



Guidelines for developing countermeasures in higher vocational education management in China: A case study of Jiangxi Dayu Vocational and Technical College

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ABSTRACT

This study aimed to: 1) investigate the current situation for countermeasures in higher vocational education management in China. 2) To develop the guideline for developing countermeasures for higher vocational education management in China. The research subjects included 222 teachers and 387 students from Jiangxi Dayu Vocational and Technical College. The research instruments employed in this study were questionnaires. We analyzed and presented the collected information and data in terms of frequency, percentage, mean, and standard deviation. The research showed that Jiangxi Dayu Vocational and Technical College got mostly good reviews for its teaching environment, school organization and management, and teaching quality. This shows that the college is doing a good job in the field of higher vocational education. However, there are still some shortcomings, especially in terms of teaching methods and curriculum design, and some teachers and students have expressed that there is room for improvement. Based on the above findings, this study proposes a series of improvement measures. Firstly, strengthen teacher training and enhance teaching levels and innovation abilities; Secondly, we should enhance the teaching environment by optimizing teaching facilities and constructing practical teaching bases. Once again, optimize school organizational management, improve various management systems and processes, and improve management efficiency; Finally, establish an effective feedback mechanism to encourage students to participate in school management and promote two-way communication between the school and students.

Introduction

With the rapid development of higher vocational education in China, private universities, as an important component, play an important role in cultivating applied talents and promoting local economic development. However, there are some problems in the management of higher vocational education in China that require in-depth research and exploration (Gicheva & Petrie, 2018). Firstly, the management of private universities is an important issue that urgently needs to be addressed. Due to differences in economic conditions, educational conditions, and scale of private universities, their internal management methods and organizational structures are also different. In response to these differences and diversity, we need to

conduct in-depth research on the current situation and problems in the management of private universities, in order to find reasonable and effective strategies to improve the overall management level of private universities. Secondly, taking Jiangxi Dayu Vocational and Technical College as an example for research is of great significance. Jiangxi Dayu Vocational and Technical College, as one of the powerful representatives of private universities in China, has certain representativeness in the research of management issues in private universities. I have been working at Jiangxi Dayu Vocational and Technical College for many years, and have a deep understanding of the internal management of the college. Therefore, I am able to provide more comprehensive and accurate data and information. Meanwhile, by drawing on the management experience of Jiangxi Dayu Vocational and Technical College, feasible suggestions can be provided for other similar colleges to jointly promote the healthy development of private universities in China.

In addition, the significance of conducting in-depth research on the management issues of private universities is not only limited to solving practical problems, but also reflected in promoting the overall development of higher vocational education. At present, higher vocational education in China is facing a series of challenges such as insufficient enrollment management, teaching management problems, and inadequate government management. Solving the management problems of private universities is of great significance for improving the overall development environment of higher vocational education and enhancing the quality of education (Pambudi & Harjanto, 2020). Therefore, the aim of this study is to investigate the current situation and existing problems in the management of higher vocational colleges, and to construct corresponding countermeasures. Taking Jiangxi Dayu Vocational and Technical College as an example, a specific study will be conducted. In recent years, private universities in China have faced many difficulties and challenges in their development, such as difficult enrollment, uneven quality, and non-standard management systems (Webb et al., 2017).

Objectives

1. To investigate the current situation for countermeasures of higher vocational education management in China.
2. To develop the guideline for developing of countermeasures of higher vocational education management in China.

Literature review

This section is mainly divided into four parts, namely: Concepts and Related Topics, The profile of the Case Study, Related Research, and Conceptual Framework.

1. The theory of educational goals is an important theory in education, which refers to the process of intentionally and systematically helping students master knowledge, skills, attitudes, and values within a certain period of time, ultimately achieving the expected educational goals. The theory of educational goals consists of two core concepts - goals and evaluation, which are the theoretical basis for educators to formulate and implement educational plans, carry out educational activities, and evaluate educational achievements (Urdu & Kaplan, 2020). The educational goals have five levels: cognitive level, skill level, emotional level, developmental level, and comprehensive goals. The cognitive level refers to the knowledge, information, and understanding that students acquire during the learning process; The skill level refers to the ability of students to apply their knowledge and skills to solve practical problems and complete tasks. The emotional level refers to students' feelings, emotions, and attitudes towards themselves. The developmental level refers to the growth and development that students gain through learning, including physical, psychological, and social aspects. The comprehensive goal refers to the comprehensive and balanced development of students in all aspects of knowledge, skills, emotions, and development (Bardach et al., 2020).

2. Governance refers to the process of managing, coordinating, regulating, and resolving social and public affairs through the synergy of government and social forces in modern society. Governance theory is a reflection and summary of governance practice, a theoretical exploration and interpretation of the ideas, systems, mechanisms, actions, and other aspects involved in the governance process. The development and improvement of governance theory not only helps to promote the practice of governance, but also helps to improve the quality and efficiency of governance, thereby contributing to the development and progress of society (Ansell & Torfing, 2022). Governance theory mainly includes three levels: firstly, the concept and values of governance, secondly, the principles and rules of governance, and thirdly, the system and mechanism of governance.

3. Higher vocational education refers to a form of education that focuses on practice and aims to cultivate high-level applied talents with certain professional qualities, skills, and abilities, among general higher education, secondary vocational education, and advanced technical education (Mason, 2020). Higher vocational education can be seen as an organic combination of higher education and vocational education, which is an educational model that meets social needs, faces the market and industry. The development process of higher vocational education can be traced back to the early 1980s, when China proposed the "three step" development strategy, which is to achieve the strategic goal of modernization from preliminary construction to basic realization, and then to comprehensive realization (Nazari & Pihie, 2012). One of the requirements of the second strategic goal is to implement higher vocational education and cultivate high-level technical applied talents. In recent years, with the support of national policies, higher vocational education has further developed (Baartman et al., 2013).

4. Teaching management refers to a series of management activities that plan, organize, implement, and evaluate the teaching process in higher vocational education. It involves the determination and adjustment of teaching objectives, the allocation and utilization of teaching resources, the preparation and implementation of teaching plans, the management and guidance of teaching processes, and the evaluation and improvement of teaching quality, aiming to improve teaching effectiveness and quality, and promote the comprehensive development of students (Shymkova et al., 2021). The importance of teaching management cannot be ignored. Through scientific and reasonable teaching management, it can improve teaching efficiency, promote the construction of the teaching team, promote the improvement of students' learning outcomes, and provide guarantees for the sustainable development of higher vocational education (Abdel, 2022).

In summary, it is of great significance to develop and implement appropriate strategies to address the problems and needs in the management of higher vocational education. By scientifically and effectively adopting countermeasures, various challenges in teaching management can be addressed, promoting the sustainable development of higher vocational education, and improving the quality and level of education and teaching. Therefore, universities and teachers should attach importance to the formulation and implementation of countermeasures, strengthen relevant training and learning, and continuously improve teaching management work.

Conceptual framework

The conceptual framework is as follows:

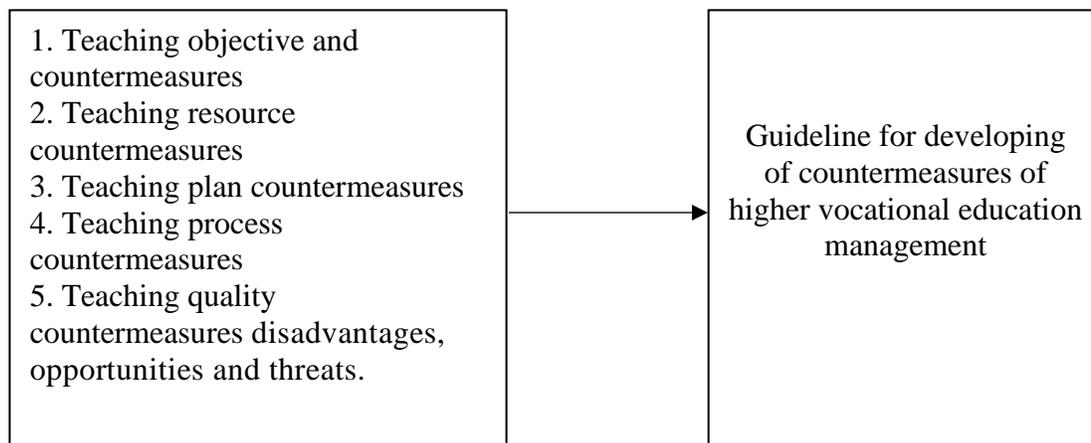


Figure 1 Conceptual framework

Methods

This study used two forms of research tools, questionnaire survey and interview, to collect relevant data and information on the problems and countermeasures of higher vocational education management in China. The following will introduce the design and content of these two research tools. It can show the research methodology as follows:

1. Research design

Mixed methods research (Quantitative research and Qualitative research) is employed to analyze the data because both quantitative and qualitative approaches are adopted in the research process.

2. Population and sample groups

In order to ensure the accessibility of data while also taking into account its representativeness, this study conducted a survey and research by stratified sampling of 222 teachers and 387 students.

3. Research instruments

Questionnaire survey is a commonly used research tool that can quickly obtain the opinions and opinions of a large number of respondents. The aim was to understand their understanding of the current management situation and evaluation of existing problems in the college, as well as suggestions for improving management level.

Interviews are another important research tool, in addition to questionnaire surveys, through in-depth communication with relevant personnel, more detailed and comprehensive information can be obtained. This study will conduct interviews with teachers of Jiangxi Dayu Vocational and Technical College to further understand the existing problems and propose solutions.

3. Data collection

This study collected data through two primary methods: questionnaire surveys and interviews. The questionnaire survey was distributed to selected teachers and students to gather quantitative data on their perspectives regarding vocational education management. Meanwhile, interviews were conducted with teachers at Jiangxi Dayu Vocational and Technical College to obtain qualitative insights into existing problems and possible solutions.

4. Data Analysis

The collected data was analyzed using both quantitative and qualitative methods. Quantitative data from the questionnaire responses were processed using statistical techniques, including the calculation of mean and standard deviation, to assess central tendencies and variability. Qualitative data from the interviews were subjected to content analysis, where recurring themes and patterns were identified to derive meaningful conclusions about the management issues and their potential solutions.

Results

Data analysis of personal factors of students from Jiangxi Dayu Vocational and Technical College the questionnaire, including gender and age. Frequency and percentage analysis of the data were performed.

1. The current situation for countermeasures of higher vocational education management in China.

Table 1 The current situation for countermeasures of higher vocational education management

Variables	n = 387		Level of opinion
	\bar{X}	S.D.	
Evaluation of teaching environment	3.76	1.39	High
School Organizational Management Evaluation	4.03	1.23	High
Teaching quality evaluation	4.05	1.17	High

According to table 1, the aspect with the highest satisfaction is the evaluation of teaching quality (4.05), followed by the evaluation of school organization and management (4.03), and finally the evaluation of teaching environment (3.76).

Table 2 Evaluation of teaching environment

Evaluation of teaching environment	n = 387		Level of opinion
	\bar{X}	S.D.	
1. Your satisfaction with the teaching environment.	3.79	1.36	High
2. The completeness of classroom facilities.	3.76	1.39	High
3. The cleanliness and tidiness of the classroom.	3.72	1.43	High
Total Average	3.76	1.39	High

According to table 2, we can see that Jiangxi Dayu Vocational and Technical College has performed excellently in the evaluation of teaching environment and teaching quality. Overall, the performance of the college is at a high level (3.76). Among them, students had the highest opinion with the teaching environment, with a score of 3.79, indicating that they were very satisfied with the teaching environment of the college. Next is the quality of professional teaching, with a score of 3.76, indicating that students are also very satisfied with the teaching quality of their major. In addition, the students rated the cleanliness of the classroom as 3.72, indicating that the college has done a good job in maintaining the teaching environment.

Table 3 School Organizational Management Evaluation

School Organizational Management Evaluation	n = 387		Level of opinion
	\bar{X}	S.D.	
1. I am satisfied with the organization and management of the school.	4.09	1.200	High
2. The administrative efficiency of the school is high.	3.97	1.253	High
3. The school can solve students' problems in a timely manner.	3.97	1.292	High
4. The school pays attention to the personalized needs of students.	4.06	1.211	High

5. The school provides sufficient practical opportunities.	4.06	1.196	High
Total Average	4.03	1.23	High

According to table 3, Jiangxi Dayu Vocational and Technical College has received high praise in terms of teaching quality, overall performance, and tangible performance (with a total score of 4.03). Among all evaluations, the opinion rating for school organizational management is the highest (4.09). Secondly, the school's attention to the personalized needs of students (4.06) and the adequacy of practical opportunities provided (4.06) have also received high praise. However, the administrative management efficiency of the school (3.97) and the speed of solving student problems (3.97) are relatively low.

Table 4 Teaching quality evaluation

Teaching quality evaluation	n = 387		Level of opinion
	\bar{X}	S.D.	
1. Your satisfaction with the quality of teaching in this major.	4.11	1.152	High
2. The reasonableness of the course design.	4.00	1.181	High
3. The ease of understanding the teacher's teaching method.	4.05	1.206	High
4. The teaching level of teachers in this major.	4.03	1.179	High
5. The timelines of teachers in this field answering questions.	4.04	1.144	High
Total Average	4.05	1.17	High

According to table 4, we can see that the teaching quality evaluation and overall performance of Jiangxi Dayu Vocational and Technical College are at a high level (4.05). Among them, the most recognized projects are No. 1 "Your satisfaction with the quality of teaching in this major" (4.11), followed by No. 3 "The ease of understanding the teacher's teaching method" (4.05), and No. 5 "The timeliness of teachers in this field answering questions" (4.04), No. 4 "The teaching level of teachers in this major" (4.03), and finally No. 2 "The reasonableness of the course design" (4.00).

2. The guideline for developing of countermeasures of higher vocational education management in China

This study outlines a structured approach to improving higher vocational education management in China, consisting of three key units: evaluation of the teaching environment, school organizational management evaluation, and teaching quality evaluation. These guidelines are designed to address the challenges identified in the study and provide a foundation for effective educational reforms.

Unit 1: Evaluation of Teaching Environment Improving the teaching environment is fundamental to enhancing vocational education quality. This can be achieved by optimizing teaching facilities, integrating advanced educational technologies, and constructing practical teaching bases to provide students with hands-on experience. By fostering an enriched and interactive learning environment, institutions can bridge the gap between theoretical knowledge and practical application.

Unit 2: School Organizational Management Evaluation Efficient organizational management is crucial for the smooth operation of vocational institutions. Schools should improve various management systems and processes to enhance operational efficiency. Strengthening coordination between departments, refining administrative procedures, and promoting accountability among staff can contribute to a more effective management structure. Encouraging student participation in governance can also foster a more inclusive educational environment.

Unit 3: Teaching Quality Evaluation Enhancing teaching quality is essential for producing skilled graduates who meet industry standards. This requires continuous teacher training to improve pedagogical

skills and innovation capabilities. Curriculum reform should focus on aligning educational content with market demands, ensuring that students acquire relevant competencies. Additionally, establishing an effective feedback mechanism will enable educators to adjust teaching methods based on student input, fostering a dynamic and responsive learning process.

Conclusion While higher vocational education in China has made significant progress, there remain areas for improvement, particularly in teaching methods and curriculum design. By implementing these countermeasures-strengthening teacher training, optimizing the teaching environment, improving organizational management, and establishing a robust feedback system-vocational institutions can enhance education quality and better prepare students for the workforce. These guidelines serve as a strategic framework for developing a more efficient and student-centered vocational education system.

Discussions

This study conducted an in-depth exploration of the management of higher vocational education at Jiangxi Dayu Vocational and Technical College, aiming to identify existing problems and propose corresponding countermeasures. We collected a large amount of data through a questionnaire survey and conducted data analysis using statistic software. The data analysis results indicate that the evaluation of the teaching environment, school organization and management, and teaching quality of students are all at a high level. However, we have also identified some issues that mainly focus on the teaching methods and curriculum design of teachers.

In terms of teaching quality evaluation, we have found that there are still some unsatisfactory situations on specific projects. For example, students have lower satisfaction with the teaching methods and curriculum design of teachers. This may be because teachers have some shortcomings in teaching methods and curriculum design, which need further improvement. Therefore, we suggest that the college strengthen the training and guidance of teachers, encourage them to adopt more flexible and diverse teaching methods to meet the needs of students. At the same time, we also need to further improve the course design to make it more in line with students' learning habits and practical needs.

In addition to issues with teaching quality, we have also identified some organizational and management issues in schools. Although the satisfaction with the teaching environment and school organization and management is high, there are still some students who have put forward improvement suggestions. This may be because the school still has some problems in certain aspects that need further improvement. Therefore, we suggest that the college strengthen its organizational management, improve various rules and regulations, and improve management efficiency. At the same time, we also need to strengthen communication and exchange with students, timely understand their needs and suggestions, in order to better serve them.

There is a significant correlation between the evaluation of teaching environment, school organization and management, and teaching quality. Among them, the correlation coefficient between school organizational management evaluation and teaching quality evaluation is 0.523, indicating a positive correlation between the two. The correlation coefficient between teaching environment evaluation and teaching quality evaluation is 0.621, indicating a positive correlation between the two. Based on these coefficient results, we have derived a regression equation: $y=0.526+0.743x_1+0.140x_2$. Among them, y represents the evaluation of teaching quality, x_1 represents the evaluation of school organization and management, and x_2 represents the evaluation of teaching environment. Model analysis shows that both school organizational management evaluation and teaching environment evaluation have a positive impact on teaching quality evaluation. The correlation coefficient indicates that the evaluation of school organizational management has the greatest impact on the evaluation of teaching quality, followed by the evaluation of teaching environment. This may be because school organizational management is an important guarantee of teaching quality, and the teaching environment also has a direct impact on teaching quality.

Body of knowledge

The theory of educational goals has important guiding significance for the educational activities of educators. It requires us to focus on cultivating students' multifaceted abilities and comprehensive goals in teaching activities, while also emphasizing the operability and measurability of achieving educational goals, ensuring the scientific, rigorous, and effective nature of education, thereby better promoting students' comprehensive development and improvement.

The research and application of governance theory require both theoretical depth and practical experience. Only by combining governance theory with practice can better governance effectiveness and social benefits be achieved (O'Boyle, 2018, pp. 330-352). At the same time, governance theory also needs to be constantly innovated and improved in accordance with the changes of the times and the needs of society, constantly summarizing experience and improving methods in practice, providing strong theoretical support and guidance for achieving modern governance.

Higher vocational education is an educational model that meets market demand and serves national economic development and social progress. Its significance lies in filling the gap between traditional higher education and vocational education, promoting industrial upgrading and economic transformation, and providing students with broader career development space and a better social safety network (Hidayat, 2019, pp. 387-368).

Teaching management plays an important role and significance in higher vocational education. Through scientific and effective teaching management, the effectiveness and quality of teaching can be improved, promoting the comprehensive development of students, and contributing to the cultivation of more high-quality applied talents in society. Therefore, schools and teachers should attach importance to teaching management, strengthen relevant training and learning, and continuously improve the quality and level of education and teaching.

When studying the management issues of higher vocational education, it is necessary to accurately define and analyze the problems, identify the specific manifestations and reasons of the problems, and find corresponding solutions and countermeasures. Only by deeply understanding the essence and essence of the problem can we better propose methods and approaches to solve it, and further improve the quality and level of education and teaching.

It is of great significance to develop and implement appropriate strategies to address the problems and needs in the management of higher vocational education. By scientifically and effectively adopting countermeasures, various challenges in teaching management can be addressed, promoting the sustainable development of higher vocational education, and improving the quality and level of education and teaching. Therefore, universities and teachers should attach importance to the formulation and implementation of countermeasures, strengthen relevant training and learning, and continuously improve teaching management work.

Suggestions

1. The text proposes several suggestions to improve teacher training and the teaching environment at Jiangxi Dayu Vocational and Technical College. The training objectives include improving teaching skills, addressing teaching methods and curriculum design issues, and enhancing professional competence. The training content includes teaching philosophy, subject knowledge, information technology application, and teacher ethics and style. Training formats include online, offline, school-based, and school enterprise cooperation.

2. Training evaluation and feedback are crucial for assessing teachers' teaching situations and problems. After training, feedback and suggestions are collected through questionnaires, interviews, and other methods. A teacher training file should be established to record the training process and achievements

of teachers. Recognition and rewards should be given to outstanding teachers to encourage more active participation in training and improve their teaching level.

3. The teaching environment is also a crucial aspect of higher vocational education management. To address the problems in the teaching environment, schools should invest in teaching facilities, improve the learning atmosphere, promote the construction of teaching resources, and emphasize the construction of a practical teaching environment. These measures will help improve teaching quality, student learning outcomes, and overall student experience.

4. School organizational management is crucial in higher vocational education, as it improves operational efficiency, enhances teaching quality, and provides a better learning environment. However, Jiangxi Dayu Vocational and Technical College faces several problems in organizational management. To address these issues, schools should develop comprehensive management systems and processes, strengthen internal communication and collaboration, improve the quality and ability of management personnel, strengthen scientificization and democratization of decision-making, and introduce information management methods.

5. Establishing an effective feedback mechanism is essential for improving teaching quality and student satisfaction. Schools should clarify the purpose and scope of feedback, establish diversified feedback channels, process and utilize feedback information, strengthen communication and collaboration between teachers and students, and continuously improve the feedback mechanism.

6. Strengthening student participation is another important aspect of higher vocational education management. Encouraging students to participate in school management and decision-making can improve management efficiency and level. Establishing student autonomous organizations and conducting student volunteer services can enhance students' sense of belonging and responsibility, promote communication and collaboration between schools and students, and improve management efficiency. Establishing effective feedback mechanisms, such as suggestion boxes and symposiums, can identify and solve teaching problems and continuously improve teaching methods based on student needs and feedback.

7. Strengthening student participation can cultivate students' comprehensive qualities and abilities by providing more practical and exercise opportunities, enhancing their sense of social responsibility and civic awareness, and improving their overall quality and abilities. By implementing these strategies, higher vocational schools can enhance their overall educational experience and contribute to a more efficient and effective learning environment.

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