

Research on the Sustainable Development of Social Responsibility of Higher Education of China from the Perspective of Stakeholders

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Abstract. The higher education of China has developed rapidly. During the process of its development, social responsibility has got more attention. From the perspective of stakeholders to analyze the social responsibility of higher education of China could promote the sustainable development of China's higher education.

Keywords: *stakeholders, China's higher education, social responsibility, sustainable development*

1. Introduction

With the globalization and integration of the world economy, the competition and cooperation among countries are deepening, and the demand for talents is increasing. The competition among countries in the world is characterized by the competition among high-end talents. All kinds of high-end personnel training could not be separated from the development of education in various countries. Nowadays, as the second largest economy in the world, China's trade in goods and services is developing rapidly. China is striving to transform itself from a trading power to a trading power, and its demand for professional talents is growing. In the report to the 19th National Congress of the CPC, it was pointed out that, "Priority should be given to the development of education. Building a strong country in education is a basic project of the Chinese Dream. We must give priority to education, speed up the modernization of education and ensure that the people are satisfied with education. To speed up the first-class University and first-class discipline construction, to achieve the development of higher education".

Looking at the issue of social responsibility of Chinese higher education from the perspective of stakeholders, it could better understand the reasons, objects and contents of the social responsibility of colleges and universities, and be conducive to promoting the sustainable development of social responsibility of China's higher education.

2. Definition of Basic Concepts

2.1 Stakeholder Theory

Stakeholder theory was developed in Western countries around the 1960s. As for the definition of "stakeholder", Clarkson said that "stakeholders and those who have invested some physical capital, human capital, financial capital or something of value in the business, and have taken some form of risk as a result of that, or they have taken risk because of the activity of the business".

The range of stakeholders is very wide, and different scholars abroad classify them according to different standards. Freeman (1984) depending on the resources that stakeholders have, and how they affect businesses, stakeholders could be divided into ownership stakeholders, such as board of directors, economic dependent stakeholders, such as employees, and social stakeholders, such as government. Frederick (1988) divided stakeholders into direct and indirect stakeholders according to the different ways in which stakeholders influence the enterprise. The direct stakeholders are the stakeholders that directly deal with the enterprise, such as shareholders, employees, suppliers, and

so on. Indirect stakeholders are those who have non-market relationship with enterprises, such as different kinds of governments, social activities and so on. .

2.2 Theory of Corporate Social Responsibility (CSR)

There are many researches on CSR at home and abroad. The research process of corporate social responsibility theory in foreign countries presents a dynamic developing process. There are some famous theories, such as Davis's "iron law of responsibility" in 1960. He thought that corporate responsibility is a complex concept in which business people make decisions and act in a way that should not only takes into account the economic and technological interests of the business, but should also think about other factors ;Friedman (1970) said "the sole responsibility of the firm is to make full use of its resources and capabilities to increase its profits in open, free and non-fraudulent competition"; Carroll(1991) proposed the "pyramid" model, which referred to the sum of economic responsibility, legal responsibility, ethical responsibility and charity responsibility ;Elkington (1997) put forward the triple bottom line, and thought that enterprise behavior should meet the requirements of the economic, social and environmental bottom line.

Although the research on CSR in China is not as early as abroad, it has also accumulated some achievements For example, Zhou Zucheng(2005) said "CSR is a kind of comprehensive responsibility that an enterprise should undertake, including economic responsibility, legal responsibility and moral responsibility"; Li Weiyang (2012) thought that CSR is a strategic resource, which can avoid the deviation of economic development from society, effectively promote the integration of economy and society, and then promote the social progress and healthy development of a country.

2.3 Theory of Sustainable Development

For the concept of sustainable development, what is recognized globally is the report of "our common future" in 1987: "sustainable development refers to the development that not only meets the needs of contemporary people, but also does not damage the ability of future generations to meet their needs." This definition shows that the issue of sustainable development is a dynamic rather than a static one, which requires consideration of both current and long-term interests.

There are many researches on sustainable development in China. For example, Zhou Yumei (2005) believed that "sustainable development is the organic unity of ecological sustainable development, economic sustainable development and social sustainable development". And some of them are elaborated and analyzed from the connotation. For example, Niu Wenyuan (2007) believed that the theory of sustainable development can be studied from the two aspects of "internal influence", that is, "relationship between people" and "external response", that is, "relationship between people and nature".

3. The Development History of Higher Education in China (1949-Present)

When China was founded in 1949, there were only 205 universities in China, and the gross enrollment rate of higher education was only 0.26%. Eighty percent of the 400 million people are illiterate, with an average of 1.6 years of education. In the early days of the founding of new China, there were many problems in the structure of higher education in China, such as the small scale, the small number of students trained, the unreasonable structure of school type, the incongruous proportion of the hierarchical structure of personnel training, the emphasis on literature and neglect of science, the lack of normal education, and the unreasonable layout of regional structure.

Since 2000, the Ministry of Education and other relevant departments have issued a series of documents, for example, "notice on the implementation of the Higher Education Teaching Reform Project in the new century" , "opinions on the implementation of the undergraduate teaching quality and teaching reform project in institutions of higher learning" , "opinions on the implementation of the first-class undergraduate curriculum construction of the Ministry of Education" and so on. Through the implementation of a series of quality-enhancing projects, such as the formulation of

personnel training standards, the promotion of comprehensive professional reform, the promotion of the sharing of high-quality resources, the strengthening of practical teaching, and the improvement of teachers' teaching abilities, it had greatly promoted the development of higher education quality in our country.

Since the 18th National Congress of the Communist Party of China, the development of higher education in our country has been on the fast track. In 2018, China had 2,663 ordinary institutions of higher learning, with a total of 38.33 million students enrolled in various types of higher education, ranking first in the world.

In the future, under the correct leading of Chinese government, the higher education of China will have more forces on social from all walks of life. The quality and level will be continuously promote by developing new engineering, medical and agricultural science and liberal arts, covering all disciplines of the Chinese characteristic.

4. Social Responsibility in Chinese Higher Education

At the beginning of the 21st century, the research on social responsibility of modern universities has been widely concerned by higher education institutions and UNESCO. At the beginning, most of the foreign studies were based on the philosophy of higher education as a major discipline background to study the relevant social responsibility concepts. Some researches focus on the content of social responsibility, some pay their attentions to the different subjects of responsibility, and some are committed to the different subjects of responsibility, and analyze the various social responsibilities that universities should bear to their stakeholders.

Compared with foreign countries, although the concept of "social responsibility" was introduced late in China, and the research on it started late. But, no matter from the aspect of macro government policy support, for example, in 2012, the Ministry of education and the Ministry of Finance of China clearly proposed to actively advocate and promote the opening of colleges and universities, and guide colleges and universities to undertake their corresponding social responsibility. Or from the research of scholars, such as Deng min and others (2015) proposed that the social responsibility of universities not only includes legal and economic obligations, but also includes the obligations to promote the positive development of the society. All these can be seen in the domestic social responsibility issues of attention. To realize the real sense of social responsibility, modern universities can promote the sustainable development of higher education in China, and enable universities, governments and society to undertake their own respective responsibilities and obligations.

5. Countermeasures and Suggestions to Promote the Sustainable Development of Social Responsibility of Higher Education in China

5.1 Further Strengthen and Enhance the Social Responsibility Consciousness of Teachers and Students

The concept of responsibility should be embedded in the whole process of teachers' teaching and educating, and the sense of responsibility and ability of teachers and students should be improved through various ways. Positive guidance for young students to seriously study and practice moral, social and environmental responsibility, actively participate in social practice and services, practice socialist core values.

5.2 Encourage the Voluntary Establishment of Social Responsibility Information Disclosure System in Colleges and Universities

In addition to the annual quality report, it is suggested that colleges and universities themselves or entrust a third-party professional institution to carry out the preparation of the annual report on social responsibility, disclose personnel training, scientific research, social services, cultural

heritage and innovation, rights and interests protection of teachers and students, management and use of funds, environmental and social issues to the society, and form a normalization.

5.3 Share the Responsibility of Stakeholders to Promote the Sustainable Development of Social Responsibility in Colleges and Universities

For the purpose of promoting the sustainable development of social responsibility in universities, the government, enterprises and society, which are the stakeholders of universities, can be brought together. A multi-stakeholder social responsibility project is adopted to promote and measure the fulfillment and realization of social responsibility, so as to continuously promote the development of social responsibility in colleges and universities.

6. Conclusion

The issue of social responsibility has become one of the focuses of the society, the country and even the whole world. China's higher education has made remarkable achievements in the past decades under the correct guidance of the Chinese government. With the continuous development of China's economy and society, it is of great value and significance for the future high-quality development of China's higher education to explore its sustainable development from the view of different kinds of stakeholders.

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