic areas, and puts forward management innovation path, in order to provide useful reference for campus crisis management in higher vocational colleges in other ethnic areas.

2 Research Design

This study adopts the grounded theory research method in the qualitative research methodology, which explains the social phenomenon from the bottom up, and aims to explain the management of campus crisis in higher vocational colleges in ethnic areas. The grounded theory research method emphasizes the gradual classification and coding from the survey interview data , and obtains the theory in the description and explanation of the phenomenon. Therefore, this study uses three classification methods of different colleges, different positions and different grades to select the interviewees. Twenty-three teachers and students from School of Economics and Management, School of Health Care and School of Chemical Engineering were selected as interviewees. The interviewees mainly include counselors, full-time teachers, student cadres and ordinary students, etc., and these interviewees have certain experience in the management and handling of campus crisis. In order to protect the information of the interviewers, this study was carried out in an anonymous form.

Due to the differences in the professional and work nature of the interviewees, semi-structured interviews were used in this study to collect the management attitudes and related information of different groups on the campus crisis of higher vocational colleges in ethnic areas. According to the previous literature review and expert interviews, the interview outline is listed, and the interview outline is fine-tuned according to different interview objects. On average, the interview time of each interviewee was controlled at 30 minutes. Under the premise of the interviewee 's consent, the interview process was recorded to facilitate subsequent text conversion and filling in the gaps. 20 copies of the data were randomly selected and imported into Nvivo11.0 software according to the three-level grounded research of open coding, axial coding and selective coding, and the remaining 3 copies were tested for saturation.

The coding results are as shown in Table 1. The first is open coding, which is mainly to conceptualize and categorize the collected data, analyze word by word, especially the analysis of content words, merge words or words with high similarity, and reorganize and summarize them. After sentence-by-sentence identification and coding of 20 interview materials, 54 categories were obtained after deleting meaningless and repetitive keywords. The second is the axial coding, which is mainly to further refine and construct the concept of 54 genera formed by open coding, analyze the relationship and logic between various genera, and form 12 axial genera. The third step is the selective coding. The selective coding is the basis of the axial coding for further concept mining and category attribution. The 12 axial coding categories are summarized and integrated into 4 core codes, and then the saturation test is carried out with the reserved 3 data to ensure that no new concepts and categories appear, that is, the end of all grounded coding.

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Table 1 Three-level coding results (partial)

Open Coding (partial)	Axial Coding（12）	Selective Coding（4）
Existing laws and regulations lack guidance and norms for handling complex campus crises.	Administrative Regulations	Mechanism Construction
School emergency plans are mandatory, lack of practical and scientific.	Emergency Plan	
The school does not seem to have a corresponding management department, which is temporarily managed by the Student Affairs Office and the Security Office, and the responsibility is not so obvious.	Campus Organisation	
I do not know what kind of event is a campus crisis, this is very vague.	Crisis Awareness	Information Management
Now the information is very clear, but it is difficult to distinguish between true and false, do not know the various types.	Public Opinion	
There is a disconnect between teachers and students, and there is so much information that is difficult to communicate effectively.	Information flow	
The content of safety education classes is outdated and seldom covers knowledge of various types of crisis education.	Safety Education	
The facilities vary so much from school to school that many of them don't meet your needs.	Teaching Facilities	Campus Environment
Canteen hygiene sometimes feels bad, so does the school hospital.	Health Care	
The dormitories are too far away from the classrooms and other activities, very inconvenient, and you can't ride a bike or anything like that.	Campus Traffic	
Although they are all university teachers, they have different information in different divisions of labor, and there is a bias in their role positioning.	Teachers' Role	Teacher Construction
Lack of relatively professional psychologists, many of whom are part-time and can address limited issues.	Psychology Teachers	

3. Results Analysis

According to the three-level coding of grounded theory, the four core categories of mechanism construction, information management, campus environment and teacher construction are finally obtained. It is concluded that the dilemma of campus crisis management in higher vocational colleges in ethnic areas is mainly reflected in the following aspects.

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3.1 Mechanism Construction: Lack of sound campus crisis management mechanism guarantee

In the process of interview, both teachers and students put forward the lack of corresponding management mechanism for campus crisis. They think that the lack of many management mechanisms leads to the lack of sufficient understanding of campus crisis among leaders, teachers and students in higher vocational colleges. Especially in the process of dealing with campus crisis, they only rely on previous experience, and even wait for and rely on the phenomenon, so that they miss the best time to solve the campus crisis.

The current students were born after 2000, young and vigorous, less social experience, weaker to bear the pressure, their worldview, values and outlook on life to a certain extent in the immature stage, these unstable factors lead to the campus crisis of suddenness and urgency; as a higher vocational college in ethnic areas, it has its own particularity. Diversified nationalities have increased the cost of campus crisis management due to differences in ethnic habits.At the national level, its main documents include ' opinions on further strengthening the comprehensive management of school public security ' in 1996, ' emergency plan for public emergencies in the education system ' in 2005, ' emergency response plan for public health emergencies in the education system ' in 2009, and ' emergency plan for network security incidents in the education system ' in 2018. However, the content of these documents is relatively general and broad, mostly guiding opinions. Especially in colleges in ethnic areas, it is difficult to help front-line staff to make efficient judgments and solutions. In addition, under the trend of enrollment expansion, the teacher-student ratio is seriously insufficient, resulting in few schools to set up relevant crisis management agencies and departments. It is a temporary organization of the crisis to set up a working group, which is not scientific and systematic. Due to the problem of responsibility, there will be shuffle between different departments in dealing with campus crisis, which greatly reduces the management efficiency.

3.2 Information Management: Inadequate information management for campus crisis awareness education

Self-media era makes the release and circulation of information costless, college students can use a mobile phone to access a variety of information, which in many cases to meet their curiosity and focus of attention, and fill up their fragmented time. At the same time, for the newly adult higher vocational students, the cognition of the society is relatively simple, and they think themselves more mature. Under the ' bombing ' and temptation of all kinds of information, many students are immersed in the mobile phone world and cannot extricate themselves. At the same time, they have not accumulated enough media literacy and judgment. It is easy to believe in pyramid selling, online lending, preaching, games and so on in the network, and these information cannot be correctly identified.

According to Hu Miao, the campus crisis of higher vocational colleges mainly includes five categories: misunderstanding crisis, accident crisis, unintentional crisis, victimisation crisis and public health crisis [10]. However, for higher vocational colleges in ethnic areas, ethnic customs are also a type of crisis that cannot be ignored. However, in the interview, it was found that there was a lack of crisis education for students in the school. The school did set up relevant courses, such as safety education courses. In practice, the nature and status of this kind of courses are far less than professional courses. There is no mature teaching material and

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monitoring system, which can not arouse students ' attention. Most of them complete the course learning with a coping attitude, which leads to the inconspicuous effect of crisis education. Students can only identify several common crisis events, resulting in some students being unconsciously involved in the network dissemination and comment of crisis events, which increases the difficulty of school management.

In addition, at present, according to the requirements of the Ministry of Education, the construction of counselors in vocational colleges has begun to take shape. However, due to professional differences in the counselor team, there are a small number of part-time counselors to supplement. Although after many vocational skills training, there is still a lack of experience in emergencies such as campus crisis. Young counselors face young students. It is inevitable that there are communication barriers, especially for students with irritable personality and psychological problems.

3.3 Campus Environment: Hidden dangers and shortcomings in building a safe campus environment

Campus environment is often one of the neglected factors, such as teaching facilities, campus management, campus traffic, canteen health and so on, which are all risk factors related to students ' interests. College students born after the millennium have relatively superior family conditions and are accustomed to growing up. They are relatively more self-motivated and have higher requirements for school life [3]. Once it is found that the school environment does not match its own demands, it is easy to have negative emotions. When these emotions cannot find a breakthrough, they will use their mobile phones to vent online and form inappropriate online public opinion. For example, in 2023, a survey in the UK found that 572 schools used reinforced autoclaved aerated concrete (RAAC) building materials. This material will significantly reduce its life span over time, and its school buildings have serious safety hazards. Students and parents are anxious about this matter and are very dissatisfied with the government 's failure to take timely action. This building material also has huge safety hazards in other public buildings. After the news broke out, it caused public unrest. In general, for the campus crisis caused by the campus environment, students will default to consider themselves as victims. At the same time, students lack the awareness of crisis prevention, and they are more concerned about their own interests and do not have the spirit of responsibility, which leads to the occurrence of the crisis.

3.4 Teacher Construction: Lagging behind in faculty development and crisis management capacity

Teachers are the front-line staff dealing with campus crises, mainly containing counsellors, professional teachers, psychology teachers and other administrative staff. However, the current rejuvenation of teachers is very obvious, most of them have just joined the work, it can be said that they have not completed the change of identity, short working time, lack of experience in solving campus crisis, which is mainly reflected in: ① Teaching staff lack experience in prevention and control. The suddenness and uncontrollability of campus crises lead to the inability of front-line staff to grasp crisis information in time. Some teachers lack relevant training, are unaware of the seriousness of the matter, take a chance, and are not highly motivated to work with students. ② Insufficient ability to deal with crisis. In general, the campus crisis occurred, the first-line staff must go to the scene, on-site control and processing, young teachers have less experience, in front of

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the crisis performance of not knowing what is wrong, mishandling sometimes also exacerbate the impact of the crisis. ③ Lack of guidance of public opinion on crisis events. In the era of low-cost self-media, most of the students hold the mentality of "people watching" mentality to view and spread the crisis, the diversity of channels makes it difficult for the front-line staff to accurately grasp, and at the same time in the college student group there are all kinds of network vocabulary, which will bring great inconvenience to stop the spread of rumours and guidance of public opinion. ④ Insufficient summary and exchange of experience. There are about 10 colleges in each university, and the crisis basically occurs in a certain college, and after the crisis subsides, the experience and communication are only carried out within the college, and then there are assessment and competition among colleges, so everyone avoids talking about the crisis. When it happens in other colleges, there is still no experience to be found, which is actually a loss for the school.

In addition, the role of psychological counseling teachers in the whole crisis process can not be ignored. The efficient rehabilitation of crisis events cannot be separated from the participation of psychological teachers. However, in the interview, it was found that the psychological counseling teachers in some colleges are not psychology majors, but only teachers holding psychological counseling certificates. So they are not able to conduct psychological counselling for the aftermath of a crisis, calm students' emotions and do a good job in the aftermath of the crisis.

4.Innovation path

4.1 Sound and Improved Management Mechanisms

The expansion of higher vocational colleges has led to a significant increase in the number of students, coupled with social factors and students' personal factors make all kinds of campus crises occur frequently, which brings great challenges to the safety management and normal operation of college. In order to improve the campus crisis management ability of higher vocational colleges, it is indispensable to establish a perfect organisational management mechanism [4]. First, set up a special organization. Select experienced teachers to form a crisis event management team, and formulate campus crisis event management regulations under the guidance of relevant departments. Through the approval of the principal 's office, it is issued to each secondary college for implementation, fundamentally eliminating the phenomenon of unclear responsibilities. At the same time, regular case integration, continuous accumulation of experience and summary, so that the real college has no boundaries, so as to achieve efficient handling and resolution of campus crises. Secondly, improve the early warning mechanism of crisis events. It can effectively judge and warn the imminent crisis events, reduce the harmfulness and influence of the crisis events, seize the time for the front-line staff to deal with them, and avoid the expansion of the crisis events as much as possible. Again, establish a rapid crisis management mechanism. Although campus crisis events are inevitable, timely and proper handling can eliminate and weaken the destructive power of crisis events. The rapid handling mechanism is to strangle crisis events in the cradle, so that front-line handlers can accurately grasp the development trend of the crisis. Finally, the aftermath mechanism and experience summary. After the end of the campus crisis management, it is necessary to review and sort out the whole event, analyze the problems and deficiencies in the process of processing, prevent the occurrence of similar campus crisis events, and put forward feasible suggestions to enrich the case base of campus crisis event processing, so as to provide help for the management learning of

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new teachers.

Coordination and cooperation is a common management strategy in colleges at present, and it can not be ignored in campus crisis management. For example, when a campus crisis occurs in a school, information collection and mastery is the first threshold. Accuracy directly determines the choice of strategies. On the other hand, it also reduces the loss of time, reports the information data to the management department, and helps the functional departments and student affairs offices to deploy scientifically. Secondly, after starting the emergency plan, all departments and leading groups can rush to the scene, understand the real situation, and make scientific assessment and pre-judgment of expenditure. Psychological teachers and counselors should do a good job in emotional comfort of students, the security department should do a good job in on-site protection and maintenance of order, the propaganda department should do a good job in public opinion guidance for network information dissemination and media, and the emergency legal department should do a good job in legal negotiation. All parties coordinate and coordinate to do a good job in the handling and aftermath of the campus crisis.

Many emergencies in campus crisis may be related to government departments such as public security and fire-fighting, which are generally far away from the school. This requires that front-line staff should be trained to master the means and methods of public security and fire-fighting to deal with emergencies in daily management, to strengthen the co-operation and exchanges with these departments, to establish a partnership of solidarity and mutual help, and to accumulate rich experience and technology, so that they can take prompt action and control the situation when dealing with a campus crisis. When dealing with campus crisis incidents, they can act quickly and control the situation. In addition, in some crisis events, the staff of public security or fire control can actively participate in and intervene. The special identity and social influence can greatly make the crisis event makers trust, and then effectively control the crisis events.

4.2 Strengthen Students ' Safety Education

As mentioned above, the current campus crisis is mostly caused by college students. This is mainly because college students are in the stage of formation and maturity of the three views, and their self-protection awareness is weak. They are vulnerable to external influences and then make radical behaviors that endanger themselves or campus safety. First of all, we should pay attention to consciousness, actively carry out the education of college students ' crisis consciousness and psychological quality in daily education and theme class meeting, and guide students to establish correct values and self-control.

As the main course to improve students ' awareness of prevention, safety education should be strictly standardized to help students understand the types and hazards of crisis events. At the same time, we should strengthen emergency pre-training and expansion, and improve the students ' ability to cope with crisis events and psychological quality. According to the experience, in the campus crisis management, sophomore and junior students have obvious crisis awareness and crisis resolution ability, especially student cadres and party members, can effectively lead the positive values and public opinion guidance, maintain the image of the school; in contrast, the freshmen who have just entered the school are slightly insufficient in this regard. It is easy to spread inappropriate remarks driven by excitement and curiosity, resulting in the spread and expansion of crisis events. From this point of view, the safety education curriculum has an obvious effect. It is

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necessary to publicize and popularize the campus crisis knowledge among students, construct the safety education system of students, improve the campus crisis resolution ability, methods and skills of students, and reduce the harm of campus crisis events to students.

In addition to safety education, student tracking is also very important. For example, once a student enters the school, he/she will create a campus growth profile, which contains his/her academic performance, dormitory location, home address, emergency contacts, religious beliefs, school status, and scholarship information. The establishment of campus growth records can not only help counsellors and class teachers understand all aspects of students' information, but also prevent campus crises, such as the semesterly mental health status assessment, which can be a good record and grasp the state of mental health of the students, and timely help and guidance, to eliminate the occurrence of campus crises caused by psychological problems at the root.

4.3 Improve the Quality of Campus Environment

A healthy and safe campus environment can effectively prevent the occurrence of campus crisis events. As a higher vocational college in an ethnic area and in a border area, the infiltration of undeveloped molecules and evil forces is pervasive, and college students who are not yet experienced in the world can easily be taken advantage of, which invariably increases the difficulty of campus management. Firstly, strengthening campus security management, actively building a security management system, and taking campus security construction as a top priority, such as security early warning, campus facilities, emergency response, etc., to ensure that campus security work is carried out efficiently. Secondly, the safe operation of campus infrastructure, such as intelligent access control system, on the one hand, can effectively count the information of students leaving and entering the school, on the other hand, can effectively prevent the entry of non-campus personnel. In addition, there are security facilities, campus vehicle management, circuit safety, fire alarms, health care and night lighting systems, etc. The completeness of these infrastructures is closely related to the campus experience of the students, and is also a factor that the students care about very much, the slightest unsuitable or in place, will cause students to spit and spread the network.

In addition to these infrastructures, campus greening and landscape construction are also important indicators for improving the campus environment, and the healing function of the landscape can also be used to relieve the pressure of students. For the school dormitory area, teaching area, activity area, etc., functional planning is implemented to create an educational landscape, plant collocation is scattered, rest seats are added, and a hierarchical campus greening is formed to create a good environment for students to learn and live. For the school loop, speed bumps and high-quality asphalt are laid to reduce the safety accidents and driving noise caused by vehicles in the school. At the same time, the sidewalk is optimized, and the brick with high air permeability and water permeability is used to do a good job in the drainage system of the sidewalk. The upgrading and optimization of the ring road, according to local conditions, under the premise of meeting the basic functions, through seasonal plants, to create a view of the road. For the campus park environment, a comprehensive, three-dimensional, multi-angle greening strategy is adopted to enhance the campus cultural connotation and greening level through landscape sketches. In line with the people-oriented thinking, we will create an environment-based campus environment for educating people and provide students with a natural and comfortable campus environment.

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4.4 Optimising Frontline Team Building

In 2017, the " Regulations on the Construction of Counselors in Colleges " put forward clear instructions for the work of counselors: when the campus crisis occurs, counselors should deal with the campus crisis preliminarily, stabilize the situation and control the development of the situation, grasp the information of the crisis in time and report it according to the procedure. At the same time, participate in the post-crisis response and summary research and analysis. From this point of view, among the front-line staff dealing with campus crisis, they are mainly counselors. This requires counselors to establish a sense of crisis, pay attention to the improvement of their own ability and quality, maintain a high degree of sensitivity in their work, be able to accurately grasp the development direction of campus crisis events, master the initiative of event development, and carry out effective management in the embryonic stage of campus crisis.

As the teacher with the most contact with students in school, counselors have a lot of information about students, which is the best tool to prevent students ' campus crisis. In the face of campus crisis events, they can respond quickly, especially in the face of emotionally excited students. They can keep their minds clear, take the overall situation into account, maintain good communication with students, understand and master the most real ideas and demands of students, alleviate the speed of crisis development, and gain time for other team members. After the summary and reflection, the case teaching materials are formed for the training and exercise of new counselors, so as to improve the ability and quality of new counselors. In addition, we must also do a good job in the cooperation between the school and the public security and fire departments, and multi-party linkage to improve the response capacity of front-line staff.

The role of student cadres and party members can not be ignored. Each counselor is responsible for a large number of classes, and it is difficult to manage long-term management by only one person. As models and role models in the student team, student cadres and party members can play a good supporting role in the student work of counselors. At the same time, we should strengthen the management of student union organizations and dormitory directors, establish a collaborative prevention mechanism between teachers and students, and be in the student center, so as to grasp and feedback students ' information at the first time, help other students, do a good job in basic persuasion and psychological counseling, and avoid the excessive development of crisis events.

5 Conclusion

In the era of information technology, there are numerous campus crises in higher vocational colleges in ethnic areas, which bring great challenges to the safety management and normal teaching on campus. In the face of the characteristics of fast dissemination, great influence and difficult to control, we explore the model innovation of campus crisis management of higher vocational colleges in ethnic areas through sound and perfect management mechanism, strengthening students' safety education, improving the quality of campus environment and optimising the construction of first-line team, and strive to establish a three-dimensional, multi-channel and omni-directional crisis management model, so as to truly enhance the crisis management ability of higher vocational colleges in ethnic areas and reduce the probability of the occurrence of crisis incidents. and reduce the probability of crisis events, so as to promote the sustainable development of harmoni-

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ous campuses.

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