

Social Diversity and Local Education Policy: Exploring Acculturation and Inclusive Education

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Abstract In local education governance, the governance needs of the judiciary, the community and the public are different, so diversified governance is needed to meet the requirements of local governance. At present, there are some problems in education governance, such as poor departmental assistance, unclear guidance direction, and non-standard governance process. In order to improve the level of education governance, it is necessary to make full use of cultural resources to achieve social pluralistic governance, and put forward the following assumptions, including: 1) whether the government guides the judiciary and the community and promotes the assistance of the department to achieve the adaptive development of diversified resources; 2) Judicial institutions should build an adaptive cultural legal guarantee system and improve the laws and regulations on education governance with the requirements of cultural resource governance; 3) Whether the supervision of governance policies by the community, promote the improvement of the governance environment. the clear responsibilities of the government and the improvement of the law of the judiciary are the main factors to promote the improvement of governance effect. The community and the public have a suggestive effect of governance policies. The judiciary plays an important role as a safeguard, and temporary and long-term governance laws are needed to safeguard the interests of communities and the public. Therefore, the government should clarify its responsibilities, guide the judiciary, and improve the guarantee laws for education governance. The community provide prompt information, and form a diversified governance system.

Keywords: • social governance • education governance policy • acculturation • inclusive education • social pluralism

1 Introduction

In the process of local education governance, the government should make full use of local cultural resources and realize the integration of resources and governance. At present, there are two problems in the governance policies and policy content issued by local governments, on the one hand, there is a disconnect with the local governance environment, and on the other hand, the governance direction is too single to meet the diversified needs of social governance (Alanazi & Alsager, 2023). Therefore, it is the focus of the governance of the government, the community and the judicial sector to classify local education policies, improve the pertinence of policies, and meet the actual needs of the public, communities and the judicial sector. At the same time, the community, as the implementation point of local government social governance, bears the responsibility of interpreting governance policies and content to the public, which can improve the public's governance cognition and form a diversified social governance system, but it lacks the guidance of the government and does not play a corresponding role, and the judicial department, as the guarantee institution of local education governance, lacks cooperation with the government, resulting in the inability to guarantee the education governance policy and the mismatch between the policy content and governance (Marino, 2024). On the one hand, local governments are unclear about their responsibilities and do not guide the judiciary and communities to collaborate (Alhammad, 2023); On the other hand, there is a lack of effective coordination between the government, the judiciary and the community, resulting in a low utilization rate of cultural resources. Strengthening the rationalization of local governance policies, realizing diversified governance directions, and meeting the governance needs of the public have become the main content of the judiciary and the community (Alshangiti, Evans, & Wibrow, 2023). At the same time, in the process of integrating cultural resources and local governance policies, there is a lack of effective guiding policies, and the policy content does not match cultural resources, resulting in unsatisfactory policy implementation and affecting the overall effect of governance (Angelovska, Roehm, & Weinmülle, 2023). Therefore, it is necessary to strengthen the cooperation of community judicial institutions, and the judiciary, the community and local governments should be linked, build a good social governance system, promote the implementation of local education policies, and optimize the governance environment and governance structure. On the basis of the above analysis, this paper conducts an in-depth analysis from the perspectives of the government, the judiciary and the community, explores the correlation between the pluralism of social governance and education policies, and gives full play to the protective role of the community and the judiciary. At the same time, it is necessary to enhance the public's awareness of governance, realize the integration of cultural adaptation and inclusive education, create a good governance environment, and provide support for the implementation of local governance policies.

2 Literature review

2.1 Government governance policies and the diversified needs of communities and justice

The government, as the issuer of governance policies and the bearers of responsibilities, should understand the situation of policy governance according to the responsibilities of the community and the responsible jurisdiction. At present, the government lacks community coordination and policy interpretation, and cannot promote cooperation between government departments to form a pluralistic classification of governance (Cheng, 2023). In the process of governance, the government has ambiguity about its own responsibilities, urges the protective role of the judiciary, inhibits the community's interpretation of policy content, and the social governance system lacks linkage (Naumann & Crouch, 2020). Under the guidance of the government, the government should meet the needs of diversified governance by improving laws and fulfilling the responsibilities of the community, but the current education governance policy has the problem of insufficient rationality. Although the governance goals are clear, the governance content cannot be enriched (Defina et al., 2023). At the same time, diversified needs can prompt local governments to assume governance responsibilities and play their guiding roles, but communities and judicial institutions lack governance assistance and cannot play a role in governance. Therefore, the frequency of adjustment of government governance policies is low, and the extensive participation of communities and judicial institutions is poor, and the diversified governance content has not been formed to create a good governance environment (Ding & Wang, 2023). Among them, the depth of community interpretation of policy content is insufficient to improve the public's understanding of governance policies, and the government does not organize communities and judicial institutions to mine policy content to help them grasp more governance content, so there is a discrepancy between the goals and governance plans of education and the actual situation (Paveling, Vidovich, & Oakley, 2019). Under the guidance of the government, there is a lack of governance linkage between the upper and lower departments, between the government and the judiciary, and between the judiciary and the community, which makes the social governance environment improve to a low degree, which cannot lay the foundation for the optimization of the governance structure (Everett & Schwartz, 2023). Departmental assistance remains superficial, and the differences in governance between different communities have expanded, and governance has been separated from laws and regulations, resulting in poor enthusiasm for community and public participation.

2.2 Inclusive evaluation of the effect of policy implementation by the community and the public

The community and the public are the supervisors of education governance policies, and they have the legitimate right to supervise the governance effectiveness, governance policies and contents of local governments, and provide corresponding feedback and suggestions (Fan, Frost, & Jin, 2022). At present, the public is unable to understand the content, goals, and implementation steps of local governance policies through the community. Although the community understands the implementation effect of governance policies and the feedback of public governance policies through the public, the community and the public are the main supervisors and evaluators of education governance policies, and lack legal protection to fully implement the right of supervision (Farooqi & Forbes, 2020). Among them, the adaptability of local educational resources and the comprehensiveness of resource utilization are the contents of public supervision in the community, but the depth of excavation of educational resources is insufficient, and the lack of channels for public feedback affects the improvement of governance effect (Luova, 2020). There is an interactive relationship between the community and the public, and the community can improve the public's awareness of education governance policies by fulfilling their responsibilities and rights, but there are few ways to publicize and interpret the policies, which inhibits its effect (Finardi & Guimarães, 2021). The public can feedback on the necessary governance conditions and governance content through the community, and there are common responsibilities between the community and the public, but the community and the public provide little feedback information on the governance effect to the local government, and the evaluation model of governance results is lacking (Laiho & Pihlaja, 2022). Communities and the public need the judiciary as a safeguard and support to improve the comprehensive process of governance and fulfill their rights and interests to participate in local education governance, but the laws and regulations are not perfect and cannot provide legal protection of rights and interests (Gal-Arieli, Beeri, Vigoda-Gadot, & Reichman, 2020). To put it simply, the community and the public will effectively evaluate the implementation effect of diversified governance policies, which is also the basic factor of the education governance environment in the region, but it lacks pertinence and cannot promote the pluralistic optimization of the governance structure in the region (Gottardo et al., 2023). In short, the responsibilities of the community and the public at large are vague and the responsibilities of the local government are not coordinated, the relevant obligations are not fulfilled, and the content of governance policies is not sufficiently adjusted (Guerrero-Nieto & Quintero-Polo, 2021). The community and the public have a one-sided evaluation of governance effect and governance, unable to adjust the governance structure, lack of targeted utilization of cultural resources, and the combination of governance policies and resource integration is diverse, which cannot meet the diversified governance and

diversified needs in actual governance, and has become an objective constraint on the quality of education.

2.3 The adaptability of the judiciary to the government, the community and the public

As a safeguard agency for the government, the community and the public, the judiciary protects the legitimate rights and interests of the community and the public through laws and regulations, and effectively supervises the content of government policies (Guo, Keller, Söderqvist, & Tomson, 2020). The judiciary guarantees the implementation of the government's policies through safeguard rules and regulations and temporary rules and regulations, and urges all parties in society to implement the government's education governance policies. The judiciary punishes and restricts violations of the law, so the law is a prerequisite for local education governance (Gupta, 2022). Under the protection of laws and regulations, the community and the public have the right to policy supervision, feedback and participation. Moreover, the judiciary can ensure the legitimate rights and interests of the community and the public, encourage them to participate in the governance of local education policies, and form a diversified education governance environment. The judiciary should take into account the characteristics of local cultural resources, implement culturally adaptable policies and regulations, and comprehensively improve the inclusiveness of existing local educational resources and cultural enterprises. Although the law in the judiciary can improve the effectiveness of local legal governance, it lacks specificity and its adaptability to educational resources is debatable (Kimura, 2023). In addition, the judiciary needs to combine the public understanding to simplify the law and propose temporary measures to restrain it, but the existing laws and regulations are complex and long-term, lack temporary laws and regulations, and are inconsistent with education governance policies (Kong, 2023). At present, there is a need for diversified education governance methods, and the content of governance needs to be enriched, but there is a lack of overall improvement to promote the development of cultural and educational governance (Mustafawi & Shaaban, 2019). To put it simply, the judicial institution is a condition for ensuring the supervision of education governance policies in the community and the public, and it is an objective factor in the implementation of local education governance policies. The policy interpretation of the community and the governance cognition of the public play an intermediate role in judicial construction, while the legal framework should restrain the public with different cognitions, reach a consensus on governance goals, and play an objective role in supervising social governance policies (Lo & Wan, 2021). Therefore, local judicial institutions need to fulfill their responsibilities to encourage the community to play its role in advocacy and interpretation, continuously improve laws and regulations, and create an objective environment for multi-sectoral collaboration (Nuzhat, 2021). Therefore, local judicial institutions should develop multi-level and pluralistic, lay a dynamic

binding system for local education governance policies, the utilization of educational resources, and the improvement of education governance cognition, and ensure the effective implementation of government education governance policies.

In view of the above analysis, three hypotheses are proposed, such as the following:

- 1) Hypothesis 1: Whether the government guides the judiciary, the community, and promotes the assistance of the sector to achieve the adaptive development of diversified resources.
- 2) Hypothesis 2: Combined with the requirements of cultural resource governance, the judiciary should construct an adaptive cultural legal guarantee system and improve the laws and regulations of education governance.
- 3) Hypothesis 3: Whether the supervision of governance policies by the community, the public, and the judiciary, and the integration of pluralistic governance policies, promote the improvement of the governance environment.

3 Research methods

3.1 Subjects of the study

This paper takes local educational institutions, government and community personnel as the research objects, conducts an in-depth analysis of local education policies, divides them from the perspectives of law, government and public, and obtains data in the form of questionnaires. Among them, the content of the questionnaire is divided into 3 dimensions, government, judiciary and community, each dimension sets multiple choice questions, and each multiple choice question is scored on a 5-point scale, the higher the score, the more in line with the requirements. Before the questionnaire was issued, the content of the questionnaire was adjusted, and the survey content was assigned to three experts, and the survey documents were scored, and the reliability and validity of the questionnaire were greater than 0.7, which met the survey requirements. A total of 300 questionnaires were distributed, and 300 questionnaires were recovered, with a yield of 100%, and the specific results are shown in Table 1.

Table 1: Nonparametric tests among different indicators

Government education governance policies (Median number)	Multi departmental collaboration	Temporary improvement of laws and regulations	Construction of religious laws and regulations	Policy interpretation of the community	Policy supervision and feedback in the community	The satisfaction of diversified governance strategies	Enhancing awareness of social public governance
2.0 (n=212)	3.199	4.139	2.835	3.395	2.740	3.592	3.116
2.237 (n=8)	3.857	4.531	4.739	4.387	2.776	2.258	3.641
3.179 (n=8)	4.692	4.951	4.970	3.710	2.000	2.000	2.000
3.732 (n=2)	3.000	2.000	1.000	2.367	1.000	2.730	2.645
3.785 (n=8)	2.773	3.300	4.874	4.459	2.927	4.389	1.000
4.0 (n=33)	3.000	2.000	1.000	2.367	2.000	3.000	2.000
4.135 (n=6)	4.892	3.045	1.000	3.062	2.641	3.198	3.367
4.322 (n=1)	4.892	3.045	3.435	3.062	4.282	3.198	3.367
Kruskal-Wallis test statistic H value	1.801	89.956	71.758	21.614	67.278	14.409	61.056
p	0.406	0.0001**	0.0001**	0.0001**	0.0001**	0.001**	0.0001**

* $p < 0.05$, ** $p < 0.01$

The results of the non-parametric test in Table 1 show that in the analysis of local education governance policies, the difference value of multi-sectoral collaboration is 0.406, which has a relatively large impact on governance policies, indicating that there is a significant correlation between local education policies and multi-sectoral collaboration, which proves the objectivity of the survey results. Moreover, it shows that there is a strong correlation between social pluralism, local education policy and multi-sectoral collaboration, and local governments play a leading role in local education governance and departmental collaboration. At the same time, the non-significant impact of the judicial department and the community on the local education governance policy was less than 0.001, indicating that the analysis process of the questionnaire was objective and the data of multiple indicators obtained by the questionnaire were reasonable. In the analysis of influencing factors, the survey data does not show that it has an impact on local education governance policies, which shows the objectivity and rationality of the data, which can be used as calculation data in the later stage.

3.2 Collaboration between local governments, the judiciary and communities

Synergistic analysis between local governments, the judiciary and communities is needed, with the main aim of achieving the needs of social diversity governance, meeting the basic situation of cultural adaptation and inclusive education, and promoting the participation of the community public and the four rows of institutions in governance, as shown in Table 2.

Table 2: Collaborative analysis of local governments, the judiciary and communities

Item	Coefficient of action	Coefficient of deviation	Directly affect the factor
Government	0.190	0.046	1.000
Judicature	0.001	0.004	0.0001
Community	0.0001	0.315	0.0001
Society	0.310	0.121	0.852
Enhancing awareness of social public governance	1.451	0.109	0.925
The satisfaction of diversified governance strategies	0.506	0.120	0.582
Policy supervision and feedback in the community	1.189	0.213	0.590
Policy interpretation of the community	0.646	0.051	0.871
Construction of religious laws and regulations	0.921	0.067	0.891
Temporary improvement of laws and regulations	0.0001	0.149	0.0001
Multi departmental collaboration	0.528	0.040	0.828
Government education governance policies	0.669	0.054	0.779

The analysis in Table 2 shows that in the process of collaborative analysis, the direct influence coefficient of the government is the highest (1.000), followed by the public, with governance awareness (0.925), and the integrity of laws and regulations is constructed, with a value of 0.891. In terms of the analysis of the role coefficient, the construction coefficient of laws and regulations is 0.921, and the public awareness is 1.451, indicating that social pluralism and local government are the main aspects of education policy governance, which can improve cultural adaptability and inclusiveness, as well as the public's awareness of governance, and improve the relevant legal construction. The direct impact coefficient of the law is 0.828, indicating that multi-sectoral cooperation can improve the implementation of education governance policies in the region and meet the governance needs of social diversity. There is no significant difference in the improvement of existing laws and regulations, and the deviation coefficient is higher than 0.149, indicating that the existing laws and regulations cannot meet the needs of local cultural resources governance and fail to achieve social diversification. In terms of public supervision, the direct effect coefficient is 1.189, indicating that policy supervision and feedback have a direct impact on local governance. To sum up, the public's awareness of governance, the improvement of the judicial sector, as well as multi-departmental cooperation and social supervision are the main factors for the analysis of the applicability of local cultural resources and the inclusion of multiple resources, which have a direct impact on the implementation of social pluralism and local education policies, which can promote the multi-level governance and meet the multi-faceted needs of the society for governance.

3.3 Analysis of the inclusive role of government, justice and communities

Analyze the role of governance collaboration between multiple departments such as government, justice and community, find out the main institutions and main application areas that affect the governance effect, so as to determine their influencing factors, and determine their correlation through the analysis and verification of different institutional data values, so as to achieve regression analysis, so as to find the correlation between local governance and the integration of cultural resources, as shown in Table 3.

Table 3: Analysis of the inclusive role of government, justice and communities

	Government education governance policies	Temporary improvement of laws and regulations	Construction of religious laws and regulations	Policy supervision and feedback in the community
Multi departmental collaboration	1.854** (8.360)	0.560** (9.399)	0.240** (3.741)	-0.258** (-3.063)
Policy interpretation of the community	1.876** (7.570)			
Multi departmental collaboration*Policy interpretation of the community	-0.491** (-7.457)			
The satisfaction of diversified governance strategies	-0.083 (-1.875)	0.305** (6.011)	0.111* (2.042)	0.512** (7.134)
Enhancing awareness of social public governance	-0.114** (-3.590)	0.015 (0.378)	-0.142** (-3.424)	0.131* (2.411)
Temporary improvement of laws and regulations	-0.412** (-9.592)			
Construction of religious laws and regulations	-0.157** (-3.487)			
Policy supervision and feedback in the community	-0.064* (-2.107)			
R ²	0.385	0.241	0.054	0.161
Adjust R ²	0.371	0.234	0.044	0.152
F-number	F (8,390)=30.565, p=0.0001	F (3,395)=41.873, p=0.0001	F (3,395)=7.499, p=0.0001	F (3,395)=25.263, p=0.0001

* p<0.05, ** p<0.01, The t-value is inside the parentheses

The results of Table 3 show that the correlation between the government, the judiciary and the community is negative, indicating that there is no significant positive correlation between the government, the judiciary and the community. There is a poor synergy between the government and the judiciary and the community, with negative values, The relationship between the government and multiple departments is negative 0.491, which further indicates that the correlation between government and department collaboration is relatively poor; secondly, the policy supervision and feedback is -0.258, indicating that in the process of departmental cooperation, 1) there is a lack of effective supervision and social

feedback, 2) the enthusiasm of the public to participate in education governance is insufficient, 3) local policies cannot meet the needs of diversified analysis, and in the process of adjusting and analyzing the overall distribution results, temporary laws and regulations are found. The impact value of the government is 41.873, indicating that the judiciary lacks the improvement of temporary regulations, and should strengthen the construction of temporary regulations to ensure the implementation effect of policy governance and the participation rights of the public and the community, and the effect of government policy implementation is 25.263, which confirms the role of the government and the judiciary in the implementation of education governance policies, and there is a coupling interaction between the two, which has a promoting effect on social governance, cognition and governance feedback. Among them, the value of social supervision and feedback is 25.263, indicating that social supervision and feedback have an indirect impact on the improvement of local policies, content adjustment, and the participation of judicial institutions. On the whole, government departments assume the main education governance policies and responsibilities, their governance goals are vague, the judiciary is unable to propose temporary laws, there is a lack of protection for the rights and interests of the public to participate in governance, and the public can not fully perform the duty of supervision, resulting in a large deviation in the education governance strategy, laws and regulations can not meet the needs of local diversified governance, and can not effectively restrain governance behaviors. Therefore, local judicial organs should strengthen the construction of laws and regulations, and the government should adjust governance policies and urge communities to perform their duties of supervision and feedback.

3.4 Diversified and inclusive analysis of local education governance

The diversification and all-round development of local education governance policies need to be combined with multi-sectoral collaboration and index analysis to improve the effectiveness of governance. How to effectively carry out multi-content and multi-index judgment, it is necessary to comprehensively analyze and study, adopt the form of multi-program combination, involve multiple departments to improve the overall educational governance effect, and the specific program adjustment is shown in Table 4.

Table 4: Diversified analysis of local education governance

Inclusive solutions	Lift rate	Structural optimization rate	Overall effect
Construction of religious laws and regulations	9.3	9.3	36.3
Construction of religious laws and regulations + Enhancing awareness of social public governance	18.3	9.0	71.6
Construction of religious laws and regulations + Enhancing awareness of social public governance + Policy supervision	18.3	0.0	100.0

Inclusive solutions	Lift rate	Structural optimization rate	Overall effect
and feedback in the community			
Construction of religious laws and regulations + Enhancing awareness of social public governance+Policy supervision and feedback in the community + Government education governance policies	18.3	0.0	100.0
Construction of religious laws and regulations + Enhancing awareness of social public governance + Policy supervision and feedback in the community + Government education governance policies + Multi departmental collaboration	18.3	0.0	100.0
Construction of religious laws and regulations+Enhancing awareness of social public governance + Policy supervision and feedback in the community + Government education governance policies + Multi departmental collaboration + Temporary improvement of laws and regulations	18.3	0.0	100.0
Construction of religious laws and regulations + Enhancing awareness of social public governance + Policy supervision and feedback in the community + Government education governance policies + Multi departmental collaboration + Temporary improvement of laws and regulations + Policy interpretation of the community	18.3	0.0	100.0
Construction of religious laws and regulations + Enhancing awareness of social public governance + Policy supervision and feedback in the community + Government education governance policies + Multi departmental collaboration + Temporary improvement of laws and regulations + Policy interpretation of the community + The satisfaction of diversified governance strategies	18.3	0.0	100.0

From the analysis results in Table 4, it can be seen that the improvement rate of the construction of laws and regulations is 9.8%, the optimization rate of governance structure is 9.3%, and the improvement rate of a single governance plan is 36.3%, indicating that the construction of laws and regulations has a significant effect on the governance of education policies and is the main influencing factor of governance. The integration of the construction of laws and regulations and the public consciousness shows that the improvement rate of the two on the governance effect has increased significantly, reaching 13.8%, the structural optimization rate is 9%, and the improvement effect is 71.6%, indicating that the two schemes can effectively promote the improvement of the local education governance effect, but the improvement rate has decreased, and the feedback effect of public awareness on policy supervision has decreased. With the improvement of the law, the supervision feedback and the enhancement of public governance awareness, the effect of the combined governance scheme on local education governance has not changed greatly, the governance improvement rate is still 18.3%, the structural optimization rate is 0%, and the effect is 100%, indicating that the governance effect of government + justice + community has reached the maximum, and the education structure has not changed greatly. This shows that in the process of multi-scheme governance combination, the effect of

education governance cannot be improved indefinitely, and the overall optimization of government + justice + community governance scheme is the main factor affecting diversified and inclusive local education governance. Local governments should strengthen their own construction, supervise the construction of the judiciary, give play to the role of community supervision and feedback, realize the coordination of government + justice + community, and form a diversified governance system.

3.5 Summary of the results of socially pluralistic and inclusive governance

A comprehensive analysis is carried out to verify whether the hypothesis proposed in this paper is reasonable, and the overall results are shown in Table 5.

Table 5: Summary of study results

Hypothesis	Content	Outcome
1	The government guides the judiciary and the community, and promotes departmental assistance to achieve the adaptive development of diversified resources	establish
2	In conjunction with the requirements for the governance of cultural resources, judicial institutions are to build a system of legal safeguards for cultural adaptation, and improve laws and regulations on education governance	establish
3	Whether the supervision of governance policies by the community, the public and the judiciary, and the integration of diversified governance policies, promote the improvement of the governance environment	establish

As can be seen from Table 5, it is found that the hypothesis proposed in this paper is true, and the government is the main responsible person for the implementation of education governance policies, and it has a supervisory and guiding role in the judiciary and the community. The judiciary undertakes the legitimate supervision rights and interests of the public and the community, guarantees the fulfillment of its rights and interests, and promotes the community's participation in social governance, so as to increase the public's enthusiasm for participation. The community and the public are the main supervisors of education governance policies, providing feedback and suggestions to local governments, providing support for the improvement of the judicial system, and forming a good governance environment. At the same time, local governments, based on the feedback from the public and the community, adjust education governance policies to meet diversified governance needs, optimize and utilize existing cultural resources, improve the coordination between departments, and the adaptability of resources and governance, so as to achieve inclusive social governance results.

4 Countermeasures

4.1 The government promotes the linkage between the judiciary and the community

Local governments should clarify their own responsibilities, integrate and optimize resources according to existing cultural resources and contents, and promote the integration of resources and policies. At the same time, the government should understand the governance needs of the community and the public, meet their multicultural governance requirements, and realize and improve the adaptability of cultural governance (Polakova & Klimova, 2023). The government realizes the linkage between the judiciary and the community, builds a joint governance plan, and forms an inclusive education governance system. Local governments should clarify the direction of governance, perform their role of supervision and supervision, urge judicial institutions to monitor and improve laws and regulations, and guide the development of laws and regulations towards the goal of governance (Pontecorvo et al., 2023). At the same time, the content and structure of laws and regulations should be deepened, and a multi-level governance system should be built to meet the diverse needs of society (Thao et al., 2023). When formulating governance policies, according to the content and scope of local cultural resources, adaptation adjustments should be made, cultural content that meets the requirements of governance should be selected, and inclusive education and governance should be carried out for the public community, so as to enhance the existing public's awareness of governance and develop the public's potential for governance. Through the realization of cultural adaptation analysis and the construction of a diverse education system of governance, the multi-level and multi-perspective education governance of society will be completed (Ponzini, 2021). Local governments should actively absorb the feedback and opinions of the public, combine cultural content and existing judicial conditions, adjust education governance policies, optimize the content of education governance, deepen the reform of education governance, and promote the development of local education governance. In the governance of education policy, multi-combination schemes, such as temporary governance policies, short-term education governance policies, and long-term education governance policies, can be adapted to form multi-dimensional education governance programs and contents. The scope of governance, is divided into local cultural governance, educational resource governance, education legal governance, etc., to build a three-dimensional governance system and form a good governance driving force.

4.2 Laws and regulations are designed to improve the content of the community and the public

In the process of pluralistic governance and the implementation of education policies, laws and regulations play a protective role, which can provide a basic guarantee for the utilization of cultural resources and the inclusive governance of educational resources (Prøitz, Novak, & Mausethagen, 2022). The existing laws and regulations lack perfection and are not binding on the institutions in the process of local governance, such as the interpretive role of the community and the participatory role of the public. Therefore, laws and regulations should put forward targeted governance plans according to the governance situation and stage, and improve the corresponding content (Wang, 2021). Based on the local cultural resources, resources and the development of the community, the judiciary proposes a law on the guarantee of cultural governance, a law on the performance of community duties, a law on the rights and interests of citizens to participate in governance, and a binding regulation on the governance feedback process. Through diversified educational governance policies and regulations, the adaptability of the use of cultural resources is improved, and the local educational environment and educational conditions are comprehensively governed, and a multi-perspective governance plan is formed (Santos, 2020). In terms of improving laws and regulations, it is necessary to clarify the direction of governance and optimize the corresponding governance content in combination with specific regulations and regulations (Smalley, 2020). At the same time, the judicial department and the government have effectively cooperated to put forward a guarantee governance plan for governance policies and governance content, and completed the construction of a guarantee system for the entire governance resources. Therefore, the judicial sector should play its own role as a guarantee, restrain and encourage the government, the community, and the public, clarify the content and direction of governance, and form a diversified governance system. Moreover, it is necessary to effectively restrain and punish violations of laws and disciplines in governance, so the improvement of laws and regulations is a condition for ensuring the rights and interests of the community and encouraging the public to supervise governance, which has a promoting effect on the regulation and regulation of local governance policies (Martínez Vera et al., 2023).

4.3 The community and the public actively participate in the supervision of governance policies

The community and the public are the implementers and evaluators of education governance, and how to effectively carry out information feedback and governance evaluation is also a binding premise for local governments to carry out education governance (Shiroza, 2023). Among them, the community and the public need the support of the law to supervise and interpret the guarantee, and fulfill the right to governance and the right to information feedback. At the same

time, community and social work should conduct an in-depth interpretation of education governance policies, discover the key points of integration, combine them with existing cultural resources, and conduct a diversified evaluation of governance effects (Tromp & Datzberger, 2021). Therefore, in the process of social education governance, the community and the public play a direct guiding role. The evaluation of the governance effect on the public and the community can enrich the governance content and governance conditions, feedback on the results to the government in a timely manner, discover the governance points, and provide support for the rationality improvement of governance policies. Feedback on results can achieve effective integration of short-term and long-term policies and achieve sustainable education governance (Stray & Wood, 2020). Feedback from the community and the public to the judiciary can help the judiciary determine the actual safeguard structure and improve the judiciary's laws, including temporary laws and targeted laws (Smagacz-Poziemska & Bierwiazzonek, 2022). On the whole, the community and the public are the executors of education governance and the comprehensive evaluators of the effectiveness of education governance, which can effectively provide comprehensive judgments for the judiciary and the government, which can improve the effectiveness of governance and build a good governance environment (Verschuere, 2021). At the same time, the establishment of an interactive relationship between the public, the judiciary and the government can solve the specific problems existing in the governance system for the comprehensive development of the governance system, realize diversified governance, and lay the foundation for cultural exploratory governance.

5 Conclusion

In the process of implementing local education governance policies, there is a problem of diversification of governance needs. The existing governance strategies cannot effectively meet its requirements, so it is necessary to combine local cultural resources to improve the effect of education governance in the region. The results show that local government judicial structures and communities are the main subjects of cultural resource utilization, which play a key role in the implementation of education governance policies. The direct influence coefficient of the government is the highest, which is 1.000, and there is a poor synergy between the government, the judiciary and the community, and its values are all negative, and the collaborative relationship between the government and multiple departments is negative 0.491, which further indicates that the correlation between the government and the department is relatively poor, and the local policies cannot meet the needs of diversified analysis. The public's governance awareness was 0.925 and 1.451, indicating that social pluralism and local government were the main aspects of education policy governance. The value of the integrity of laws and regulations is 0.891, the construction coefficient is 0.921, and the pertinence of laws and multi-departmental cooperation has a

direct impact coefficient of 0.828. In addition, the improvement rate of the construction of laws and regulations was 9.8%, the optimization rate of governance structure was 9.3%, and the improvement rate of a single governance plan was 36.3%, indicating that the construction of laws and regulations has a significant effect on the governance of education policies and is the main influencing factor of governance. By integrating the construction of laws and regulations with public awareness, it is found that the improvement rate of the two on the governance effect has increased significantly, reaching 13.8%, the structural optimization rate is 9%, and the improvement effect is 71.6%, indicating that the governance of multiple combinations can improve the effect of governance, promote the optimization of governance structure, and create a governance environment. Among them, a single feedback and governance plan cannot improve the effect of education governance, and it is necessary to carry out multiple combinations to improve its governance level. There are some limitations in this study, mainly the limitations of survey data and survey scope, and the survey scope will be expanded and the number of surveys will be increased in the future to meet the diversified needs of education governance.

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