



## Developing the academic administration to enhance teachers' professional ability at Beihai Vocational College in China

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### ABSTRACT

The objectives of this study were 1) to investigate the problems and needs of the professional ability of college teachers in my country, taking Beihai Vocational College as an example, and 2) to develop the academic administration guidelines to enhance the professional ability of college teachers at Beihai Vocational College. 260 teachers from Beihai Vocational College were obtained by simple random sampling. The research tool used in this study was a questionnaire. The data were analyzed by content analysis and expressed as percentages, mean, and standard deviation. The results show that: 1) the problems and needs of the academic management guidelines for improving teachers' professional ability were at the "highest" level; 2) the guidelines of academic management for improving teachers' professional ability are divided into 10 units. All 10 units were evaluated by three experts, and the value of the IOC was 0.67 to 1.00, which means that the academic management system to improve teachers' professional ability was acceptable and can be used as a guideline for the academic management system to improve teachers' professional ability to improve teachers' professional ability and level.

### Origin and significance of the issue

With the rapid development of higher education in our country, the team of college teachers has been growing continuously, and the task of improving the professional ability of teachers has become increasingly prominent. Teachers' professional ability is one of the important factors affecting the quality of higher education. The quality and long-term development of higher education directly correlate with the level of professional competence of teachers.

At present, the prominent problem facing my country's higher education is the lack of teachers' professional ability. These problems not only directly affect the quality and competitiveness of higher education but also restrict the professional development of teachers, making it urgent and meaningful to build educational administration guidelines to improve teachers' professional capabilities. By formulating a systematic educational administration guide, teachers can be provided with a clear development path and related support so as to promote their continuous progress in teaching and education management. Such educational administration guidelines can help teachers understand the status quo of their professional abilities and formulate individualized development plans. At the same time, educational affairs guidelines

can also promote the standardized management of educational institutions and improve the quality of education and the cultivation of students' comprehensive quality (Xia et al., 2023).

Constructing educational administration guidelines to improve teachers' professional ability is one of the important tasks in the current development of higher education. Based on the relevant documents issued by the Ministry of Education in 2017 and 2019, the purpose of this study is to construct an educational guideline for improving teachers' professional competence, follow the requirements of the Ministry of Education, and provide specific action guidelines for teachers and educational institutions. Through this study, we hope to fill the research gap in this field and contribute to the professional development of teachers and the improvement of education quality (Chen et al., 2023).

The purpose of this study is to explore the current situation and problems of teachers' professional ability through questionnaire surveys and empirical analysis and to propose corresponding countermeasures and suggestions so as to provide guidance and help for improving teachers' professional ability. At the same time, the results of this research will also provide useful reference and support for colleges and universities to improve the quality of teachers and promote the quality of higher education.

### **Objectives**

1. To investigate the problems and needs of the professional ability of college teachers at Beihai Vocational College.

2. To develop the academic administration to enhance the professional ability of college teachers at Beihai Vocational College.

### **Literature review**

Through the collection and collation of the existing research literature, the existing research on teachers' professional ability in Chinese universities shows that the system of teachers' professional ability is not taken into account, which is the reason for the lack of improvement of teachers' professional ability. This study could fill this knowledge gap. The following is the relevant literature on the improvement of teachers' professional ability:

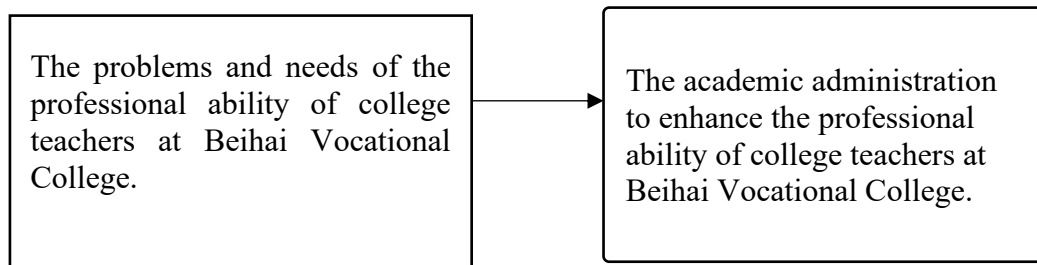
Ling (2023, pp. 42-43) Conducted a research project entitled "Study on the Path to Improve the Professional Ability of Preschool Education Teachers in Higher Vocational Colleges." The research results include the fact that the level of professional competence of preschool education teachers in higher vocational colleges affects the quality of preschool education professional personnel training. This article analyzes and researches the current situation, existing problems, and improvement paths of professional competence of preschool education teachers in higher vocational colleges in Fujian Province in order to provide reference for preschool education majors in higher vocational colleges.

Yan (2020, pp. 112-114) carried out a research project entitled "Research on Classified and Stratified Training of College Teachers' Professional Abilities—Taking Hubei University of Economics as an Example." The results of the study show that carrying out the classified and stratified training of college teachers' professional ability is beneficial to change the low efficiency caused by the "one size fits all" professional ability training of college teachers. Taking Hubei University of Economics as an example, this paper explores the policy system, strategy path, and work plan for differentiated training for teachers of different ages and different post categories to improve the quality of teachers' professional ability training.

Li & Zhou (2022, p.23) Carried out a research project entitled "Problems and Countermeasures for the Improvement of Professional Practice Ability of Higher Vocational Teachers under the Background of the Double Higher Program." The research results include: Based on the construction of the "Double High Program," the improvement of the professional practical ability of higher vocational teachers is discussed from three aspects: cultivating high-quality technical and technical talents in the new era, strengthening the characteristics of vocational education types, and building a "double-qualified" teacher team. This paper studies the improvement path of vocational teachers' professional practical ability from the system level,

implementation level, and cultural level.

### Conceptual Framework



**Figure 1** Research conceptual framework

### Methodology

Mixed methods research was used to analyze the data because it uses both quantitative and qualitative approaches in the research process.

#### 1. Population and sample group

##### 1.1 Population

The population for the study project was identified as 740 full-time teachers.

##### 1.2 Sample Group

In this research project, a sample group of 260 teachers will be identified, which will be derived from Taro-Yamane formula (Yamane, 1973). Respondents were collected using simple random sampling techniques.

#### 2. Research tools

The tools used for research are as follows:

##### 2.1. Questionnaire

The questionnaire was divided into three parts as follow: 1) general information, 2) problems about the professional ability of college teachers, and 3) needs of professional ability of college teachers in vocational education. Three experts evaluated the index of agreement score (IOC score) of the questionnaire. The IOC for each question in the questionnaire ranged from 0.67 to 1.00. For assessing the reliability of the questionnaire using Cronbach's alpha for the question set of teachers.

##### 2.2 Focus group

Focus group discussion used data from teachers. According to the discussion and answers for creating the academic administration guidelines to enhance teachers' professional ability.

#### 3. Data collection

The data were collected by distributing the questionnaires to the 260 participants.

#### 4. Data analysis

4.1 Quantitative survey questions were used to analyze frequencies, means ( $\bar{x}$ ) standard deviations (S. D.). The five point Likert rating scale was used to evaluate the respondents' problems and needs.

4.2 The qualitative method used for focus group discussion meeting analyzed by using content analysis.

### Results

1. The problems and needs of the teaching ability of college teachers in vocational education.

**Table 1** Problems existing in the teaching ability of college teachers in vocational education.

Questions	n=260		Level of problems
	$\bar{X}$	S.D.	
1. The teaching method of college teachers is single in terms of teaching ability.	4.36	0.21	High
2. The professional ability of college teachers lacks the classroom management ability in terms of teaching ability.	4.57	0.48	Highest
3. The teaching evaluation of college teachers' professional ability in teaching ability is not scientific.	4.47	0.32	High
4. The traditional teaching concept of college teachers is deeply rooted in terms of teaching ability.	4.69	0.55	Highest
5. College teachers lack of understanding of innovative teaching concept in terms of teaching ability.	4.69	0.45	Highest
6. The teaching objectives of college teachers' professional ability in teaching design are not clear.	4.77	0.24	Highest
7. The content arrangement of college teachers' professional ability in teaching design is unreasonable.	4.79	0.20	Highest
8. The teaching rhythm of college teachers is not good in terms of teaching implementation.	4.48	0.20	High
9. The professional ability of college teachers is not clear in terms of teaching implementation.	4.45	0.47	High
10. The professional ability of college teachers lacks the interaction with the students in the teaching implementation.	4.79	0.47	Highest
11. The evaluation and feedback of university teachers' professional ability in teaching evaluation is not timely.	4.36	0.37	High
12. College teachers' professional ability lacks of self-reflection in teaching evaluation.	4.79	0.31	Highest
13. The professional ability of university teachers is insufficient in scientific research innovation in scientific research ability.	4.55	0.23	Highest
14. The professional ability of university teachers is the lack of teamwork ability in scientific research ability.	4.52	0.36	Highest
15. The professional ability of university teachers is weak in the scientific research transformation ability of scientific research ability.	4.77	0.42	Highest
16. College teachers lack experience in practical ability.	4.44	0.40	High
17. The professional ability of college teachers in the practical ability of the practical guidance ability is insufficient.	4.54	0.20	Highest
18. College teachers lack of learning motivation in terms of self-improvement ability.	4.45	0.34	High
19. The career development plan of college teachers in terms of self-improvement ability is not clear.	4.64	0.48	Highest
20. The professional ability of college teachers is insufficient in terms of professional quality.	4.63	0.42	Highest
<b>Total</b>	<b>4.58</b>	<b>0.36</b>	<b>Highest</b>

As can be seen from table 1, the professional ability of college teachers was at the highest level, with the total average value of 4.58. Most teachers think college teachers' professional ability in teaching design content arrangement is unreasonable (Q7) ( $\bar{X}=4.79$ ), college teachers' professional ability in terms of teaching implementation lack of interaction with students (Q10) ( $\bar{X}=4.79$ ) and college teachers' professional ability in teaching evaluation of self reflection (Q12) ( $\bar{X}=4.79$ ). There are also most teachers said that the unclear teaching objectives of college teachers in teaching design (Q6) ( $\bar{X}=4.77$ ) and the weak research transformation ability of college teachers in scientific research ability (Q15) ( $\bar{X}=4.77$ ) also have a great impact on the professional ability of college teachers. Only a few teachers believe that the teaching method of college teachers' professional ability (Q1) ( $\bar{X}=4.36$ ) and the timely feedback of college teachers' professional ability in teaching evaluation (Q11) ( $\bar{X}=4.36$ ) have a great impact on the professional ability of college teachers.

**Table 2** Needs of professional ability of college teachers in vocational education

Questions	n=260		Level of needs
	$\bar{X}$	S.D.	
1. The professional ability of college teachers needs various teaching methods in terms of teaching ability.	4.51	0.40	Highest
2. College teachers' professional ability needs to have a strong classroom management ability in terms of teaching ability.	4.57	0.37	Highest
3. The professional ability of college teachers needs scientific teaching evaluation in their teaching ability.	4.59	0.20	Highest
4. The professional ability of college teachers should have the teaching concept in terms of teaching ability.	4.59	0.35	Highest
5. The professional ability of college teachers should have innovative teaching concept understanding in terms of teaching ability.	4.69	0.47	Highest
6. The professional ability of teachers in colleges and universities should be clear in teaching design.	4.66	0.42	Highest
7. The content arrangement of college teachers' professional ability should be reasonable in the teaching design.	4.58	0.52	Highest
8. The vocational ability of college teachers should be well grasped in terms of teaching implementation.	4.67	0.43	Highest
9. The teaching language expression of college teachers' professional ability should be clear in terms of teaching implementation.	4.68	0.41	Highest
10. The professional ability of college teachers should strengthen the interaction with students in the teaching implementation.	4.59	0.20	Highest
11. The evaluation and feedback of college teachers' vocational ability in teaching evaluation should be timely.	4.66	0.35	Highest
12. The professional ability of college teachers should strengthen the self-reflection in the teaching evaluation.	4.69	0.46	Highest
13. The professional ability of university teachers should strengthen scientific research innovation in terms of scientific research ability.	4.55	0.43	Highest

14. The professional ability of university teachers should strengthen the teamwork ability in terms of scientific research ability.	4.58	0.37	Highest
15. The professional ability of university teachers should strengthen the ability of scientific research transformation in terms of scientific research ability.	4.55	0.32	Highest
16. College teachers should strengthen practical experience in terms of practical ability.	4.68	0.20	Highest
17. Professional ability of college teachers should strengthen practical guidance ability in terms of practical ability.	4.64	0.34	Highest
18. College teachers should strengthen their learning motivation in terms of self-improvement ability.	4.59	0.41	Highest
19. College teachers' professional ability should have a clear career development plan in terms of self-improvement ability.	4.67	0.41	Highest
20. College teachers should have enough professionalism in terms of professional quality.	4.67	0.20	Highest
Total	4.62	0.36	Highest

As can be seen from table 2, teachers evaluated the needs of professional ability of college teachers at a highest level, with total average of 4.62. Most teachers believe that the professional ability of college teachers should have innovative teaching ideas (Q5) ( $\bar{X}=4.69$ ) and self-reflection (Q12) ( $\bar{X}=4.69$ ) should have the greatest impact on improving the professional ability of college teachers. There are also most teachers said that the teaching language expression of college teachers 'professional ability in teaching implementation should be clear (Q9) ( $\bar{X}=4.68$ ) and college teachers' professional ability to strengthen practical experience (Q16) ( $\bar{X}=4.68$ ) will also have a great impact on improving the professional ability of college teachers. Only a few teachers believe that the professional ability of college teachers needs various teaching methods (Q1) ( $\bar{X}=4.51$ ) in terms of teaching ability, which has a great impact on improving the professional ability of college teachers.

2. The academic administration guidelines to enhance teachers' professional ability of Beihai Vocational College.

The academic administration guidelines to enhance teachers' professional ability of Beihai Vocational College consisted of ten units.

- 2.1 Career development plans of university teachers
- 2.2 Improving the classroom management ability of college teachers
- 2.3 Improve the teaching concept of university teachers
- 2.4 College teachers and strengthen their interaction with students
- 2.5 Improve the practical guidance ability of college teachers
- 2.6 Enhance the professionalism of college teachers
- 2.7 Teachers to strengthen their teamwork ability
- 2.8 Teachers' research ability to transform
- 2.9 Teachers' clear teaching objectives
- 2.10 Teaching evaluation guidelines for university teachers

In conclusion, to enhance the management system of teachers' vocational education in China will help college teachers to solve various problems in front of education and teaching and enhance the needs of higher education teachers' education and teaching ability in all aspects.

1. In terms of building and improving the management system of teachers' vocational education ability in China and solving problems, it can be seen from the questionnaire that teachers are in urgent need at the "highest" level of concern.

For the university teachers now, the existing teachers in terms of teaching ability, single teaching method, classroom management ability, teaching evaluation (which is not scientific), traditional teaching concept, insufficient understanding of innovative teaching concepts, unclear teaching goals, unreasonable content arrangement, poor grasp of the teaching rhythm, unclear teaching language expression, lack of interaction with students, untimely evaluation feedback, insufficient self-reflection, scientific research innovation, teamwork ability, lack of practical guidance ability, learning motivation, unclear career development planning, professional dedication, and so on.

For the above discussion, it is suggested to organize training and guide teachers to learn and apply modern educational concepts and methods; promote cooperation with industries, provide practical opportunities for teachers, and improve their practical teaching ability; establish clear evaluation criteria to ensure timely and effective feedback; encourage classroom discussion and participatory teaching and interaction; organize regular training and communication activities, encourage teachers to learn and grow; provide relevant technical training, and encourage teachers to explore digital teaching tools (Ye, 2023). The need to enhance the teaching ability of college teachers in vocational education mainly focuses on the connection with the industry, updating the educational concept, adopting diversified teaching methods, establishing a scientific evaluation system, and enhancing the application of technology ability. By taking effective measures to meet these needs, the teaching quality of vocational education can be further improved, and talents more in line with the social and market needs can be cultivated.

2. Guidelines for enhancing academic administration system of teaching ability of Beihai Vocational College; namely: 1) College teacher vocational ability should have clear career development plan in terms of self-promotion ability, 2) College teacher vocational ability needs strong classroom management ability in terms of teaching ability, 3) college teachers vocational ability should have advancing teaching concept in terms of teaching ability, 4) college teachers vocational ability should strengthen the interaction with students, 5) college teachers vocational ability in practical ability, 6) university teachers' professional ability in professional quality to have enough professionalism, 7) university teachers' professional ability in scientific research ability to strengthen teamwork ability, 8) university teachers' professional ability in scientific research ability, 9) university teachers' professional ability in teaching design to clear teaching objectives, and 10) university teachers' professional ability in teaching ability need to have a scientific teaching evaluation. All 10 units were evaluated by five experts and presented with IOC values. The value from 0.67 to 1.00 means that the guidelines for developing the academic administration system for improving the professional ability of teachers in Beihai Vocational College are acceptable, which can be used as the guidelines for developing the academic administration system to improve the professional ability and level of teachers in Beihai Vocational College.

## **Discussion**

1. Discussion on the problems existing in enhancing the teaching ability of college teachers in vocational education.

The survey results show that the teachers hope to improve the construction of the vocational education ability system of college teachers, which can be accelerated, and the vocational education ability system of college teachers needs to be accelerated and improved. Some teachers still adhere to the traditional indoctrination teaching methods and fail to adapt to modern education concepts, resulting in low student participation and low acceptance of new teaching methods and technologies, affecting the teaching effect and students' interest in learning. Teachers tend to focus on theory in teaching, lack practical experience, and are unable to effectively apply knowledge to practical scenarios. Some teachers lack contact with the industry and fail to timely understand the industry dynamics and demand, affecting the timeliness and

relevance of teaching content; the lack of clear teaching evaluation standards leads to the subjectivity and uncertainty of teaching effect evaluation; the learning feedback to students often lags behind, and it is difficult to help students to adjust learning strategies in time; the interaction between teachers and students is less, and the classroom atmosphere is relatively rigid, affecting the learning motivation of students; and teachers cannot provide effective guidance for the needs of each student, affecting the individual development. College teachers lack vocational development training opportunities to update teaching skills and knowledge; lack of interdisciplinary or peer communication and cooperation affects teachers' professional growth; some teachers are not familiar with the application of modern teaching technology, affecting the development of digital teaching; failure to make full use of online education platforms and resources, limiting the flexibility and richness of teaching; teachers not only undertake teaching tasks, but also conduct scientific research and management, causing time and energy dispersion and affecting teaching quality; high intensity work pressure may lead to job burnout and affecting their teaching enthusiasm and innovation ability (Wu and Liu, 2023).

For the above discussion, it is suggested to organize training and guide teachers to learn and apply modern educational concepts and methods; promote cooperation with industries, provide practical opportunities for teachers, and improve their practical teaching ability; establish clear evaluation criteria to ensure timely and effective feedback; encourage classroom discussion and participatory teaching and interaction; organize regular training and communication activities, encourage teachers to learn and grow; provide relevant technical training, and encourage teachers to explore digital teaching tools (Ye, 2023). Through the above discussion and countermeasures, college teachers can better improve the teaching ability of vocational education and improve the teaching quality and effect.

## 2. Discussion on the needs of enhancing college teachers' professional ability in vocational education.

The survey results show that teachers are mentally aware of the importance of improving the "highest" teaching ability of teachers' vocational education in colleges and universities. With the continuous development of vocational education, teachers need to understand the industry standards and need to cultivate talents that meet the market needs; pay attention to the cultivation of practical skills to enable students to quickly adapt to the working environment after graduation; and update their educational ideas and transform them into student-centered teaching methods to promote students' active learning. Cultivate teachers' awareness of lifelong learning; promote them to constantly improve their own teaching ability and professional knowledge; Teachers need to master diverse teaching methods, such as project-based learning, flipped classroom, and case teaching, to improve students' sense of participation and interest; Understand the different needs of the students. Implement personalized teaching strategies to support students of different backgrounds and abilities; Establish a scientific and reasonable evaluation system that not only focuses on students' knowledge mastery but also pays attention to the improvement of their ability and quality; Provide timely and effective feedback to help students understand their own learning progress and improvement direction; With the proliferation of online education and digital technology, teachers need to improve their own digital literacy. Master various educational technology tools. Teachers should be able to use online learning resources to enrich classroom content and improve the flexibility and diversity of teaching; teachers should take measures to promote the interaction between teachers and establish good teacher-student relationships among students, pay attention to students' psychological needs, create supportive environments, and help students better cope with learning pressure; universities should provide regular professional development training for teachers to help them master new teaching ideas and methods, promote communication and cooperation among teachers, and share experiences and best practices so as to promote common growth.

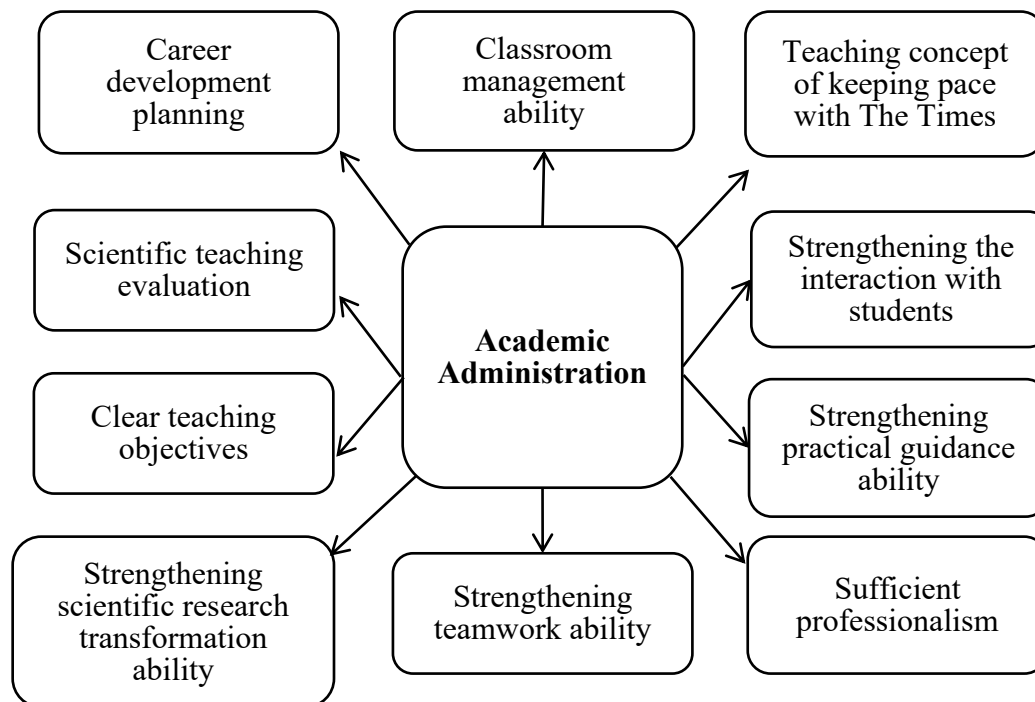
The need to enhance the teaching ability of college teachers in vocational education mainly focuses on the connection with the industry, updating the educational concept, adopting diversified teaching methods, establishing a scientific evaluation system, and enhancing the application of technology ability. By taking effective measures to meet these needs, the teaching quality of vocational education can be further



improved, and talents more in line with the social and market needs can be cultivated.

### Body of knowledge

The knowledge of the research consisted of career development plan, classroom management ability, teaching concept of keeping pace with the Times, strengthening the interaction with students, strengthening practical guidance ability, sufficient professionalism, strengthening scientific research transformation ability, clear teaching objectives, and scientific teaching evaluation. It is shown in Figure 2.



**Figure 2** Body of knowledge

### Suggestions

Enhancing the professional ability of college teachers in vocational education is related to the vital interests of teachers, social harmony and stability, modernization, and the healthy development of higher education.

1. The effectiveness and systematization of the construction of the professional ability system of college teachers' vocational education need to be further studied, so that the system can better serve the improvement of college teachers' ability.

2. The guideline for enhancing the professional ability of vocational education in college teachers is a career guidance course for innovation and reform in the new era. Through the implementation and promotion, so that it can truly cultivate the overall quality, education and teaching ability of college teachers, to help college teachers more quickly, more accurate, more reasonable to improve their own education and teaching level.

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